



OCEANOGRAPHY

Geology 12 Course Syllabus Fall 2003



Geology 12 is the foundation course for oceanography and is the first course in physical ocean science for both oceanography majors and non-majors. For this course to transfer to 4-year colleges and universities, you must learn and become proficient in Chapters 1-15 of the course textbook. *It is your responsibility to learn this material and to help you learn this material* you have the following: a course textbook that covers almost all of the course material, a CD-ROM that accompanies the course textbook, videos on reserve in the LPC LRC, in-class presentations to help you with some of the material, and other materials created by the instructor such as a course study guide (available in the campus bookstore), on-line quizzes and review questions, on-line course web pages with links to outside, useful geologic websites, on-line photo collections, etc.

Required Materials:

Textbook:

Essentials of Oceanography
by Thurman and Trujillo
an LPC Computer Access Card,
a small booklight, 4 scantrons,
a set of colored pencils,
a \$3-\$5 calculator



Web Site:

<http://lpc1.clpccd.cc.ca.us/lpc/hanna/index.htm>

Instructor: R.L. Hanna

Office Hours

Monday 3:30-4:30pm
Thursday 12:30-2:30pm
Friday 1:45-3pm

and are held in Rm 1824 (Science Center Work Area) or Rm 1828



All extra credit and/or makeup work must be submitted before 2pm, Thur Nov 13

Exam Schedule

	Mon-Wed Class	Tue-Thur Class
Exam 1	Mon, Sep 22	Tue, Sep 23
Exam 2	Mon, Oct 20	Tue, Oct 21
Exam 3	Mon, Nov 24	Tue, Nov 25
Final Exam 4	Mon, Dec 15 1:30-3:20pm	Thur Dec 18 9:30-11:20am

Grading

150 points (15%) Exam 1	90% ≤ A
200 points (20%) Exam 2	80 ≤ B < 90%
200 points (20%) Exam 3	70 ≤ C < 80%
250 points (25%) Exam 4	60 ≤ D < 70%
200 points (20%) Online Vocabulary Quizzes	F < 60%

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1	Aug 18 First Day of Classes	Aug 19	Aug 20	Aug 21	Aug 22
2	Aug 25	Aug 26	Aug 27	Aug 28	Aug 29 Last Day to Add/Drop NGR
3	Sep 1 Labor Day Holiday	Sep 2	Sep 3 Census Day Classes As Usual	Sep 4	Sep 5 Historical Geology Part 1
4	Sep 8	Sep 9	Sep 10	Sep 11 Deadline Online Vocab Quiz 1	Sep 12 Historical Geology Part 2
5	Sep 15	Sep 16	Sep 17	Sep 18	Sep 19 Study Session for Exam 1
6	Sep 22 MW Exam 1	Sep 23 TTH Exam 1	Sep 24	Sep 25	Sep 26
7	Sep 29	Sep 30	Oct 1	Oct 2	Oct 3 Hayward Fault FT 10:30-2:30pm – lab and colloquium students only
8	Oct 6	Oct 7	Oct 8	Oct 9 Deadline Online Vocab Quiz 2	Oct 10 Pt 1: Geology of the Pacific NW
9	Oct 13	Oct 14 Tue Lab Midterm	Oct 15 Wed Lab Midterm	Oct 16	Oct 17 Study Session for Exam 2
10	Oct 20 MW Exam 2	Oct 21 TTH Exam 2	Oct 22	Oct 23	Oct 24 Pt 2: California Geology
11	Oct 27	Oct 28	Oct 29	Oct 30 Deadline Online Vocab Quiz 3	Oct 31 Diving Physics
12	Nov 3	Nov 4	Nov 5	Nov 6 Last Day for W is Nov 7	Nov 7 2pm Hist Geol Ex Cred Exam
13	Nov 10 Veteran's Day Holiday	Nov 11	Nov 12	Nov 13 Last Day for Extra Credit/ Makeup Work	Nov 14 ET Geology or Law of the Sea and/or Waves
14	Nov 17	Nov 18	Nov 19	Nov 20 Deadline Online Vocab Quiz 4	Nov 21 Study Session for Exam 3
15	Nov 24 MW Exam 3	Nov 25 TTH Exam 3	Nov 26 <i>Thanksgiving</i>	Nov 27 <i>Thanksgiving</i>	Nov 28 <i>Thanksgiving</i>
16	Dec 1	Dec 2	Dec 3	Dec 4	Dec 5 ET Geol or LOS and/or Waves
17	Dec 8	Dec 9 Tue Lab Final	Dec 10 Wed Lab Final	Dec 11 Last Day of Classes is Fri Dec 12	Dec 12 Ocean Final Exam Review Session 12:30-2:30pm
18	Dec 15 Ocean MW FINAL 1:30-3:20pm	Dec 16 Geo 10TTH FINAL 9:30-11:20am	Dec 17 Geo 10MW FINAL 11:30am-1:20pm	Dec 18 Ocean TTH FINAL 9:30-11:20am	Geo 10 Final Exam Review Session 3:30-5:30pm

OCEANOGRAPHY HOMEWORK

1. Geography Assignment and Practice
2. Marine Life ID and Practice
3. OnLine Vocabulary Quizzes
4. Review Questions after each class lecture
5. Stay up on the topics that you must learn on your own outside of class time – don't forget these...
6. Videos on reserve in LRC
7. Go through the chapter AFTER class
8. Explore the Oceanography links on my website
- that relate to the topics in class
9. Complete all on-line practice exam questions
-before each exam
10. Study Groups
11. Don't get behind
12. Use your friends and family to help you study

Homework (Oceanic Geography and Marine Life ID and OnLine Vocabulary Quizzes)

- ⇒ Marine Life ID – in your blue study guide
 - plus lots of links, photos and practice quizzes on my website
 - And on-line
- ⇒ Oceanic Geography – all instructions are on-line
 - Follow the directions in the syllabus and on-line
- ⇒ OnLine Vocabulary Quizzes
- ⇒ These assignments will not be discussed in class
- ⇒ The answers for these assignments are not posted on my website (the whole point of the assignments is for you to look-up and find the information on your own)
- ⇒ You will be tested on these assignments on each of the 4 exams
- ⇒ There are on-line practice quizzes so that you can test yourself

