GEOL1011K, Introductory Geosciences I, [Term]

Course Instructor:

[Instructor Name]
[Institution name]
[Institution address]
Phone Number: (xxx) xxx-xxxx
Fax: (xxx) xxx-xxxx
E-mail address: xxxxxxxxxx@xxxxx.edu

Office hours:
Xxxday, X:00 am/pm - X:00 am/pm

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class**.

Also, students with disabilities or who require special testing accommodations must contact the Proctored Exam Testing Coordinator at etesting@westga.edu before scheduling a proctored exam appointment.

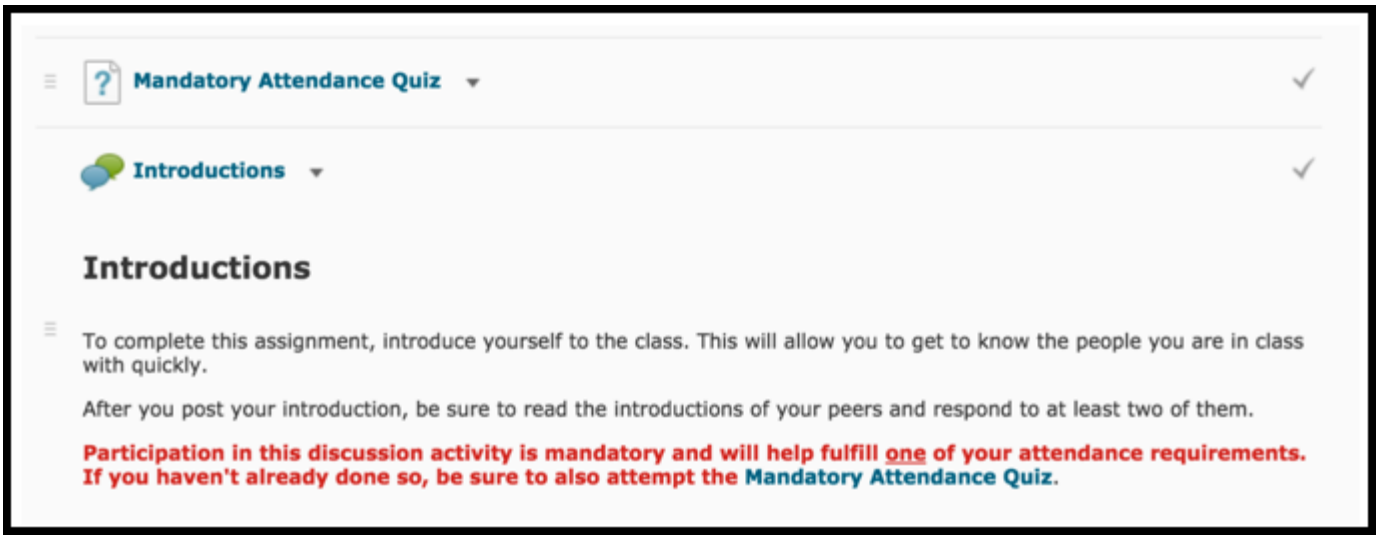
Other resources:
https://ecore.usg.edu/current-students/accessibility-services
http://www.section508.gov
http://www.w3.org/TR/WCAG/
http://webaim.org/

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the Announcements widget on your course homepage or at the following URL: https://ecore.usg.edu/courses/calendar/index.php. BOTH of these activities are required

and can be found within the Course Content's Start folder.



Course Description:

Geology 1011K is a 4 semester-credit-hour course, equivalent to an on-campus geology lecture course combined with a geology laboratory course. This course covers Earth materials and processes and is delivered online via GoVIEW to your computer. The course is designed for you to follow a weekly schedule and learn through readings, discussions, Lab assignments, quizzes, and proctored exams.

Prerequisites:

None

Important Due Dates

Assignment	Important Due Dates
Midterm Exam	XX-XX
Final Exam	XX-XX

Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 3000 minutes of instruction (instruction time) and an additional 6000 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	350 minutes
Virtual meetings/chat or audio & video	200 minutes
Course Content Facilitation	1200 minutes

Online Labs/ assessments/ research	950 minutes
Proctored Exams	300 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Structure

The course is divided into fourteen units. Each unit contains an introduction, reading assignments, lab assignments, web links, discussion questions, and a quiz.

Course Objectives:

In this course, students will

1. Identify Earth materials and discuss/interpret their origin, economic uses, compositions, and interrelationships.
2. Use maps, photos, and diagrams to identify and interpret topographic and geologic structures and the processes which form them.
3. Demonstrate knowledge of Earth surface processes and their impact on mankind.
4. Discuss evidence of plate tectonics and the Earth's internal structure and how processes within the Earth influence Earth's major surface features and control the location of Earth's major surface features and control the location of earthquakes and volcanic activity.
5. Demonstrate knowledge of the perspective of geologic time as related to geologic events and processes and the formation of earth materials.

