

Historical Geology – GEOL 210

Sections 001 (CRN: 20123) and 002 (CRN: 21431), Spring Semester 2021

Professor: Gwen M. Daley
Office: Sims 214
Office Hours: T: 11:00 AM -1:00 PM and by appt.
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Meets: Asynchronously
Room: Online
Credit Hours: 3
Textbook: Wicander and Monroe, Historical Geology, 8th Edition
My pronouns: she, her, hers

Objectives: To explore the major processes that led to the development of geological and biological systems through time on Earth.

Week Beginning	Topic	Chapter
1/11 (Week One)	Introduction: The Earth	1
1/18 (Week Two)	Earth's Universe and Earth Materials	1, 2
1/25 (Week Three)	Plate Tectonics I	3
2/1 (Week Four)	Plate Tectonics II / Exam One	3
2/8 (Week Five)	Sedimentary Processes	6
2/15 (Week Six)	Geological Time	5
2/22 (Week Seven)	Fossils and Evolution / Exam Two	7
3/1 (Week Eight)	PreCambrian Earth and Life	8, 9
3/8 (Week Nine)	Paleozoic Earth	10, 11
3/15 (Week Ten)	Paleozoic Life	12, 13
3/22 (Week Eleven)	Extinctions / Exam 3	12
3/29 (Week Twelve)	Mesozoic Earth	14
4/5 (Week Thirteen)	Mesozoic Life	15
4/12 (Week Fourteen)	Cenozoic Earth	16, 17
4/19 (Week Fifteen)	Cenozoic Life	18
4/28-4/29 (Finals Week)	Final Exam	

Schedule subject to change.

If you find an issue with the design of the course, please contact me and I will try to resolve it. We will not meet face to face unless you make an appointment specifically to meet in person, we decide to meet as a class, or some similar occasion. If you are interested, here is Winthrop University's policy on online and distance education:

<https://www.winthrop.edu/uploadedFiles/onlinelearning/DistanceEducationOnlineEducationPolicy.pdf>



Office Hours: Please drop by my virtual office hours via Blackboard Collaborate (Tuesday, 11:00-1:00) if you would like to discuss anything about the class. Because of privacy issues, I will only discuss your grade (including possible grading errors on quizzes, etc.) with you in virtual office hours or via e-mail, so if you cannot come to my scheduled office hours, please send me an e-mail to make an appointment.

Contact Via E-mail: I will send important course-related material to the e-mail that is listed in Blackboard for you. Please check that account regularly so that you don't miss important information. Under normal circumstances, I answer e-mail promptly (usually the same day). However, I will not answer e-mails that arrive after 6:00 PM until the next day. I serve on several committees with heavy workloads and thus on days when those committees meet, I may not answer e-mails until evening. Please do not assume that if I get back to you within minutes on one day that you will get the same instant response on other days. Please also be sensible about resending e-mail; assume that I got your e-mail unless I do not answer you within 48 hours on workdays (Monday through Friday). I will try to answer e-mails sent over the weekend quickly, but I will be doing fieldwork and other activities that may prevent me from being online.



Policy on Late Work: **I do not accept late work.** If you need extra time to complete the work, please e-mail me and request an extension. If you need an accommodation for a serious illness or family emergency, you will need to get a Student Absence Notice from the Dean of Students Office, who will send an e-mail to all of your professors outlining your need for more time to complete work. They do a very good job of keeping your professors informed as well as offering university resources to students in crisis.

Student Learning Activities Performance Measures: Grades in this course will be assigned based on:

Assessment Measure	Each	Total
Exams (3)	15%	45%
Comprehensive Final Exam (1)	15%	15%
Reading Quizzes (weekly)	~1%	15%
Class activities (varies)	varies	25%
Total		100%

Exams: There will be three examinations given during the semester as well as a comprehensive final exam. The first three exams will be composed of short answers (drawn from the reading quizzes and class activities) and one essay question. The prompts for the three exam essays are available on Blackboard. The final exam will be all short answer question and be given on the Wednesday (April 28th) and Thursday (April 29th) of exam week

Reading Quizzes: Each weekly block begins with a short quiz on the reading from your textbook. The questions are taken from the end of the chapters. You may attempt the quizzes as many times as you like.