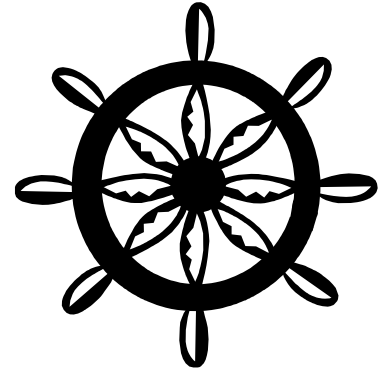
Oceanography

Introduction

Oceanic Disciplines and Professions
Marine Geography

Marine Geology (*the sea floor and the shoreline*)

Plate Tectonics (why)
Geomorphology (the landforms - what does it look like?)
Sea Floor Geology (what's it made of?)
Shoreline Geology (the edges)
Islands and Reefs

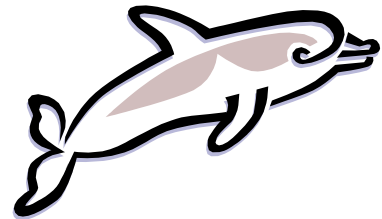


Oceanic Hydrology (*the water*) and Biological Oceanography (*the life*)

Identifying Common Marine Life
The Hydrologic Cycle
Seawater

Basic Properties and the Effects
Marine Environments (what's it like to live in the ocean?)
Color and Light; The Layered Ocean; Marine Life Zones; Bioluminescence
Refraction Effects
Temperature and Density Distributions; The Layered Ocean; Upwelling
Buoyancy, Pressure and the Effects; Diving Physics
Salinity, Sea Ice, Osmosis and Aquatic Life
Sound Underwater; Sonar, and Marine Life

Wind Patterns
Currents and Aquatic Biological Productivity
Waves
Tides
Tidal Waves



Applications and Integration

Marine Resources
Law of the Sea (who gets what and who says so?)



Outside of class, students must

1. Learn their Oceanic Geography (see my website)
2. Learn to identify the basic types of marine life and learn where they live
3. Complete the OnLine Vocabulary Quizzes
4. Supplement class sessions with enough study time to learn the material in Chapters 1-15

BASIC COURSE INFO

1. On-Line Geography Assignment

- Go to my Geology Home Page
- Choose On-Line Quizzes
- Choose “Required Oceanic Geography” and follow the instructions
- This assignment will not be turned in
- Students will be tested on this material on every in-class exam

2. Required Marine Life ID

- Learn to identify the basic types of marine life
- Use the list of marine critters in your blue course Study Guide
- For the first, second and third exams: I usually test on the most unusual marine critters – the ones that most students are not familiar with – unless they do this assignment
- For the fourth exam, I usually include a large photo gallery of marine life to identify....including some of the easier marine life with some of the more difficult....

3. Required Online Vocabulary Quizzes

- Go to the professor’s website
- Choose “Online Quizzes”
- Choose “Online Ocean Vocabulary Quizzes”
- Follow the directions on these webpages
- Print the list of vocabulary for each Vocab Quiz
- Look up the definitions of each of the words
- Memorize the definitions
- Use the link at the bottom of the Vocab Quiz list to open the Blackboard webpage
- Take the Online Vocab Quiz
- Each quiz is timed
- You may take the quiz an unlimited number of times – your LAST score will count
- The answers are not available online
- Don’t get sloppy – read the questions carefully:
 - The questions will come up in random order each time
 - The answers will also be in a different order each time
- There are 4 online vocabulary quizzes – make sure that you take each of them before their deadlines.
- Grading: Each Online Vocabulary Quiz is worth 50 points. For example, if a student scores a 100% on a Vocab Quiz, the student earns 50 points. If a student scores an 80% on a Vocab Quiz, the student earns 40 points. If a student does not complete a Vocab Quiz, the student will lose all 50 of those term points.

Geology Website INFO

A. You must be using Internet Explorer 5 or 6 or higher

in order to be able to fully use the features of the on-line quizzes
(some of the quizzes tell you if you've picked the correct answer)

B. Netscape may give you access problems with the userID and password

I think that I've fixed this; however, if Netscape denies you access to
a webpage, then close Netscape and open Explorer

C. The AOL browser will not allow most students to access my geology

website. You may use AOL as your internet connection, but you must use Internet Explorer to
access the geology website.

D. When you find broken links:

notice I said "when" and not "if" -- my website has thousands of links and website
addresses are always changing - broken links are just part of the fabric of the internet

- ⇒ I can only fix the broken links that are internal to my website
- ⇒ I can only fix the broken links that open other pages on my website
- ⇒ I can not (and do not have time) to fix the broken links that are to
- ⇒ webpages off my website

→ When you find a broken link:

1. go back to the link and roll your mouse over the link (without clicking)
2. watch the text bar at the bottom of the webpage window while you
hold the mouse over the link text
3. you should see the webaddress of the webpage that the link is trying to open
4. IF the webaddress does not start with <http://lpc1.clpccd.cc.ca.us/lpc/hanna/>
THEN this is not a link to one of my webpages and I will not fix this link
If this link was to a topic that you are interested in pursuing on the internet,
open Yahoo (or your favorite search engine) and do a web search on that topic
The links on my website are to help you; however, you are fully capable of finding
your own – and you should be doing some of this..... If my link is broken – go find
some of your own.....
5. IF that webaddress starts with <http://lpc1.clpccd.cc.ca.us/lpc/hanna/>
THEN you have found a broken link that I can fix
Please write information down that tells me what webpage this link is on
and what link is broken
Give me this information during my office hours (I may have to bring the website
up and have you show me where the broken link is)
6. If you can't come to my office hours or if you don't want to do the above, then
you'll just have to live with the broken link (without whining or complaining). ☺

Computer and Internet Use is Required

❖ **All students will have to use the internet in order to complete this course**

- ❖ For students who can not access the necessary webpages and online quizzes from home, Las Positas College provides a Computer Center for student access (Building 800).
- ❖ All students must purchase a \$4 computer access card in order to use the student computers available on campus
- ❖ Please visit the Computer Center regularly and note the posted hours
- ❖ A few computers are also available in the LPC library (please note that the librarians are not computer technicians, nor are they enrolled in your geology class; consequently, they may not be able to help you solve your computer problems). Please use the Computer Center (in Bldg 800) whenever possible.

❖ **If the online materials are not accessible for you....**

- The deadlines will not be extended – all quiz and exam dates were given to you weeks ahead of time or on the first day of the term. *DO NOT WAIT until only a few days before the deadline to attempt to access the online materials and/or quizzes.*
- Servers go down. Computers crash. The day or two before a deadline, the system is overloaded with students all trying to access the same online materials. The deadlines will not be extended.
- If the LPC server goes down, the deadlines will not be extended.
- If the Blackboard server goes down, the deadlines will not be extended.
- DO NOT WAIT. DO NOT LEAVE YOURSELF WITHOUT ANY OPTIONS.

