

GEOLOGY LABORATORY

Spring 2009 COURSE SYLLABUS

The Geology Laboratory class is the foundation lab course for Geology and is suitable for both Geology majors and non-majors. Laboratory exercises include: application of the scientific method to the testing and identification of basic rocks, minerals and earth materials; topographic and geologic map interpretation; construction and interpretation of topographic profiles and geologic cross-sections; and participation in at least one geologic field trip. Prerequisite: Geology 1 (may be concurrently enrolled)

Required Materials

- ✓ **Lab Manual:** AGI, *Laboratory Manual in Physical Geology*; 8th edition
- Used lab manuals are not acceptable – all students must have their own, new lab manual (students who do not have their own, new lab manual can not receive credit for the lab exercises)
- ✓ *Physical Geology Lab Workbook* by RL Hanna
 - ✓ one Livermore 7.5' Topographic Map
 - ✓ an LPC Computer Access/Print Card
 - ✓ one rock and mineral testing kit
 - ✓ your lecture textbook
 - ✓ a \$3-\$5 calculator
 - ✓ one three-ring binder
 - ✓ protractor
 - ✓ colored pencils
 - ✓ scantrons: #882
 - ✓ ruler



Web Site:

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

Instructor: R.L. Hanna

Office Hours

Wednesday 12-2pm

Thursday 12:30-2:10pm

and are held in Rm 1824

(Science Center Work Area) or Rm 1828

	Intro Survey	Midterm	Lab Practical	Final Activity
Tue Lab	noon, Jan 29	2pm, March 17	2pm, May 19	1:30pm, May 26

Grading		
	90% ≤ A	4500 ≤ A
30% Lab Midterm	80% ≤ B < 90%	4000 ≤ B < 4500
30% Lab Practical	70% ≤ C < 80%	3500 ≤ C < 4000
30% Weekly Labs/Assignments	60% ≤ D < 70%	3000 ≤ D < 3500
10% Field Trip	F < 60%	F < 3000

- The Field Trip is graded on a sliding scale, see the pages inside the syllabus for more information and details.

Physical Geology 1 LAB Course

Where To Start

STEP 1: Print and read the Course Syllabus

- a printed copy will be available at the first class meeting
- students may also get a printed syllabus during the instructor's posted office hours
(*first come, first serve until the instructor's supply is gone*)
- students can also print the syllabus from Prof. Hanna's website (go to the LPC website and then to the list of Faculty Websites.)

STEP 2: Login to Blackboard

- make sure that you know how to use the software and that you know how to find the course exams (*see the following pages in the syllabus for details and instructions*)

STEP 3: Get all of your course materials

- lab manual (**a new one – not a used one**), orange study guide (written by the instructor), rock and mineral testing kit, scantrons, etc. (*see the following pages in the syllabus for more details*).

STEP 4: Complete the Online 'Lab Check-In Survey'

(must be finished before the lab starts next week)

- If you don't finish this before the timeout date (see Blackboard for date), the instructor may drop you from the course.
- If you don't take the survey, and yet still want to be in the course: Come to the instructor's office hours during the second week of the term. On the other hand, if you do want to drop the course, do not assume that the instructor is going to take care of it for you just because you didn't take the online check-in survey.

Geo 9 - highly recommended by past Geo 1 students:

Geology 9 is a 1 unit Geology study course for students enrolled in Geology 1 or 1 lab. Geo 9 allows geology students to study in an open, collaborative environment. In the past students who enrolled in this study course have earned exam scores that averaged 10% higher than students who were not enrolled in Geology 9.

Unfortunately, Geology 9 is not offered every term, so check your class schedule listings to see if this helpful class is offered this term. If it is, take advantage of it!

