GLY2010C – Physical Geology
Course Information Spring, 2020
Class numbers 14683 and 23061
Instructor: Dr. Matthew Smith

Credits: 4
Pre-requisites: None
Room/Time: Lecture: Williamson Hall Room 202 MWF Period 5: 11:45am-12:35pm Lab Meets in Wm 141 either Tuesday periods 6-7 (class number 23061) or Friday periods 3-4 (class number 14683)

Office Hours: TR 9-11 am, W 1:45-3:15 pm or by appt. or email for an appointment.
Email: Please use the mail tool within Canvas. Alternatively I can be reached at mcsmith@ufl.edu;
Office: Williamson 269
Any time my door is open you are welcome to ask if I have time to see you and if not, I will arrange a suitable time for you to come back.

Teaching Assistants: Rachel Nutter (**rfnutter@ufl.edu**); Office:Wm 280
Office Hours TBA

Lab Room: Williamson Hall Room 141.
Please see separate lab syllabus provided by your lab section TA for further information about the lab and TA Office hours. Lab will not meet the first week of classes during drop/add.

Required Texts:
1. *Earth: Portrait of a Planet 4th Edition or later by Stephen Marshak, published by Norton.*
2. *Laboratory Manual for Introductory Geology 3rd Edition or later by Allan Ludman and Stephen Marshak, published by Norton.*

Due to the structure of teaching and learning in this course, you will find it **impossible** without these texts.

Course Fees: $20.29 additional fee (total) for Materials and Supplies and Equipment Use and Maintenance.

Course Description: The focus of this course is how processes operating within the Earth system shape its surface, control its environment and influence the evolution of systems operating within it.

Course Schedule: The schedule for each session, quizzes, exams and cancelled classes is available online on the Canvas course website. Descriptions and readings for each module are also provided on the website.

Course Objectives:
1. Learn about the processes and events that shape the planet around you, so you can better understand the environment in which you live.
2. Further your understanding of the process of scientific inquiry as a means to refine critical thinking skills.

3. Improve communication and general performance in a team. Develop life-long independent learning skills.

Course Design: Your instructor will be using a Team Based Learning approach to teach this course. During the first class you will be placed in small teams that will be permanent for the semester. Course content will be broken into 12 modules with assigned readings. Each module will start with an assigned pre-reading and/or video lecture that must be completed prior to the first day of that module. The first day of the module will consist of an Individual Readiness Assurance Test (I-RAT) and Team Readiness Assurance Test (T-RAT) based on the reading. These tests will be short and multiple-choice. Length will vary with each module from 5-15 questions. Please see the class schedule. The same test will be completed individually and as a team. Pre-readings are designed to provide you with the base knowledge to understand each topic. Class activities will then focus on conceptual understanding and application of the content through discussion and teamwork. Aspects of the application activities will be handed in for individual and team grading. All teamwork will be completed in class except in cases where the teams may opt to meet outside of class

Course Communication and Canvas e-learning Site: ALL course announcements (including time-sensitive ones) will be sent out via Canvas Announcements tool, therefore it is very important that you set your personal settings so that you receive notifications of Canvas announcement immediately. Course materials, schedules, surveys, quizzes, readings, assignments etc. will be posted to the Canvas e-learning site: https://lss.at.ufl.edu/. ALL email communications MUST be sent from (and will be sent to) your gatorlink accounts or be sent through the Canvas email tool. Before sending me a question via email please check the syllabus and class website for the answer to your query. This will help me attend emails quickly. If you do not get a reply in 48 hours, please do not hesitate to resend your email.

Expectations: Your instructor will put considerable effort into this class and therefore, they expect the same from you. It is vitally important that you understand all the major concepts covered. This is an important class for developing geological thinking– you must keep up with readings, class assignments and lab assignments. It will be **impossible to catch up**. Your instructor is committed to helping you succeed and is willing and available to help. However, they cannot help unless you **ASK FOR HELP**. Please go to them as soon as you start falling behind. The last week of classes is way too late.

Class Participation: Class participation is very important – you should be actively engaged in answering questions and listening to other answers given. You are also expected to ask questions during class about topics you do not understand. There will always be several other students who will benefit from you asking a question. The more engaged you are, the more you will get out of this class. There will be team-based class activities and peer review will form a significant portion of your grade. With regards to class discussions, this is a **judgment free-zone** where getting answers wrong is equally, if not more valuable, to your learning than getting answers right.

Attendance/Absences: You are expected to attend **ALL** classes and labs and do the assigned readings. There is a strong positive correlation between attendance and final grade. Attendance will be taken during non-graded team activities and will form part of your *lecture class assignments/participation* grade. If you are going to be absent you

need to email your instructor **BEFORE** the scheduled class time and provide a subsequent written excuse from a doctor (for illness) or family member (for a family emergency). You are expected to be **on-time** to every class. No extra time will be provided if you are late on a test day. If you are late/absent for an RAT and provide a written excuse (as above), your instructor will provide a make-up test for the individual grade and you will be awarded the team grade achieved by your team in your absence.

Late Work Policy and Make-ups: Any late individual assignments will incur a late penalty. I will accept late work up to five working days (M-F) after the original deadline with a deduction of 10% (of the total points) for each working day i.e. if your work is graded at 90% and it is 3 working days late you will received a grade of 60%. No penalties are accrued on the weekend. After this, NO late work will be accepted. If you have a written excuse from a doctor (for illness) or family member (for a family emergency) AND let the instructor know within a week of the assignment being due, you will not be penalized for late work as long as it is handed in by a re-scheduled date. If you have a preexisting conflict with one of the scheduled exams, an alternative meeting with the instructor must be made at least one week prior to the exam. In case of sudden illness or family emergency, please notify the instructor as soon as possible (within no more than 1 week). Appropriate documentation may be required. No make-ups will be permitted for other, unexcused absences.