❖ **If you have left yourself several weekdays (M-F), or a week, to deal with computer/internet problems:**

- ⇒ If you can not access the online materials from home, use the Computer Center in Building 800.
- ⇒ If you are having problems with Blackboard, follow the instructions on the website and/or visit your professor's office hours.
- ⇒ If you do not know how to access or use the online materials, visit your professor's office hours.

BASIC COURSE INFO

Come prepared to class and to the instructor's office hours

- Bring all necessary materials to class (including your own textbook, pencils, pens, colored pencils, erasers, scantrons, kleenex, etc)
- Bring your textbook to the instructor's office hours. Student who come to office hours without their textbook will be sent home to get their textbook – before the instructor attempts to assist the student with the material.
- Bring your completed vocabulary list and *heavily attempted* review questions when coming to the instructor's office hours. Students must complete the vocabulary lists and review questions before coming to the instructor's office hours for assistance with the material.

Basic Course Info

Course Format

There are many formats possible for college courses.

- We could use class time for student-group presentations on course topics instead of having presentations by the professor.....
- We could watch the Marine Life videos in class instead of having presentations by the professor
- We could use class time to work in groups on oceanic problems and issues...instead of having presentations by the professor....
- We could have more in-class exams...and less presentation from the professor....

We have lots of options for how to use the class time.

Regardless of how the class-time is spent, you must learn the basics of the oceanic topics in your course textbook.

I usually prepare multimedia presentations on course topics; these include slides, CD-ROMs, video clips, demos and verbal explanation of course concepts. Consequently, because there are only so many scheduled class meetings, there is not time to read aloud vocabulary definitions – and this would be a ridiculous waste of class time anyway – you have the definitions in your text!

For the first 5-6 weeks, I will try to work the topics fairly slowly and carefully in class so that all students can get the basics of geology – an intro to global plate tectonics. Concurrently, you (the student) must learn to identify the basic types of marine life, learn your oceanic geography and work on the online vocabulary lists.

As the semester progresses and you obtain the foundations of plate tectonics, marine life and oceanic geography, the course will pick up some speed (in terms of vocabulary/week) and there will be the expectation that you will demonstrate more and more oceanic knowledge on each exam. At the beginning of the course, most students do not know much oceanography....but as the class progresses, your skills will develop and build and you will begin to master oceanic concepts and processes.

To assist students at the beginning of the course, I will usually have review quizzes playing at the beginning of each class. These quizzes are 5-minute shotgun quizzes that you should attempt to answer without using your notes. If you have reviewed your notes before class, then you should be able to answer the quiz questions fairly well. However, if you have not reviewed your notes before class, you may find the quiz questions difficult. Do not copy the answers from your notes. Learn the material – that is what is important. The purpose of these quizzes is to help you identify some of the important concepts from the previous class meeting. The purpose is to help you perform better on the exams and final!

As the course progresses, however, time becomes more limited, and these in-class review quizzes will become less frequent so that I may present more slides and explanations of course concepts. Hopefully, your study skills in learning oceanic concepts will have developed so that you know how to review these concepts on your own. It's all about time. If you can put in the time, you can get an A. But it will probably take a lot of time.....

<http://lpc1.clpccd.cc.ca.us/lpc/hanna/index.htm>

BASIC COURSE INFO

4 Scantrons required: Three of the 100-answer form 882-ES (**green-blue** in color)
Final Exam: One of the 200-answer form 20952-CC (blue in color)

Incorrect scantrons: Use of scantrons other than the specified forms will result in a grade of 0 (F) for the exam. Minimum penalty for use of an incorrect scantron is a 10% reduction in the exam score.

Exam Materials: Each student must bring extra scantrons, pencils, erasers, kleenex, etc. The professors can not supply these materials for the students. If you see materials that are not yours, please leave them alone.

Poor scantron erasures: Grades are not changed if the scantron machine marks poorly erased questions wrong. Students must test their erasers before the exam time. Bring good erasers and bring extra erasers.

Each exam includes a little extra credit to counterbalance poorly erased answers, possible errors in a few questions and/or simply a few questions that the student misinterprets or does not agree with the wording. Generally, there is one question available for such extra credit on a 50 question exam; there are generally 3 questions available for such extra credit on a 100 question exam; and there are generally 5 questions available for such extra credit on a 150 question exam. For exams with a total number of questions in between the examples above, the instructor will decide what is appropriate for that exam.

Each exam will be *comprehensive* but will emphasize the material covered since the previous exam. Some exams may include previous quizzes, take-home questions or problems. For in-class portions of the exams, students will have at least 30 minutes for each Midterm Exam (1, 2 & 3) and 1 hour 20 minutes for the Final Exam 4. Each student must bring a photo ID to each exam; the instructor will randomly spot-check the photo ID's (the instructor will usually choose to check the IDs of students that the instructor does not immediately recognize).

Make-up exams: will not be given. If a student misses the first, second or third exam, the score on the last exam (which is comprehensive) will stand for the missed exam. If a student misses more than one exam, the student will fail the course. Please note that if you miss Exam 1, 2 or 3, your Final Exam 4 score will be used to for the missed exam – this score will NOT include field trip extra credit from the Hayward Virtual Field Trip; that extra credit is applied to your Exam 4 score only and can not be doubled by missing an earlier exam!
Low exam scores can not be dropped and/or replaced by the Final Exam score

Cancelled Exams: If any exams are cancelled due to fire drills, instructor illness, evacuation situations, etc., the missed exam will not be rescheduled and the Final Exam will count for both the missed exam and Exam 4.

BASIC COURSE INFO

Calculators: Students may not use cell phones, palm pilots, lap tops, etc. on any Oceanography exams. Calculators will be provided for exams. Any such materials or equipment will be confiscated and sent to the Vice President.

Exam and Course Grades:

- Will be posted by student-chosen codenames.
- Grades will be posted on the bulletin board outside Rm 1828 and on my website
- If a student does not want their grades posted, the student must give the instructor notification in writing.
- Grades are not discussed during class time.
- Students are welcome to come to regularly scheduled office hours to view their exams and the exam answer keys.

Student Codenames – Do not tell anyone your codename – not even your friends. You are responsible for maintaining your codename's anonymity from your friends and fellow students.