Physical Geology 1 Lab Syllabus

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Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Jan 19 MLK Holiday	Jan 20 First Day of Classes <i>Min 1</i>	Jan 21	Jan 22	Jan 23 Lecture Homewk: Mod 1: Time Scale
2	Jan 26	Jan 27	Jan 28	Jan 29 At Noon 'Check-In' Survey Timeout	Jan 30 Lecture Homewk: Mod 1: Radiometric Dating
3	Feb 2	Feb 3	Feb 4	Feb 5 Last Day to Add or Drop NGR is Feb 6	Feb 6 Lecture Homewk: Mod 1: Fossil Life
4	Feb 9 Student Target date: Mod 1 finished	Feb 10 Census is Feb 9, classes as usual <i>Min 4</i>	Feb 11 Stud. target date: Vocab finished	Feb 12	Feb 13 President's Weekend
5	Feb 16 President's Weekend	Feb 17	Feb 18	Feb 19 At Noon Vocab Exam Times Out	Feb 20 Lecture Homework: Mod 3: Mass Wasting
6	Feb 23 Student target date: Mod 2 finished	Feb 24	Feb 25	Feb 26	Feb 27 Lecture Homewk: Mod 3: Deserts
7	Mar 2	Mar 3	Mar 4	Mar 5 At Noon Exams Timeout for Modules 1 & 2	Mar 6 Lecture Homework: Mod 3: Meta Rocks
8	Mar 9 Student target date: Mod 3 finished	Mar 10	Mar 11	Mar 12	Mar 13 Lecture Homewk: Lab Midterm Studying
9	Mar 16	Mar 17 Tue Lab Midterm	Mar 18	Mar 19 FT 750	Mar 20 Lecture Homewk: Mod 5: Glaciers
10	Mar 23 Student target date: Mod 4 finished	Mar 24	Mar 25	Mar 26 FT 700	Mar 27 Lecture Homewk: Mod 5 Natural Resources
11	Mar 30	Mar 31	Apr 1	Apr 2 At Noon FT 650 Exams Timeout for Modules 3 & 4	Apr 3 Lecture Homewk: Mod 6: Stratigraphy & Geologic Histories
12	Apr 6 Spring Break Student target date: Mod 5 finished	Apr 7 Spring Break	Apr 8 Spring Break	Apr 9 Spring Break	Apr 10 Last Day to W Drop Spring Break
13	Apr 13	Apr 14	Apr 15	Apr 16 FT 600	Apr 17 Lecture Homewk: Mod 7: Grndwtr, pt. 1
14	Apr 20 Student target date Mod 6 finished	Apr 21	Apr 22	Apr 23 FT 500	Apr 24 Lecture Homewk: Mod 7: Grndwtr, pt. 2
15	Apr 27	Apr 28	Apr 29	Apr 30 At Noon FT 400 Exams Timeout for Modules 5 & 6	May 1 Lecture Homewk: Mod 7: ET Geology
16	May 4 Student target date: Mod 7 finished	May 5	May 6	May 7 FT 250	May 8 Lecture Homewk Mod 8: Tsunamis
17	May 11	May 12 FT 0	May 13 FT	May 14 FT 0	May 15 Lecture Homewk: Lab Practical Studying FT 0
18	May 18 FT 0 Student target date: Mod 8 finished	May 19 Tue Lab Practical	May 20	May 21 Last Day of regular class meetings	May 22 Finals Week
19	May 25 Memorial Day Holiday	May 26 Finals Week The last of the Online Lab Extra Credit Quizzes timeout at noon and 5:30pm	May 27 Finals Week	May 28 Online Exams for Modules 7&8 timeout at Noon for Geology 1 TTH & DistEd	May 29 Finals Week Graduation

Geology Lab Spring 2009		
Tue, Jan 20	Course Introduction & Overview Mineral Identification Properties	Ch. 3
Tue, Jan 27	Mineral Identification Properties	Ch. 3
Tue, Feb 3	Common Mineral ID <i>Note: Excellent Minerals CD-ROM available during the instructor's office hours</i>	Ch. 3
Tue, Feb 10	Common Mineral ID	Ch. 3
Tue, Feb 17	Igneous Rocks <i>Note: Excellent Rocks CD-ROM available during the instructor's office hours</i>	Ch. 5
Tue, Feb 24	Sedimentary Rocks	Ch. 6
Tue, Mar 3	Metamorphic Rocks	Ch. 7
Tue, Mar 10	Mineral and Rock Review for Midterm <i>Note: Excellent Rocks CD-ROM available during the instructor's office hours</i>	Ch. 3-7
Tue, Mar 17	Midterm: Minerals and Rocks	Ch. 3-7
Tue, Mar 24	Introduction to Topographic Maps <i>Note: Excellent Topo Map CDROM available during the instructor's office hours</i>	Ch. 9
Tue, Mar 31	Topo Maps and Landforms	Ch. 9-15
Tue, Apr 7	Spring Break	
Tue, Apr 14	Geologic Histories and Cross-sections	Ch. 8
Tue, Apr 21	Geologic Maps and Structures Pt 1 Geologic Histories Review	Ch. 10
Tue, Apr 28	Geologic Maps and Cross-sections Pt 2	Ch 10
Tue, May 5	Map Review for Lab Practical Exam	Ch. 8-15
Tue, May 12	Map Review for Lab Practical Exam	Ch. 8-15
Tue, May 19	Lab Practical	Ch. 8-15

