GLY2010C – Physical Geology
Fall, 2025 (course numbers 12430 and 16206)
Instructor: Dr. Matthew Smith

Credits: 4
Pre-requisites: None
Room/Time: Lecture: Williamson Hall Room 202 MWF Period 4: 10:40-11:30am. Lab Meets in Wm 215, and lab meeting time is dependent on the section/class number.

Office Hours: MWF 12:30-1:30 pm, T 1:30-2:30 pm or by appt. or email for an appointment. Office hours will be held in person in WM 269 and via zoom (or phone).
Zoom join URL: https://ufl.zoom.us/j/4902865705

Email: Please use the mail tool within Canvas. Alternatively, I can be reached at mcsmith@ufl.edu;
Office: Williamson 269; 352-392-2106

Any time my door is open you are welcome to ask if I have time to see you and if not, I will gladly arrange a suitable time for you to come back.

Teaching Assistant: Carson Beattie; carsontbeattie@ufl.edu

Office: 107 **Office Hours:** TBD

Lab Section Meeting times: Class number 12430 meets Monday Periods 8 and 9 (3:00-4:55pm) and class number 16206 meets Tuesday periods 6 and 7 (12:50-2:45pm)

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: The class is a part of the All Access program. You will have immediate access to electronic versions of both the text and lab manual along with access to the Norton online learning system Smartwork. **You are required to opt in by the specified deadline** to maintain access. Loose leaf print copies of the lab manual are available for an additional fee. NOTE: We do not use the publisher online learning platform (Smartwork) or other supplemental materials so if you prefer to simply buy print copies of the two required texts rather than use UF All Access that is fine.

Required Texts:

1. Earth: Portrait of a Planet 7th (or 6th) Edition by Stephen Marshak, published by Norton.

2. Laboratory Manual for Introductory Geology 5th Edition 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 materials. **For lab**, you will often need printed copies of some exercises, so the loose-leaf lab **print copies are strongly recommended** unless you are willing to print out materials.

Course Fees: $21.07 additional fee (total) for Materials and Supplies and Equipment Use and Maintenance.

Course Description: USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY.

Learning Outcomes: STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. • STUDENTS WILL ANALYZE AND SYNTHESIZE GEOSCIENCE DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. • STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT GEOLOGIC PROCESSES. • STUDENTS WILL DESCRIBE INTERACTIONS BETWEEN HUMANS AND EARTH'S SPHERES. • STUDENTS WILL APPLY THEIR UNDERSTANDING OF GEOLOGIC PRINCIPLES TO COMPLEX ISSUES.

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. A tentative schedule is provided at the end of this syllabus for your reference now, but please refer to the schedule on the canvas website once class begins.

Important Dates: Exam 1: 9/29/25; Exam 2: 10/27/25; Exam 3: 12/10/25 (Finals week during the scheduled final exam period for MWF period 4 classes.)

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 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 the Canvas Announcements tool, therefore it is very important that you set your personal settings so that you receive notifications of Canvas announcements 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 communication 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: Requirements for class attendance and makeup exams, assignments, and other work in this course are consistent with UF attendance policy which can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

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 day i.e. if your work is graded at 90% and it is 3 working days late you will receive a grade of 60%. 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 if 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.

Assessment and Grading:
Information regarding UF grading policies and grade point assignment can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

A minimum grade of C is required for general education credit.

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**
3 Hourly Exams	**45**
Lab Assignments & Quizzes *See lab syllabus for grade weighting*	**25**

Peer Review:
There will be 2-3 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. E.g. 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. Information about the general education subject area objectives can be found at: Subject Area Objectives - Undergraduate Affairs - University of Florida (ufl.edu). Additionally, this page provides a link to the general education Student Learning Outcomes (SLOs). The following is a direct link to the General Education SLO's : https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-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 general education program *Student Learning Outcomes* listed at the link above.

Each of these three SLO areas is addressed at the module-level. Module-level quizzes assess basic content standards regarding terminology and concepts and lab assignments further reinforce this and methodologies in geology. Classroom and lab activities and discussions focus on critical thinking and communication in the geosciences. The nature of science, the scientific method and development of Plate Tectonic Theory are specifically addressed in Modules 1 and 2 and reinforced throughout the remaining modules.