How long do I keep exams and your class paperwork? – I keep your old exams and other classwork until the end of the following term. For example, the old exams from Fall 2000 were destroyed at the end of Spring 2001. Students may not keep their old exams. Students may keep copies of any other work that they submit for the course.

Late work: Anything submitted late will be marked "late" and will receive no credit.

Miss a class? - or part of a class?

1) from at least one other student in the class:

obtain copies of lecture notes, class assignments, instructions, announcements, etc.

2) **read the chapter in the course textbook**

3) discuss and study the material with a student who attended the class that you missed

4) bring **specific** questions to the **instructor's office hours**

for more explanation or for more clarification on assignments and/or announcements

5) refer to the instructions for extra credit and make-up procedures (the last page of the course syllabus)

Allowable number of missed classes, drop procedures, etc.:

School rule: After 4 hours of missed class time, the student may be dropped from the course. In this course: At the instructor's discretion, the student may be dropped after 4 hours of missed class time that has not been made-up by the appropriate procedures. The preceding does not imply that a student **will** be dropped.

Drop procedures: It is the **student's responsibility to drop the course before any appropriate deadlines** (e.g., NGR - no grade of record, W - withdrawal, or the end of the course). If a student's name appears on the final term roster, the student will receive the letter grade which reflects the student's course work out of the total course points possible for the term. As the final exam is worth 250 points, there is no way to get an A or a B without taking the final; in fact, few students even pass with a C or a D if they do not take the final exam.

BASIC COURSE INFO

What are the penalties for.... coming in late, leaving early, getting up during class, having a cell phone go off in class, etc.? [Refer to the list of College Student Responsibilities for more complete lists.]

- ⇒ Each first offense is up to 25 term points deducted from the student's course grade.
- ⇒ Second offenses are up to 50 points each.
- ⇒ Third offenses will result in a course grade of F.
- ⇒ THE DOORS MAY BE LOCKED as soon as scheduled class time begins. Warning: instructions and assignments are given at the beginning of the class time....The professor will not repeat instructions for late students.
- ⇒ The classroom clock will be the "official time keeper" – check out what it says and compare it to your watch. The doors will be locked according to the classroom clock.

How to get in touch with the instructor:

- ⇒ ***Please bring questions to my office hours***
- ⇒ Almost all questions can be answered in the course syllabus or on my website
- ⇒ Read the syllabus very carefully
- ⇒ ***Please do not ask questions right before and right after class***
 - I need this time to setup and take down and reset the equipment and materials for your class and the ones before and after your class
 - If you talk to me while I am setting-up or putting stuff away, you will not have my full attention and I may not answer you question appropriately – AND I will not have the materials ready for class
- ⇒ Please do not send e-mail. My e-mail is already overloaded and bombarded – if you send an e-mail you will most probably not get any response as I will not have time at night to find and reply to your questions.
- ⇒ Phone mail. Most instructors have very little time to answer phone mail. I am generally at school between 7:30am to 5+pm and none of that is time spent in my office as I have classes, labs, meetings, etc. My office hours are held in Rm 1824 (not my office).
- ⇒ "Old-fashioned" mail – Building 100, Instructors' mailboxes. If you leave something for me through my campus mail, please make sure that you use an unsealed envelope (or no envelope). I will not open sealed envelopes or packages through the campus mail.

Rm 1824 – only knock on the door during my office hours.

- ⇒ Please remember that it is extremely important that you do not knock on the doors to Rm 1824 unless it is my posted office hours
- ⇒ If it is not my office hours and you see other folks in Rm 1824 (myself or other students), please do not knock on the door to ask questions – there are technicians and student assistants and other instructors who must work undisturbed in this area, please let them get their work done
- ⇒ Even if you see me in Rm 1824 – if it's not my office hours, please do not knock on the door – I have labs and demonstration materials to set up and I need the time to do so.

BASIC COURSE INFO

Written Documentation Policy As a matter of academic integrity and fairness to all students, extenuating circumstances must be supported with formal, written documentation from an outside official source (e.g., a doctor). Documentation of extenuating circumstances must be submitted by the student or a family member (not another student) within one to two weeks of the extenuating circumstance. The Instructor will notify and consult with the Dean and Vice President regarding the student's situation. **In order for an extenuating circumstance to be valid, all of the student's courses must be suffering to the same degree and from the same situation.**

Final(Exam 4): All students should check their final exam times in their own class schedules. If the instructor is not notified of any errors *during the first week* of the term, the final will be given at the time specified above. If a student does not take the final exam, the student will receive the letter grade which reflects the student's course work out of the total course points possible for the term. As the final exam is worth 250 points, there is no way to get an A or a B without taking the final; in fact, few students even pass with a C or a D if they do not take the final exam.

A student may not take a final examination at other than the scheduled time, unless the student has formal, written documentation of a verifiable reason (see the written documentation policy as defined in this syllabus). Please do not make vacation/travel plans during final exams week -- these are not acceptable reasons to reschedule the exam. *Students who meet the above criteria* for extenuating circumstances will take an "alternate" final exam – a separate and different final exam from the regular class final exam

This alternate final exam will

- ✓ have at least as many questions as the regular class final exam (150-200 questions).
- ✓ emphasize and test the student on Chapters 1-15.
- ✓ not have color photos or slides
- ✓ be administered by Student Services and/or the Tutorial Center
- ✓ only be available for extreme circumstances
- ✓ include questions from the textbook
- ✓ include questions on material not covered in class presentations
- ✓ not have the answer key posted on the bulletin board after the exam has been taken

Letters of Recommendation: If a student wishes to request that I write them a letter of recommendation for a scholarship, entrance to a college, or for a job, you must come to me at least a week before any deadlines. Please bring all of your materials and information to my office hours. I will write the letter while you are present – and only if you are present – and you will have the opportunity to proofread the letter.

Emergency Procedures

IF THE FIRE ALARM GOES OFF:

1. Exit the room calmly and promptly

- we may be able to go back to class in just a few minutes or
- we may not be allowed back into the building for hours
- ***make sure that you have your car keys and ID*** so that you can drive home when school officials allow us to do so
- Please do not stay in the building while the alarm is going off – the alarms are loud enough that they drive most people from the building – please take the hint and leave the building

2. Our class will exit the building down the stairs near the elevator

3. Our class will meet just beyond the small parking lot behind the Science Building.

In the area between the parking lot and the school's perimeter road

4. We will have to wait until school officials inform us as to whether we can re-enter the building and when we can do so.