Course Text

eCore has explored cost-reducing options for students and currently offers an open source text for this course. The term open implies information or technology that is shared freely without copyright restrictions.

The open text for this course allows students to read, download, and/or print the book at no cost. The textbook is embedded by chapter in the 14 units that constitute the course.

Title	***Laboratory Manual for Introductory Geology (Open Text)***
Authors	Brad Deline, Randa Harris, & Karen Tefend
Publisher	University of North Georgia Press
Edition/Version	Spring 2016
Access	Chapters from the textbook are included in the course content.
Type	Required
	This text is licensed by the University System of Georgia under a Creative

License	Commons Attribution- ShareAlike 3.0 Unported License. Some additional restrictions apply. Click **HERE** to view the full license page for the Introduction to Geology open-source text.

Materials and Resources

Title	**Custom Geology Lab Kit and Supplies**
Type	Required
Purchasing Information	This course has a laboratory component that requires you to purchase a lab kit and gather a list of household materials. More information can be found below, but you are encouraged to purchase the kit and begin gathering the additional materials as soon as possible. URL: http://www.testkitsupply.com/ Username (case sensitive): ecore Password (case sensitive): !studentkits123 • Once you have logged in, select "Place Order" (left menu) • Search EC-5200-KIT OR select "Student Kits" (left menu) to see all available kits. • Enter "1" in the "Quantity" text box and click "Add" • The kit will appear in your "Shopping Cart" on the left • Select "Review Order" (below left menu) and input your billing and shipping information
Geology Lab Kit Contents	**Geology Test Kit** 1 Nail; 1 Magnet Bar; 10X Magnifier Hand Lens; Porcelain and Glass Streak Plates; Hydrochloric Acid in Dropper Bottle (10mL 3%); 3" Copper Wire; Gloves; Safety Goggles **Rocks & Minerals** 23 Rock Samples (8 Igneous Rocks, 8 Sedimentary Rocks, 7 Metamorphic Rocks); 18 Mineral Samples (Minerals Bag 1, Minerals Bag 2, and Minerals Bag 3 contain 6 Samples each)
Title	**Google Earth** (free software)
Type	Required
Additional Information	Free download available at http://www.google.com/earth/. See the "Technical Requirements and Assistance" section below for more details and instructions.

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: http://planetecampus.blogspot.com/.

Technical Requirements and Assistance

Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at http://ecore.usg.edu/prospective/techreqs.php to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

Assistance:

For technical assistance contact the 24/hour helpline at https://d2lhelp.view.usg.edu/ (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.

Flash Player / QuickTime:

Some of the animations contained in GEOL-1011k require the installation of the cross-platform Flash web browser plug-in on your computer. Be sure you have the latest version of the player installed. To check to see if Flash Player is installed on your computer, access the following link: http://helpx.adobe.com/flash-player.html. If necessary, you can follow the instructions on the previous web page to install Flash Player. You may also want to download the QuickTime player from http://www.apple.com/quicktime/ to ensure you are able to properly load all video content contained in the course.

IMPORTANT: Please note that the simulations may not display properly on all devices. To confirm that you are using a Flash Certified Device, access the following link: http://www.adobe.com/devnet-apps/flashruntimes/certified-devices.html.

Google Earth:

You must have the Google Earth program installed on your computer in order to complete some of the graded activities in this course. Google Earth is a free and easy to use tool that will allow you to visualize and explore many of the geologic features discussed in this class. It is strongly recommended that you download Google Earth now and begin familiarizing yourself with the program tools and functions. Complete the following steps immediately at the start of the term to get started using Google Earth now:

1. Go to http://earth.google.com/.
2. Click on the blue ***Download Google Earth*** button at the top of the screen.
3. Read the "Google Maps/Earth Terms of Service" and then click the blue ***Agree and Download*** button.
4. A new ***Google Earth Setup*** file will open automatically. Select this file and then click ***Run***. Follow the directions provided on your screen to complete the Google Earth installation process.

Contact your instructor immediately if you have any issues installing Google Earth on your computer. Once you've successfully downloaded Google Earth, it is recommended that you open the program and begin practicing using the available tools.

You should watch the Google Earth Introduction Video before starting your first graded Google Earth activity. This video explains the specific tools and functions you will be using throughout the term to complete the required Lab assignment in each Unit.

Additional ***Beginner Tutorials*** are also provided at http://www.google.com/earth/learn/beginner.html#navigation.

Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the eCore Student Change Request Form to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the Student Complaint Policy page on the eCore website.

Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the Smarthinking page located within Course Resources or access Smarthinking directly using the SMARTHINKING icon from the course navigation bar.

Smarthinking does not offer Geology specific tutoring services at this time; however they can provide beneficial writing assistance to help you with your discussions. An embedded Geology Tutor is also available for content-specific assistance within the "Tutor Talk" discussion forum in the course.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Participation / Discussions	10%		The discussion board will be used to solve problems and talk about current events affected by geology.
Online Quizzes	25%		There is an online quiz assigned at the end of each unit in the course. All quizzes are closed book and closed note and should be completed individually. Students are not to give or receive help on the quizzes from any other classmates. You have two chances to take each of the quizzes before the quiz availability ends. The ***highest score of your two attempts*** will be recorded. **Note:** The Topographic Maps Unit Quiz must uploaded to the assignment folder in order to receive a grade. You will only be allowed one graded attempt on this assessment .

Labs	35%		The lab assignment for each unit will be completed using your online lab manual and lab kit initially and then submitted online for evaluation. It is strongly recommended that you print out the Lab Student Response page in each unit to record your answers on as you complete each exercise. Several of the lab activities will also include a series of questions to be completed using Google Earth (see the 'Technical Requirements and Assistance' section of the Syllabus for directions to install Google Earth on your computer). You have two attempts to complete each lab assignment online. The ***average score of your two attempts*** will be recorded. You should order and obtain your lab kit as soon as possible at the start of the term to avoid falling behind in the course. **Note:** The Topographic Maps Lab and the Crustal Deformation Lab must be uploaded into the assignment box in order to receive a grade. You should use the format specified in the lab assignment instructions to avoid grade delays. You will only be allowed one graded attempt on each of these activities.
Proctored Midterm Exam	15%	**YES***	The Proctored Midterm Exam will include materials covered in Unit 1 - Unit 6.
Proctored Final Exam	15%	**YES***	The Proctored Final Exam is not cumulative and will include the materials covered after the Midterm only. The Final Exam will include content from Unit 7 - Unit 14. **Note:** The Proctored Midterm Exam and Proctored Final Exam are closed book, closed note exams, given online at an approved testing center or with an approved individual proctor. Students are to complete these exams individually and should not attempt to give or receive help from their classmates at any time. The Midterm Exam and Final Exam are proctored to ensure academic honesty. You must take your student ID or other picture ID with you to the proctor site for identification purposes before you can take your exam. You must register for each of these exams separately.

Proctored Exams

A proctored experience is required for successful completion of an eCore course. In courses

requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.

Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

Discussions:

The discussion board will be used extensively within this course for multiple purposes. Foremost, treat the discussion board as you would a discussion within a classroom, be respectful to others, cite your sources if you use them, use proper punctuation and grammar, and don't broadcast answers to any open quizzes or labs. Within the discussion board you will find 1) an area to ask questions and receive help from the class Tutor, 2) areas for announcements from your instructor, 3) areas to discuss issues you are having with the labs or quizzes, and 4) a discussion prompt from the unit. Your participation on the discussion board counts as your course participation and will be evaluated by your instructor.

Late Policy

Discussions: XxXxxx

Quizzes: XXXX

Labs: XxxXX

Important Note on Lab and Quiz completion - Almost all of the Unit Quizzes and Lab assignments will be completed online, using the assessment link provided in the Table of Contents for each lesson. However, there are a few assigned activities that will need to be uploaded in the Assignment box. These assignments will require you to draw, write, print images, and work with maps. Because of the loss in quality, faxed assignments or emailed assignments will not be accepted. Uploaded assignments ***must*** adhere to the format indicated in the Instructions.

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Grade Turnaround

All assignments and assessments will be graded within one week's time. The instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours.

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Course Structure:

The following units are covered in this course.

UNIT 1 - Introduction to Geology

UNIT 2 - Earth's Interior

UNIT 3 - Topographic Maps

UNIT 4 - Plate Tectonics

UNIT 5 - Water

UNIT 6 - Climate Change

UNIT 7 - Matter and Minerals

UNIT 8 - Igneous Rocks and Processes

UNIT 9 - Volcanoes

UNIT 10 - Sedimentary Rocks

UNIT 11 - Metamorphic Rocks

UNIT 12 - Crustal Deformation

UNIT 13 - Earthquakes

UNIT 14 - Physiographic Provinces

Academic Honesty

(Acknowledgment is hereby given to Georgia State University on whose policy this is based).
As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.
In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

**(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training.
Faculty are required to report violations to the eCore Administrative offices for investigation.)**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at https://ecore.usg.edu/current-students/student-guide/policies-and-

procedures#student-academic-dishonesty-procedures for further details on the eCore Academic Honesty Policy.

HB 280 (Campus Carry)

eCampus follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information