Module Descriptions:

Module	Key Topics	Reading	Assignments
1	**Origin of the Earth & Earth Structure** • Scientific method • Earth in the context of the Universe, origin of the Universe and elements, formation & differentiation of the Earth • Composition of the Solar System, Earth's magnetic field, composition of the atmosphere, major features of the Earth's surface, basic Earth materials and the compositional/thermal structure of the Earth	Prelude & Ch. 1-2	**In class**: After taking and discussing the module readiness assurance test (RAT), student groups discuss prompts/questions regarding scientific methodologies, processes, and structure. Students brainstorm to hypothesize different lines of evidence that could be used to test that the Earth's core is Iron. **Lab:** Students investigate geologic time, use relative dating rules to hypothesize geologic histories, undertake quantitative investigations (unit conversion, normalization) to visualize the depth of Geologic time.
2	**Continental Drift, Seafloor Spreading & Plate Tectonics** • Contributions of Alfred Wegener, Harry Hess, Frederick Vine & Drummond Matthews to the evolution of the theory of plate tectonics • Evidence on which plate tectonic theory is based • Basic principles of plate tectonics: major plate configuration, types of plate boundaries and the major processes associated with them.	Ch. 3-4	**In class:** After taking and discussing the module readiness assurance test (RAT), student groups interpret geologic data to infer past plate tectonic motions. Students then investigate (via readings and videos) the historical developments that led to the advent of Plate Tectonic Theory as an overarching Theory in the Earth Sciences and undertake a discussion on the role of peer review in the process of science. **Lab:** Students investigate plate tectonic data and associations and undertake an experiment to test hypothesized driving forces of plate tectonics. Students analyze resultant data and discuss the significance of understanding data accuracy and precision.
3	**Minerals** • Definition of a mineral, crystal structure, mineral properties, classification and common rock forming minerals.	Ch. 5	**In class:** After taking and discussing the module readiness assurance test (RAT), student groups work to investigate the nature of silicate mineral classification and hypothesize relationships among a mineral's silicate structure, its chemical formula and its physical properties. **Lab:** Students learn to make fundamental observations of mineral physical properties, use these data to propose hypothesize IDs/classifications for unknown minerals. After receiving feedback students then perform additional higher-order observations to test and, if necessary, revise their hypotheses.

4	**Rocks Introduction & Igneous Rocks** • Definition of a rock and basic rock classification • Origin of igneous rocks, chemical and physical properties of magma, melting & crystallization, Bowen's Reaction Series, classification of igneous rocks and different environments of formation in relation to plate tectonic setting.	Int. A & Ch. 6	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups investigate data and discuss prompts/questions intended to help them interpret the composition and origin of formation for different kinds of igneous rocks. **Lab:** Students apply knowledge and skill to classify and make interpretations regarding the origin of igneous rocks.
5	**Sedimentary Rocks** • Weathering and the formation of sediment • Classification of sedimentary rocks, sedimentary structures, environments of deposition and sedimentary basins.	Int. B & Ch. 7	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups investigate data and discuss prompts/questions intended to help them interpret the composition and origin of formation for different kinds of sedimentary rocks. **Lab:** Students apply knowledge and skill to classify and make interpretations regarding the origin of sedimentary rocks.
6	**Metamorphic Rocks** • Causes of metamorphism, classification of metamorphic rocks, metamorphic grade, environments of metamorphism and their relationship to plate tectonics. • Rock cycle	Ch. 8 & Int. C	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups investigate data and discuss prompts/questions intended to help them interpret the composition and origin of formation for different kinds of metamorphic rocks. **Lab:** Students apply knowledge and skill to classify and make interpretations regarding the origin of metamorphic rocks. Students undertake a field trip to the SFC rock cycle garden to apply their skills in rock observation and interpretation.
7	**Volcanoes** • Products of volcanic eruptions, volcano structure and eruptive style, geological settings of volcanism and volcanic hazards	Ch. 9	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups investigate associations among magmatic/tectonic environment, magma composition, eruptive style, volcano morphology and volcanogenic geohazards. Students analyze volcano hazard maps and engage in a discussion about hazard mitigation, personal choices, and society. **Lab:** Students investigate different kinds of maps and map projections, use elevation data to create a topographic contour map (and investigate contouring, in general) and learn to read USGS quadrangle topographic contour maps and use them to interpret landforms