5. If the campus is closed for several hours and students have to leave the campus without their books, etc:

School officials will collect the materials from each classroom and take them to the Security Office where students may reclaim them – *always make sure that you have your first and last name on all of your books and other personal belongings that you bring to school.*

6. Missed or cancelled class time, classes or exams

- **The school does not reschedule missed or cancelled class times**
students must read that material on their own before the next exam and the final exam
- **Missed or cancelled exams will not be rescheduled**
The credit and points for the cancelled or interrupted exam will be included on the Final Exam. For example, if the second exam were cancelled due to an earthquake, then exam would not be rescheduled and the Final Exam would be worth 450 points. This is the same option that each student has if they miss an exam.

EARTHQUAKES

- **If an earthquake occurs during class, take cover under your tables.**
 - Stay away from the windows and any broken glass.
- **When it is safe to do, the class will exit and follow the emergency procedures listed above.**
- **Please be careful – lecture classrooms are designed as auditorium seating**
Remember, you will need to slide your chairs in to be able to exit along the rows between the tables.

Extra Credit

No makeup work or extra credit work will receive credit after the deadline specified on the front page

☞ All forms of extra credit include time during the instructor's office hours; if a student can not come to the instructor's office hours, then that student is not eligible for this extra credit. Any work received in any other manner will not receive any credit. Extra credit is a privilege and not a right.

☞ If you wait until the the last few days to submit your work and then circumstances prevent you from attending my office hours, your extra credit will not be accepted late. No excuses are acceptable.

☞ If circumstances, such as instructor illness or a campus evacuation or closure, prevent regular office hours on the specified deadline, the extra credit deadline will not be extended to a later day. Students have several months to submit extra credit and students must not equate the deadline to be the day that extra credit should be turned in.

Three Extra Credit Possibilities:

1. Virtual Hayward Field Trip – credit added to Final Exam; see following pages
2. Historical Geology Extra Credit Project and Quiz; see following pages
3. Personal Aquarium Field Trip(s); see the following pages

Online Virtual Hayward Fault Field Trip

❖ Worth 5% added to the student's final exam score

⇒ The instructions for the virtual field trip are on the professor's website.

- Choose Field Trips
- Choose Hayward Field Trip
- Choose Virtual Hayward Field Trip
- Print this page and follow the instructions
- All who choose to do the on-line field trip must follow and complete ALL instructions – this on-line field trip includes a video in the LRC library and the entire project takes approximately 3-4 hours.
- All students must bring their completed projects to the professor's office hours – and all students must wait patiently for their turn to discuss their project with the instructor. Any students who can not patiently wait their turn during office hours will not receive any credit for this assignment.

Historical Geology Extra Credit Project and Quiz

❖ Worth 100 points added to the student's final term total

⇒ The instructions for the Historical Geology Extra Credit are on the instructor's website

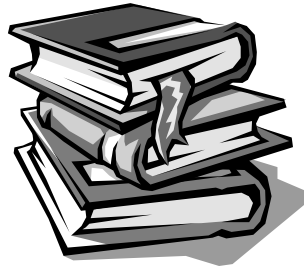
- Choose Historical Geology *from the top menu*
- Follow the instructions on this webpage
- See the term calendar for the date of this extra credit exam

Personal Aquarium Field Trip(s)

❖ Worth 15 term points per field trip

⇒ The forms to complete for this field trip are included at the back of the blue Course Study Guide

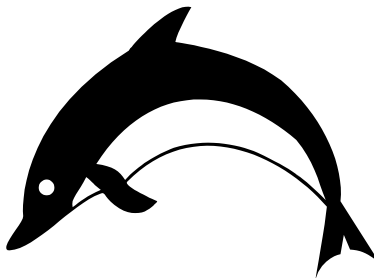
- Each student must meet with the instructor for instructions BEFORE attempting this field trip
 - Available only for the Monterey Bay or Steinhart Aquariums
 - Must be completed during this term (not during the summer or winter breaks)
 - Each student must complete their own paperwork – and each student's paperwork must be very very different from any other student's paperwork – choose completely different marine critters from whatever your friends choose! Similar work submitted by different students will not receive credit.
 - ✓ Choose 20 very different marine organisms in the aquarium and follow the instructions
 - ✓ Fill out the front page AFTER you have completed your 20 critter descriptions
 - ✓ Tear the completed pages out of your blue Course Study Guide (photocopies are not acceptable).
 - ✓ Staple your receipt to the top page of your paperwork
 - ✓ Bring your completed paperwork to the professor's office hours for discussion. Note: you will have to patiently wait your turn to submit your work and speak to the professor.
- ⇒ Completion of this assignment earns 15 term points. At the instructor's discretion, excellent work, with copious, neatly presented notes and material - can earn up to 25 term points. These extra points are not negotiable and arguing with the instructor will not get the points for you!



To Optimize Your Learning Opportunities

actively participate in the learning process:

- ✓ **practice** what you learn in class
- ✓ use the **textbook** as a resource to help you
- ✓ quiz yourself from the photos in the text
- ✓ **quiz yourself and practice** - every other day
- ✓ work the **review and sample exam questions** *well in advance* of the exams
- ✓ work the **on-line practice quizzes** at the instructor's geology web-site
- ✓ **STUDY GROUPS**: work and study with other students in the class
 - quiz each other
- ✓ explore the **oceanography links** available on the instructor's geology web-site
- ✓ attend EVERY scheduled class meeting; *commit to education as your priority*
- ✓ take advantage of the instructor's office hours
- ✓ use the LPC Tutorial Center
- ✓ during office hours; inform your instructors of
 - ⇒ learning disabilities
 - ⇒ physical disabilities
 - ⇒ use of prescribed medications that affect your in-class capabilities
 - ⇒ other such special accommodations that may be required



For Maximum Success in This Course

1. Geography: Construct the Geography Maps and memorize the locations of the places listed. See my website and follow the directions. These locations will be included on exams and the student is responsible for recognizing their locations on maps and for relating the names and locations to the geology of that location. In order to memorize these locations, you must practice and drill yourself every few days throughout the term. If weeks pass and you have not refreshed your memory, then you will forget the locations. Practice, practice, practice, drill, drill, drill....

2. Vocabulary: Make sure that you complete the online quizzes before the deadlines.

3. In-Class Practice Quizzes: Come to class early and spend time on the practice quizzes. Compare your answers to your neighbors'.

4. Study whatever material was not covered in class that is necessary as part of the basic course content. *Don't forget* to learn 1) Marine Life ID and 2) Oceanic Geography.