Class activities: For each week, we will do several activities such as short quizzes, readings, and problem sets. The class activities also include a weekly assignment for which you will compose two novel exam questions based on that week's material and post them on a course forum. I will use some of those exam questions on the exams.

Grades will be calculated on a straight scale:

A	90.00 - 100.00	C	70.00 - 76.99
B+	87.00 - 89.99	D	60.00 - 69.99
B	80.00 - 86.99	F	< 60.00
C+	77.00 - 79.99		

This grading scale may be adjusted downward as determined by the instructor, but the points needed for each grade will never be higher than indicated above (e.g., a student with more than 90 points will always receive a grade of A). We will use "plus" grades but not "minus" grades because the Winthrop +/- system is not balanced.

Course Evaluations

At the end of the semester, you will be asked to fill out an evaluation of this course through the Qualtrics Survey utility. Instructions for completing this survey will be posted on BlackBoard. The survey will become available late in the semester. I will send messages when the survey becomes active.



Blackboard

Blackboard: The online component for this class is on the Blackboard service. I will post your grades to their secure service as soon as I have them. All of the Powerpoint files we use in class as well as the videos from the internet will also be on the course's Blackboard site. I will use Blackboard's e-mail function to contact the class, so please check the e-mail that is listed on Blackboard regularly. If there are any other features that you would like me to activate on Blackboard (e.g., the message board), please let me know.

Statement on Inclusivity: I am committed to making a learning environment in which all are respected. I have adopted policies in support of the goal of equity. As with everything worth doing, creating such an environment is difficult. If you feel that there is something in our classroom environment that could be improved, please let me know. If you would like to discuss anything in my class that interferes with the goal of equity, please let me know.

Student Code of Conduct

Your grade will be based on work you have done. Any attempt to submit anyone else's work as your own is plagiarism, and thus cheating. Copying another student's work and submitting it as your own is plagiarism, whether the other student agreed to allow you copy the material or not. You may not consult or work with other students on graded work for this class unless the professor specifically indicates that collaboration is allowed. Substantially similar work submitted by more than one student will all be assigned a grade of zero, and further action may be taken. Attempting to use any unauthorized material during quizzes or exams (including calculators or other electronic devices) is strictly forbidden, and is cheating.

We will be using Blackboard's version of the Respondus Lockdown Browser. Please see your Blackboard content area for Geol 210 for more information.

Unethical behavior such as cheating will result in a grade of "F" for the course. All incidents of unethical behavior will be referred to the Dean of Students office, which may decide that further action is justified. Please see your student handbook for more details.

University Level Competencies:



Winthrop graduates think critically and solve problems: Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments

Students in Geol 210 will fulfill Winthrop ULC #1: Winthrop graduates think critically and solve problems. Geol 210 students will have ample opportunities to reason logically, evaluate and use evidence, and solve problems related to the study of life on Earth. They will be assessed on their ability to reach well-reasoned conclusions based on scientific evidence.

Student Learning Objectives

Students should be:

- Conversant with a few fundamental concepts from among the three main areas of natural science, including earth, life, and physical sciences. (e.g., *plate tectonics, evolution, paleontology, etc.*)
- Able to discuss the strengths and limitations of science. (e.g., *discussion of how anomalies led to the paradigm shift to plate tectonics and the subsequent scientific revolution over the course of the 20th Century*)
- Able to demonstrate an understanding of the history of scientific discovery. (e.g., *the development of the plate tectonics, discovery of geologic time*)
- Able to discuss the social and ethical contexts within which science operates. (e.g., *climate and climate change in a deep time, extinctions and mass extinctions*).
- Able to discuss the application of scientific knowledge to the social sciences and to non-scientific disciplines. (e.g., *the uses of geologic data to make political and economic decisions about resources*)

General Education Writing Component

The general education writing component in this course is met by in-class activities, quizzes, and exam essays on which students are required to write in Standard English, with the understanding that their work will be graded using principles outlined in the General Education Writing Competency Rubric. There will be 3 exams with essay questions (worth at least a third of the grade), 2-4 in class activity writing assignments, and at least one quiz which will require the students to write a short essay.