8	**Earthquakes** • Origin of earthquakes, seismic waves, earthquake magnitude, geological settings of earthquakes and earthquake hazards • Seismic discontinuities and the internal structure of the Earth	Ch. 10 & Int. D	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups further explore seismology concepts and terminology. Additionally, discussions about geohazards and societal risk continue from Module 7 with the emphasis on seismic hazard and factors that contribute to or mitigate risk. **Lab:** Students interpret seismic data to locate earthquakes, further explore seismic hazards and are introduced to geologic maps and interpretation of fault structures (including acquisition and interpretation of strike and dip data using a Brunton hand transit).
9	**Deformation & Mountain Building** • Types of deformation and strain; faults, folds and foliation; geological settings of deformation, dynamics of deformation and the Wilson Cycle	Ch. 11	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups further explore concepts and terminology regarding geologic structure and orogenic processes. Student groups also explore the concept of isostacy (introduced in Module 2) in more detail and use their understanding of orogenesis to make predictions regarding the temporal evolution of an orogen. **Lab:** Students interpret geologic maps and interpret geologic structures including faults and folds and propose hypothesized histories for the terrain represented on the map based on these observations.
10	**Streams and Floods: The Geology of Running Water** • Stream processes and associated landscape evolution, flooding hazards	Int. F, Ch. 17	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups further explore concepts and terminology regarding the hydrologic cycle and stream systems. Focus is on student groups considering factors that affect erosion and deposition, human impact of stream systems and temporal evolution of these systems (both natural and huma-induced) at different timescales. **Lab:** Students explore local drainage systems (Hogtown creek) via a field trip to multiple sites along the drainage system. Students make observations of the stream at several points, make predictions about stream conditions, assess the cause and nature of human impact to this system and investigate the engineering solutions put in place to mitigate these impacts.
11	**Groundwater Processes and Resources** • Aquifers, water table, groundwater flow, springs, management of groundwater resources, sinkholes, and the formation of karst landscapes	Ch. 19	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups further explore concepts and terminology regarding groundwater geology. Particular emphasis is placed on factors that control groundwater flow (Darcy's law), different kinds of aquifers, Florida water resource management and aquifers, and mitigation of groundwater

			contamination. Students engage in a discussion (topic varies) regarding Florida water resource issues (examples include everglades restoration, lake Okeechobee, saltwater intrusion, etc.). **In Lab:** Students apply contouring skills from Module 7 to make and interpret potentiometric surface maps from lake level data. Students use their interpretations to make predictions regarding spread of a hypothesized groundwater contaminate input.
12	**Coastlines** • Passive continental margins, wave action and energy, coastal landforms, and coastal hazards	Ch. 18	**In Class:** After taking and discussing the module readiness assurance test (RAT), student groups further explore concepts and terminology regarding coastal geology, coastline evolution and coastal engineering. Students look at case studies of coastal damage in response to storms, particularly in the case of barrier island systems. Students engage in an online discussion regarding sea-level rise and at what governmental level society might address challenges associated with rising seas. **In Lab:** Students continue their investigation of Florida aquifers by seeing the Floridan Aquifer directly via a field trip to the Santa Fe Collage Batcave Geological Field Station.