To identify the course's main concepts and important vocabulary:

- Use my Course Lecture Outlines and my classroom presentations
- The provided Review Questions in my Course Study Guide
- The provided On-Line practice quizzes, exams and links (see my website)

5. Videos: Watch the Oceanic, Sea Floor and Plate Tectonics videos in the Earth Revealed Video telecourse series which is in the LPC library. The Blue Planet series is highly recommended.

6. USE the textbook – do not try to read the textbook like a novel. Most textbooks are a hybrid between a oceanic dictionary, oceanic encyclopedia and oceanic glossary. Use the textbook as a reference – *go through it and make sure that you know the basic concepts and vocabulary*. You should be exploring your textbook at least every other day throughout the term.

7. Oceanic Photo Interpretation: practice, practice, practice

- Be able to interpret all photos from the textbook
- Do not miss any practice quizzes at the beginning of class
- Practice with the links that I have provided on my website
- Use the textbook CD-ROM

8. Review Questions: Work ALL review and practice questions before each exam!

9. Study Groups!!

10. Tutors are available – please use this service – it's free for LPC students! Your instructor has 250 students/term and can not tutor each student individually. I try to present the best classroom content that maximizes student in-class learning – but I can not meet everyone's needs or learning requirements. Each student must seriously consider their own learning needs and each student must seek out and spend the time necessary for their own educational success.

This Oceanography course transfers to almost all 4-year colleges and universities. The course content is dictated by these transferability agreements with the 4-year colleges and universities. *Your instructor does not determine the overall course content or what you are responsible for learning.*

➔ **The required course content is Chapters 1-15 of your textbook.**

- *You are responsible to learn the basics of Chapters 1-15 regardless of what topics are covered during scheduled class times.*
- *If any classes are cancelled due to instructor illness, fire drills, evacuation situations, etc., you are still responsible for the basic scheduled content of each exam.* After a cancelled class, the instructor will decide which scheduled class topic will have to be removed from the term's class-presentation schedule – the student has the responsibility of learning the material outside of class and that material must be included on exams.
- For any college course, you are responsible to learn more than is covered or discussed during class times.

In a nutshell: The student is responsible for the basic concepts of Chapters 1-15 regardless of what is covered in class, regardless of class cancellations and whether or not the student “connects” with the teaching style or the format of the class meetings.

The Professor does not choose course content nor the fundamentals that should be included on exams. The Professor only has a choice about how the class sessions are formatted; that is whether the Professor will give standard lectures, multi-media lectures, conduct group activities, field trips, term projects, in-class demonstrations, student presentations, etc. The Professor chooses which material will be discussed in class and how that material will be presented. Regardless of class session material, the student is responsible for outside class learning that supplements whatever is necessary for the student to learn the basic course content.

Read your course syllabus, stay up with the class, and keep track of and take responsibility for your own progress. It is college. The responsibilities are huge, the rewards are enormous. This is a great class - we will cover so much interesting material in this class and I work VERY HARD on my presentations...

College Student Responsibilities

1) **It is your responsibility to understand Chapters 1-15 by the end of this term.** This is a transferable course and neither your instructor nor LPC determines the volume of course content. It is your responsibility to learn the material in Chapters 1-15 as indicated before the posted exam dates. **If any classes are cancelled (e.g., due to instructor illness), you will have more responsibility for more material on your own.** The exams, especially the final exam, will cover the material in Chapters 1-15 regardless of what material was covered during the class time available.

The course textbook is the most complete source at your disposal. Presentations by the instructor and classroom activities will highlight and supplement some of the important concepts and principles that you must learn for this course. Almost all people learn best through experiencing the material in several different methods (e.g., hearing it, seeing it, reading it, practicing it, etc.); therefore in addition to the course textbook and classroom presentations I make available many varieties of **geohelp** (see my website for details and links). Each student must determine the combination of learning styles that is best for them. What is best for one student is NOT always the best combination of study materials for the next student. Do not be discouraged if you find that you need more repetition or more time to learn the material than others around you. Spend the time that you need.

2) **"Put in the time" -- attend ALL classes AND plan study time each week.** If you must miss a class, you must read the corresponding chapter in the textbook. You should also watch a oceanography video in the library instead of, or in addition to, the textbook chapter. Highly recommended is the Blue Planet video.

When I see a student who finds oceanography easy, I expect that student to continuously show me that they have spent time exploring oceanography beyond the basic concepts and to be watching the oceanography videos in the LPC library collection.

When I see a student who is struggling with the basic concepts, I expect that student to be meeting with a tutor weekly, to be working on their review questions daily, to be looking up the vocabulary BEFORE coming to class, to be working the online vocabulary quizzes, to be watching all of the oceanography videos, to be working in a study group, etc.

3) **Timeliness. You must be on time to class. You may not walk in late or leave early.** Unfortunately, I have large classes and too many people have overbooked life-schedules and the result is that, without this rule, the doors in the back of the room are continuously opening and closing as people come late and leave early. This course requires a lot of visual media that require low (or dark) lighting and the opening and closing of doors obliterates the images on the screen. Consequently, if you come in late or leave early, your term grade will be penalized. See the Basic Course Info pages for details. If you end up late, you will be better off not coming to class and getting notes from another student. Do not complain or whine to the instructor if you were late and/or missed class due to a personal appointment, traffic, etc.

If you have an appointment which occurs during class time, then you must miss the entire class – you may not attend the first part and then leave. Leaving class to use restrooms (illness excepted), get a drink of water, visit with friends, go to the airport, and similar activities constitute disruptive, disrespectful, rude behavior. You must schedule counseling and medical appointments at times that do not conflict with class.

5) It is your obligation to manage your own time schedule so that you can attend class, attend ALL exams, **attend office hours when necessary**, and study throughout the term - not just before exams. **There are NO MAKE-UPS or special times for exams. It is your responsibility** to arrange vacations and hours of employment **that do not conflict** with the requirements of the class in which you have enrolled. If a student misses the first, second or third exam, the score on the last exam (which is comprehensive) will stand for the missed exam. If a student misses more than one exam or the final, the student will fail the course.

Formal, documentable extenuating circumstances will be evaluated on an individual basis - leave a voice-mail message on 373-4919 - I will contact both the Dean and the Vice President to assist in dealing with your situation.