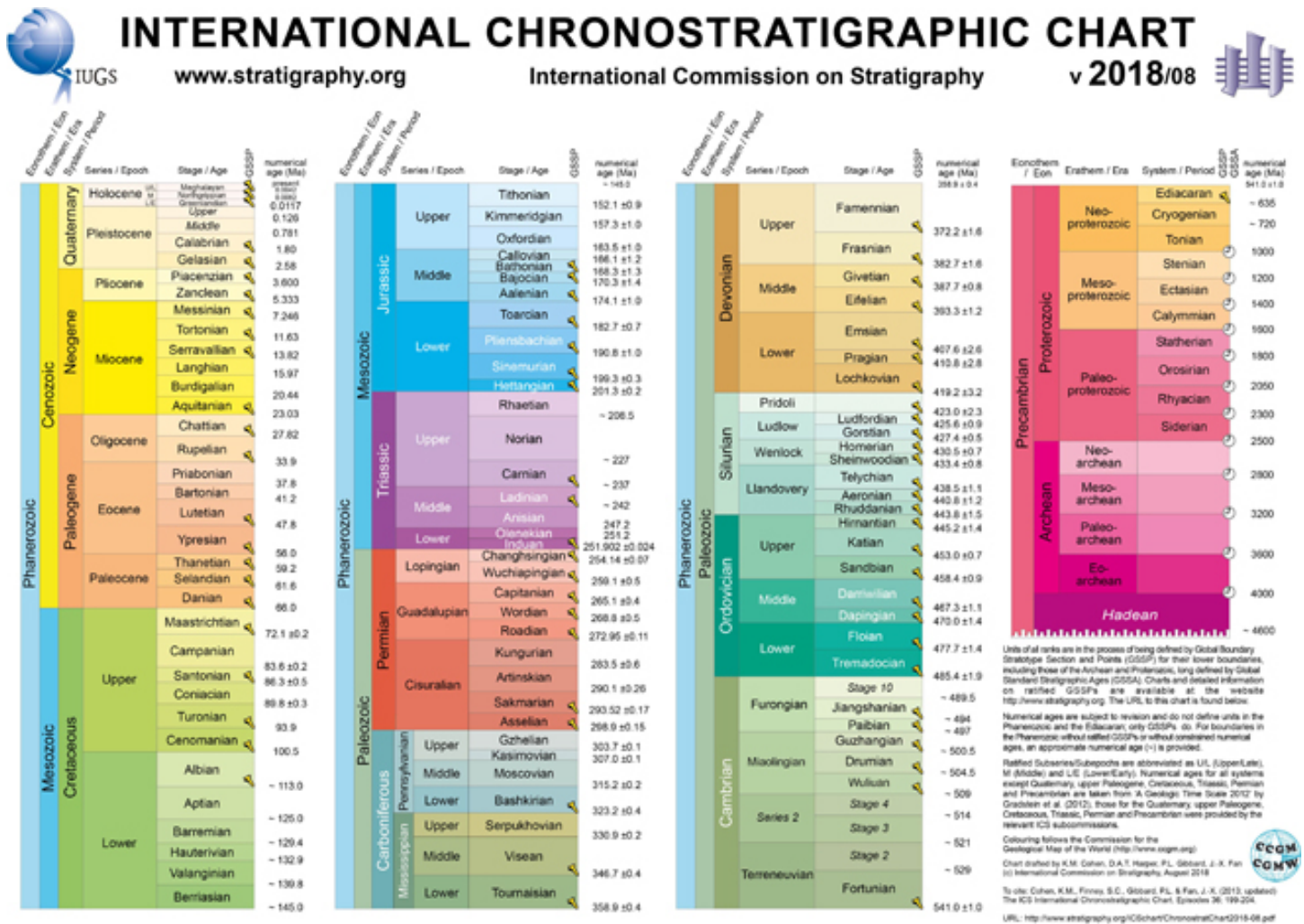
Class E-mail Notifications

I will send e-mail to registered members of the course from time to time. These e-mails will be addressed to whatever e-mail is listed on BlackBoard, so please check that account regularly. To claim a small amount of extra credit on your in-class activity, e-mail me with "E*x" in the subject line on or before January 20th, 2019

Students with Disabilities/Need of Accommodations for Access

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving

approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.



<http://www.stratigraphy.org/index.php/ics-chart-timescale>