Etiquette, Disabilities, Cheating: All students are expected to adhere to the student honor code (http://www.dso.ufl.edu/judicial/honorcode.php). Cheating and plagiarism will not be tolerated and any assignment/exam, and where there is evidence of either students will be given a zero. Multiple offences may result in automatic failure of the course, at the discretion of your instructor. No texting, calling, radios, MP3 players, emailing or social media-ing during class. Please show courtesy to your instructor, TAs and classmates by turning up on-time and leaving on-time (not early) and avoiding unnecessary disturbances during class. For students with Disability Resource Center accommodations the Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. The Dean of Students Disability Resource Center website is http://www.dso.ufl.edu/drc.

U Matter, We Care: Your wellbeing is important to the University of Florida (and your instructor/TAs). The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Assessment and Grading: There will be short multiple-choice Individual Readiness Assurance Tests and Team Readiness Assurance Tests (RATs, same tests for individual and team) at the beginning of each module. There will be three hourly exams.

All tests and exams will be closed book and closed phone. Team grades for tests and assignments will be the same for each team member. The team assignment/participation grade will comprise lecture assignments and discussions, attendance during non-graded team activities, peer review, questionnaires and surveys as relevant.

Grade Weights:

Course Component	**Weighting (%)**
Individual RATs	**10**
Team RATs	**15**
Lecture Class Assignments/Participation	**5**
Team Participation	*** See notes below**
2 Hourly Exams	**25**
Final Exam	**20**
Lab Assignments & Quizzes *See lab syllabus for grade weighting*	**25**

Peer Review: There will be three periods of anonymous peer evaluation that will form part of your team participation grade – one after modules 1-4, one after modules 5-8 and one at the end of the course. Each individual will evaluate the contributions of all the other team members by assigning an average of 10 points to the other team members. For example, a member of a 6-person team will have 50 points to distribute to the other members of their team. Limitations are that you must differentiate between your point assignments. You must give at least one score of 11 or higher (max. 15) and at least one score of 9 or lower. Individual peer review scores will be the average of points awarded by all the other team members. Your peer review score will be used to moderate your team RAT score. For example, if you were awarded 10, 10, 11, 9, 9 by your 5 team mates your average score would be 49/5 = 9.8 or 98%. As long as you score 95% or higher on peer review your team RAT score will not be affected. If you score less than 95% on peer review your team RAT average will be reduced by 1% for each percent below 95% on your peer review. Eg. If your peer review was a 90% your TRAT average would be multiplied by 0.95, if the peer review was 85% the TRAT average would be multiplied by 0.9, etc.

Determination of Final Grades: Raw scores will be weighted according to the grade weights for each performance area as set out in the grade weighting section. Letter grades are as follows:

A=93% or above, A-= 90-93%, B+=87-90%, B=83-87%, B-=80-83%, C+=77-80%, C=73-77%, C-=70-73%, D+=67-70%, D=63-67%, D-=60-63%, F=<60%.

Syllabus is subject to change – including the number of assignments and grading. You will be notified in a reasonable time frame if there are any changes.

General Education Information

GLY2010C Physical Geology is a GenEd physical science (P) course. Physical science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the physical sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical processes, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

General Education Program Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Physical and Biological Sciences Subject Area Student Learning Outcomes

Content	Critical Thinking	Communication
Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method within the subject area. Identify, describe, and explain the major scientific	Formulate empirically-testable hypotheses derived from the study of physical processes or living things within the subject area. Apply logical reasoning skills effectively through scientific criticism and	Communicate scientific findings clearly and effectively using oral, written and/or graphic forms. Write effectively in several forms, such as research papers and laboratory reports.

developments within the subject area and the impacts on society and the environment. Identify, describe, and explain relevant processes that govern biological and physical systems within the subject area.	argument within the subject area. Apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes	

This course challenges students to investigate physical, historical, economic and societal aspects of geology. Successful completion of all aspects of this course requires students to demonstrate ability in each of the *Student Learning Outcomes* listed above.

UF Policies:
University Policy on Accommodating Students with Disabilities : Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/ . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Student Evaluation of Instruction

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/ . Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/ .

Academic Honesty: By enrolling in this course, you agree to the University's Honor Code:
http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php.

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Failure to comply with this code will result in a failing (E) grade in this course. Breaching the code will not be tolerated and will be dealt with strictly and swiftly. If you are unsure if what you are doing would constitute breaking the code, contact the instructor. For example, working as a group in lab is a good way to bounce ideas and learn from each other. However, each student still needs to turn in their own individual work and come to their own justifiable conclusions.

Class Conduct: All students are expected to follow the Student Conduct Code outlined here:
http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php

Punctuality is important, especially since quizzes are given at the start of class. All students are expected to behave professionally and responsibly. If there are conflicts with the course material or instructor, it is important to communicate this to the proper authorities as soon as possible. The microscopes are expensive and sensitive devices, therefore food and drink are not allowed in the labs. Thin sections are fragile, so students must follow proper microscope handling techniques. You will be assigned a microscope lab access code. Security of the lab facility is paramount and you are not allowed to give your access code to anyone. The lab door should never be propped open.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

UF ONLINE HANDBOOK: Additional information can be found on
http://handbook.ufonline.ufl.edu/
Getting Help:
For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- http://helpdesk.ufl.edu/

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from The Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.
Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.