6) **Absolutely NO CELL PHONES, PAGERS**, etc. Cell phones must be silent in class. All calls must be taken outside of class - and either before or after class.....calls should not be taken during class (except in the case of a documentable emergency). The ringing in-class is rude and disruptive, and **the instructor may drop you from the course if your cell phone or pager makes noise during class.**

7) **Office Hours. Any and all** extra credit, makeup work, and special items that you need to discuss with me must be brought to my office hours. PLEASE DO NOT attempt to discuss issues during the few minutes right before or right after one of my classes. I try very hard to come prepared to class. I attempt to construct and perform demonstrations, slide-shows, in-class computer presentations and other materials - I can not set these materials up in time for class if I am holding "impromptu office hours".

When you come to office hours with course exam study questions, you must bring your blue Study Guide with all review questions up-to-date and you must have proof that you have attempted to answer your questions through several sources including the course textbook, fellow students and the internet. Your textbook has an index and a glossary. Geologic Dictionaries are available on-line and in Rm 1824 during my office hours. The instructor will not be able to assist you until after you have explored these materials and sources for information.

8) **You are responsible** at all times for your own progress.

9) **Do not assume that I will drop you from the class** if you stop attending or if you are failing the course. It is important that **you keep track** of your progress and attendance. You must make sure that you are aware of all drop and withdrawal dates.

10) **Respect for me at all times** (even when we disagree). This means a) no "chitchat" while I am lecturing; b) no "sleeping or dozing" during class; c) no passing of notes or writing on other's notebooks; and d) no disparaging remarks about groups to whom you do not belong.

College Student Responsibilities (continued)

11) **Please respect my time** - please do not try and "catch me" at times other than my office hours. I generally teach 7 classes and have around 250 students per semester. In addition to preparing and teaching classes, I also have weekly obligations to the college. I generally work 10 hours days. Please respect my time. If I'm in my office and it's not during office hours, then I am working on something. I don't "hang out" here.

12) **Respect for your classmates at all times** (even when you disagree).

13) **Be polite during office hours.** When attending the instructor's office hours, all students must be polite and wait their turn. You will most probably not be dealt with first. Everyone is busy and everyone has other classes, jobs, appointments and commitments. Everyone is busy. Do NOT act like a spoiled brat that should not have to wait its turn. Leave the attitude outside. Be polite and be mature. When you come to office hours, sign in and then you will have to wait - there may be many other students with difficult issues that also need to see the instructor. You may have to wait more than a half-hour or even more than an hour. All students will be treated equally and fairly.

14) **Questions you may never ask me:** "Did I miss anything important?" and "Can I make up my exam?" and "What are your office hours?".... (my office hours are on the front page of your course syllabus, posted on my door and posted on my website.....).

Read your course syllabus, stay up with the class, and keep track of and take responsibility for your own progress. It is college. The responsibilities are huge, the rewards are enormous. This is a great class - we will cover so much interesting material in this class and I work VERY HARD on my presentations...

A College Course

In a nutshell: The student is responsible for the basic concepts of Chapters 1-15 regardless of what is covered in class, regardless of class cancellations and whether or not the student “connects” with the teaching style or the format of the class meetings.

The Professor does not choose course content nor the fundamentals that should be included on exams. The Professor only has a choice about how the class sessions are formatted; that is whether the Professor will give standard lectures, multi-media lectures, conduct group activities, field trips, term projects, in-class demonstrations, student presentations, etc. The Professor chooses which material will be discussed in class and how that material will be presented. Regardless of class session material, the student is responsible for outside class learning that supplements whatever is necessary for the student to learn the basic course content.

Most college students are fully capable of learning most of the basic course content on their own – without assistance.

College students are expected to come to class having already spent whatever time was necessary to learn the basic concepts on their own.

College students should come to class with questions that extrapolate beyond the basics presented in the textbook. The professor may then supply an answer or may then supply an opportunity for discussion and exploration of that question – the professor does not (necessarily) provide the answer to the question. The outcome of class time may be that the student may have identified where to go next to continue exploring the question.

That is college. That is what makes it different from high school.

When did I realize this? By the time I graduated with my B.S.... by the time I finished my degree, I realized that I did not need any instructor to learn the basic concepts of almost any course (that I had completed the prerequisites for).

The average college student actually does not need an instructor to learn the basic concepts. After 13 years of college teaching, I know that 90% of my freshmen-level students are fully capable of learning the basic material on their own – they just do not know that they are capable of it because they have rarely been forced to try hard enough. The major hurdle for most students is that they want “instant understanding” – they want someone to explain it to them in such a way that they “instantly get-it”. Consequently, because this is a rare occurrence, many students are continually frustrated or less-than-satisfied. These students have forgotten (or never realized) that it is the student’s responsibility to learn the material (it is not the professor’s responsibility to provide “instant understanding”).

Because “instant understanding” is rare (although continuously expected), many students find that they do not have enough time in their overbooked life-schedules to spend the necessary time to achieve the proper comprehension of course concepts. Something has to go... some expectations have to change; such as, you may not get an A in the class if you can not rearrange your schedule to accommodate the learning time that you need; or you may have to drop a class or two; or you may have to cut-back on work hours and cut items from your personal budget.

Because I realize that learning to learn will take time, I have formatted my course so that what the student needs to learn outside of class is very clearly delineated. I try to provide classroom presentations that will reach the highest level of comprehension for the largest number of students. As a result, some students find that the material is presented too slowly for them and other students find that the material is presented too fast for them. Each student is different and each student must provide for their own needs. If the material in class is too fast for you, then you should spend more time *before* and after class working on vocabulary and basic concepts. On the other hand, if the material in class is too slow for you, then you should be extrapolating and exploring the basic concepts in the book and on the internet. No whining. Take responsibility for your own success and for your own good-time.

When I see a student who finds oceanography easy, I expect that student to continuously show me that they have spent time exploring oceanography beyond the basic concepts and to be watching the oceanography videos in the LPC library collection – especially the Blue Planet Series.

When I see a student who is struggling with the basic concepts, I expect that student to be meeting with a tutor weekly, to be working on their review questions daily, to be looking up the vocabulary BEFORE coming to class, to be working the online vocabulary quizzes, to be watching all of the Earth Revealed videos, to be working in a study group, etc.

If you did not understand some of the concepts discussed in class, then stop whining and figure out how you are going to learn the material. Do what you need to do. Make positive efforts that increase your learning. Don't waste your time with the negatives, don't waste your time griping. Figure out how you are going to make the time in your schedule to learn the material. You do not need the professor!