Fall 2024 TENTATIVE SCHEDULE				
Date		**Tentative Lesson Plan**	**Marshak 7E Reading assignment (ebook)**	**Tentative Lab Schedule and reading (Ludman and Marshak 4E ebook)**
Friday, August 22, 2025	F	Course Introduction and Balan Intro to TBL Workshop		No Lab Meeting. Labs Meet M and T
Monday, August 25, 2025	M	Formation of groups, Practice RAT; Other Course Intro and Syllabus Highlights		Geologic time/history, Lab Manual Ch 12 (page 298-320)
Wednesday, August 27, 2025	W	**UNIT 1: RAT - ORIGINS & EARTH STRUCTURE (10)**	Prelude and Chapters 1 and 2 (pages 1-69)	
Friday, August 29, 2025	F	Unit 1 minilecture/Application		
Monday, September 1, 2025	M	**Labor Day**		**Self guided field trip to the Florida Museum**
Wednesday, September 3, 2025	W	Unit 1 Application		
Friday, September 5, 2025	F	**UNIT 2: RAT - CONTINENTAL DRIFT, SEAFLOOR SPREADING, PLATE TECTONICS (15)**	Chapters 3 and 4 (pages 70-123)	
Monday, September 8, 2025	M	Unit 2 minilecture/application		Plate Tectonics and its driving forces, Lab Manual Ch 2 (page 24-50)
Wednesday, September 10, 2025	W	Unit 2 Application		
Friday, September 12, 2025	F	Unit 2 Application		
Monday, September 15, 2025	M	**UNIT 3: RAT - MINERALS (10)**; Unit 3 Application - SILICATE POLYMERIZATION	Chapter 5 (pages 126-153	Minerals, Ch3 pages 52-81
Wednesday, September 17, 2025	W	Unit 3 Mini lecture/Application		
Friday, September 19, 2025	F	Unit 3 Application		
Monday, September 22, 2025	M	**UNIT 4: RAT - ROCKS, IGNEOUS ROCKS (10)**	Interlude A and Chapter 6, pages 154-195	Igneous Rocks, Ch. 4 sections 4.1-4.7 (pages 88-103) and chapter 5 sections 5.1-5.5 (pages 110-128)
Wednesday, September 24, 2025	W	Unit 4 Minilecture/Application -		
Friday, September 26, 2025	F	Unit 4 Application -		
Monday, September 29, 2025	M	**Exam 1 Units 1-4**		Sedimentary Rocks, Ch. 6 (pages 142-166)
Wednesday, October 1, 2025	W	**UNIT 5: RAT - SEDIMENTARY ROCKS (10)**	Interlude B.1-B.2 (pages 196-208), Chapter 7 (pages 216-247)	
Friday, October 4, 2024	F	Unit 5 Minilecture/Application -		
Monday, October 6, 2025	M	Unit 5 Application -		Metamorphic rocks, Ch. 7 (pages 172-186)
Wednesday, October 8, 2025	W	**UNIT 6: RAT - METAMORPHIC ROCKS (10)**	Chapter 8 and Interlude C (pages 248-285)	
Friday, October 10, 2025	F	Unit 6 Application		
Monday, October 13, 2025	M	**UNIT 7: RAT - VOLCANOES (10)**	Chapter 9 (pages 288-329)	**Rock-Cycle Garden Field Trip**
Wednesday, October 15, 2025	W	Unit 7 mini lecture/Application		
Friday, October 17, 2025	F	Homecoming		
Monday, October 20, 2025	M	Unit 7 Application		Topo Maps and Map interpretation, Ch. 8 and 9 (pages 196-234)
Wednesday, October 22, 2025	W	**UNIT 8: RAT - EARTHQUAKES (10)**	Chapter 10 (pages 330-379), Interlude D (pages 380-399)	
Friday, October 24, 2025	F	Unit 8 mini lecture/Application		
Monday, October 27, 2025	M	**Exam 2 Units 5-8**		Earthquakes and Earthquake hazards, Ch. 10 sections 10.1-10.2 (pages 237-241) and Ch. 11 sections 11.1-11.5 (pages 273-291)
Wednesday, October 29, 2025	W	**UNIT 9: RAT - DEFORMATION & MOUNTAIN BUILDING (10)**	Chapter 11 (pages 400-439) and Interlude F sections F.1-F.2 (pages 602-607)	
Friday, October 31, 2025	F	Unit 9 Mini lecture/Application		
Monday, November 3, 2025	M	Unit 9 Application		Geologic Time refresher, Interpretation of Geologic Structures , Ch. 10 sections 10.3-10.6 (pages 246-266)
Wednesday, November 5, 2025	W	**UNIT 10: RAT - Stream syestems and Flood Hazards (10)**	Interlude F sections F.3 and F.4 (pages 608-612) and Chapter 17 (ages 646-687)	
Friday, November 7, 2025	F	Unit 10 mini lecture/Application		
Monday, November 10, 2025	M	Unit 10 mini lecture/Application		**TBD -Tuesday is Veteran's Day holiday.**
Wednesday, November 12, 2025	W	**UNIT 11: RAT - Florida Groundwater Processes and resources (10)**	Chapter 19 except section 19.6 (pages 734-750 and 753-769)	
Friday, November 14, 2025	F	Unit 11 mini lecture/Application		
Monday, November 17, 2025	M	Unit 11 Application		Hogtown Creek Field Trip, Stream and Flooding Processes, Ch. 13 sections 13.1-13.8 (pages 325-354)
Wednesday, November 19, 2025	W	**UNIT 12: RAT - COASTLINES (10)**	Chapter 18 -only sections 18.5 and 18-7-18.9 (pages 702.702 and 712-733)	
Friday, November 21, 2025	F	Unit 12 mini lecture/Application		
Monday, November 24, 2025	M	**Thanksgiving**		**No Lab. Thanksgiving Week**
Wednesday, November 26, 2025	W	**Thanksgiving**		
Friday, November 28, 2025	F	**Thanksgiving**		
Monday, December 1, 2025	M	Unit 12 Application		Groundwater and Karstification, Ch. 14 (pages 360-373); Bat Cave Field Trip
Wednesday, December 3, 2025	W	Unit 12 Application		
Friday, December 5, 2025	F	Reading Day		
Wednesday, December 10, 2025		Exam 3: 3:00 pm-5:00 pm (exam will only last 1 hour from 3:00-4:00)		

UF POLICIES:

This course complies with all UF academic policies. For information on those polices and for resources for students, please see [this link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/).” (The direct link is https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/.)

Disclaimer regarding recording of live sessions:
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student
Note: In the event of Zoom meetings (for example, an evening review session), these may be audio visually recorded by the instructor for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

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. Click here to get started with the Disability Resource Center. 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 Course and Instructor: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at https://my-ufl.bluera.com

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. 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: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

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 honor 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. 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. 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.

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

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report aconcern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center websiteor call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find thecare you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website orcall 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 orvia e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistanceand counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries orfinding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting,and writing papers.

Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information

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.