My Personal Teaching Philosophy and Goals

A) I strive to prepare presentations that have learning and retention at the forefront. I believe that the time that you spend in class should be worthwhile - that you should feel that you truly LEARNED and that the class is worth the time.

B) I will NOT just be a verbal textbook. Such is the classic college lecture - a very passive form of learning for the student. Hopefully, this classroom format will die out and become extinct. Unfortunately, the classic lecture format is also the easiest to prepare and present. I will attempt to avoid this at all costs - I will often try to bring, prepare and develop demonstrations, slide-shows and/or computer image shows...etc. However, my format of presentations often dictates that I end-up running a 3-ring circus of materials and equipment. I can use all of your help to make it work - and I will need the 10-15 minutes just prior and after each class to set-up, test and/or tear down the equipment.

C) Unfortunately, I am not allowed the time to individually tutor each student - I am only allowed the time to give classroom presentations and to hold a few office hours each week (to see the larger picture of what a college professor must do, visit my Geology website). Therefore, it is each student's responsibility to make sure that they learn the material. **To assist all students, I have prepared and/or will try to make available a multi-dimensional, multi-sensory course with variations on and selections from the following:**

- "thought-out" presentations
- in-class slide shows
- in-class use of CD-ROM animations
- in-class use of Internet resources if they are available
- in-class, ungraded quizzes to help you test yourself and prepare for exams
- A Course Study Guide available for you at the bookstore
- web pages with course information and exam review questions (if the college makes the resources available)
- materials on reserve in the LRC to help you study
- a virtual field trip
- office hours
- a quality course textbook with a CD-ROM
- a list of oceanography and geology videos available in the LRC
- recommendations for tutors in the LPC tutorial center - if you come to my office hours and discuss this with me

The Professor's Responsibilities

The Professor does not choose course content nor the fundamentals that should be included on exams. The Professor only has a choice about how the class sessions are formatted; that is whether the Professor will give standard lectures, multi-media presentations, conduct group activities, field trips, term projects, in-class demonstrations, student presentations, etc. The Professor chooses which material will be discussed in class and how that material will be presented. *Regardless of class session material, the student is responsible for outside class learning that supplements whatever is necessary for the student to learn the basic course content.*

College Professors are paid to:

- Oversee the scheduled class time
- Offer formal office hours each week.
- Critique and evaluate the student's knowledge of required course concepts
- Be a resource for geology students (NOT to give the answer to every question)
- Oversee the Geology Program; development, curriculum, materials, support personnel, ordering of supplies, etc.
- Contribute to the LPC academic community; attend meetings; produce reports such as Program Review; participate in Accreditation, etc.
- See my website for more details on the responsibilities of a college professor beyond the classroom.

Not the Professor's Responsibility (not paid to):

- Give you the answer to every question that you ask – it is your responsibility to find the answers and it is not the professor's responsibility to make that easy
- Conduct individual tutoring; the college has a free tutorial service and professors are not allowed time in their weekly schedules to accommodate personal tutoring.
- Offer individual office hours or appointments that meet each student's personal life schedule. With 250 students/term, I can not handle the number of students who prefer special appointments and special accommodations. I have asked the school if I could have a reduced load so that I can offer special accommodations; unfortunately, the school turned my requests down. Since it is unfair to offer special appointments to some students without offering them to all students, I can not offer them to any students. Please do not ask.
- Provide individual exam times for students with individual circumstances. Students with documented learning disabilities or physical handicaps work with the LPC DSPS which can offer special accommodations as warranted.
- Provide field trips!
- Provide or accept extra credit; if an instructor allows extra credit, this is extra work for the instructor. I generally allow a few possibilities for extra credit – but never forget that extra credit is a privilege, not a right.
- Provide pencils, scantrons, erasers, paper, kleenex, etc.

A College Professor is like a Coach....

Consider this analogy: you hire a fitness coach so that you can run a 10K three months from now. The coach sets up a regimen of training runs and recommended physical exercises. The coach offers advice and critiques your progress. Who has to do the training and exercises? You do. The coach sets up the plan, gives advice and critiques progress. You have to do the work. You have to run the practice 5K's and you have to do the Stairmaster and the stationary bike at 5am because that's the only time that it will fit into your schedule. And at the end of three months, who runs the 10K? You do. If you have done ALL of the training runs and ALL of the weekly exercises, then you have the best shot at finishing the 10K. No one else can run it for you.

A college course is very similar to the scenario above. A college professor oversees a course and critiques your progress. Your professor is not your tutor – I have 250 students and it is impossible to tutor all of those individuals at the same time.

A professor is someone with specific expertise that is hired to set-up and oversee a course. The course may have traditional verbal presentations, or the course may include multi-media presentations– or may not have any presentations by the instructor – or the course may include student-group work and/or student presentations. There are a wide spectrum of potential class formats. In a college class, your professor does not have to give a single presentation.

In the end, you have to “run the 10K” –and you are the one who has to learn the material and you are the one who has to perform on the exams.

Never place the responsibility for your learning anywhere but with yourself.

Geology 9 Colloquium

No prerequisites. Transferable course. Bring your lunch. Methods, special topics, and customized activities designed for Geology students. Special topics may include: the geologic formation of California and western North America; the extinction of the dinosaurs; the Ice Ages; cave geology; the geology of other planets; historic earthquakes and how to live in a fault zone; geologic methods for age-dating million-year-old rocks; the geologic time scale; etc. May include collaborative problem solving and skills sessions under the guidance of an instructor. Although open to all students, this course is designed for concurrent Geology and Oceanography lecture and lab students who wish to improve their comprehension and performance in their Geology courses. (May be repeated three times for credit.)

Geology 9 Colloquium Tentative Schedule Fall 2003	
Aug 22	Introduction to Course
Aug 29	TBA
Sep 5	Historical Geology Part 1
Sep 12	Historical Geology Part 2
Sep 19	Study Session for Exam 1
Sep 26	TBA
Oct 3	Hayward Fault Field Trip 10:30am-2:30pm
Oct 10	Part A: Geology of the Pacific Northwest
Oct 17	Study Session for Exam 2
Oct 24	Part B: California Geology
Oct 31	Diving Physics
Nov 7	TBA
Nov 14	ET Geology or Law of the Sea and/or Waves
Nov 21	Study Session for Exam 3
Nov 26	Thanksgiving Holiday
Dec 5	ET Geology or Law of the Sea and/or Waves
Dec 12	Ocean Final Exam Review Session 12:30-2:30pm Geo 10 Final Exam Review Session 3:30-5:30pm