Late-work/Makeup/Extra Credit

- Absent students should use the online extra credit quizzes to make up the missed credit and ask other students about the content of the missed lab.
- All students are encouraged to 'bank' some extra credit points (see below) in case they have to miss one of the last labs of the term (or if the student does not finish one of the last labs of the term).

If you wait until the last few days to submit your work and then circumstances prevent you from attending my office hours, your work 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 day of the deadline, the makeup deadline will not be extended to a later day. The moral of the story? Do not wait until the last day to turn something in.

The following are available for makeup (or extra) credit for the lab:

A. Difficult rock and mineral sample ID on the lab practical midterm

B. Mineral Chemical Formulas—will be the extra credit portion of the Final Exam worth 10% of the final

C. Online Extra Credit 250-point Quizzes (there will be at least 2)

- These quizzes each have 100 questions and a time limit of one hour.
- You must score a 90 or higher *on each 100-question quiz*.
- There are no 'freebies' on these quizzes (you can already miss 10 questions to earn the points).
- Both quizzes will timeout at the time specified on the front page of the syllabus. You have unlimited attempts at each quiz until it times out.
- Once you have scored 90 or higher on a quiz, stop taking that quiz – a second, 1-question, 250-point quiz will become available. **Complete that one question quiz to earn your extra credit points.** *You will then have unlimited attempts at the 1-question, 250-point quiz, until the specified timeout date and time.*
- If you score 90 or higher and retake that 100-question quiz and score lower than 90, the 1-question, 250-point quiz may become unavailable. Remember – it is your last attempt that counts. Warning: as soon as you re-open a quiz, it counts as your latest attempt and your previous score won't count anymore.
- Also - Because this is extra credit, the instructor will not look up what you get wrong for you, nor will the instructor help you solve the problems. There will be no hints or other such aid... it's extra credit...! :)

D. Other Online Extra Credit Quizzes may be made available at the instructor's discretion.

⇒ **Check the list of Online Blackboard Extra Credit Quizzes (for this course) often for times, dates and other information.**

**You will need to be able to come
to the instructor's regularly scheduled office hours
a couple of times throughout the term.**

- Refer to the field trip requirement details in this syllabus.
- In addition, most students will want to be able to come to the instructor's office hours to ask questions and work on lab assignments. If you have a schedule that precludes the possibility of coming to the instructor's office hours, then you will most likely not be as pleased with your lab experience this term.
- Coming to office hours allows you to reduce your own stress by having access to materials (CD-ROM's, computers, etc.) and assistance that are not otherwise available. Enrollment in the Friday Geology 9 Colloquium is highly recommended; however, this course is not offered every term. Check your class schedule listings to see if this class is offered this term.

**What if the instructor is not there
when class is supposed to start?**

(How long should you wait?)

- Things to check if the instructor is not present when class is supposed to start:
 - Check the doors to the classroom
Whenever possible, the campus tries to post notes regarding cancelled classes
 - Check the LPC website listing of cancelled classes
-You'll need to find a computer connected to the internet
- go to the LPC homepage and then click on the link to 'Classes Not Meeting Today'
 - Make sure that the campus has not been evacuated due to a fire alarm (look for large groups of people standing around in the parking lots and ask them what is going on)
- **If there is no note posted on the door, no fire alarm evacuation, and this geology class is not listed on the website with the other classes 'not meeting today',** then your instructor has probably been held up in traffic (or some such) and should arrive shortly.
Please wait 15 minutes before leaving.

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

→ During the times of construction on campus, the following instructions may be modified.
Please follow all posted signage as the campus is being upgraded and built-out. ←

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.

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.

BASIC COURSE INFO

Students should examine their Blackboard Gradebook to see how the weekly lab points are generally assigned. Students can also check the status of their grades by viewing their Blackboard Gradebook at any time during the term. Scores are generally entered within a week or two of the assignment or lab or exam.

CHECK YOUR GRADES OFTEN. It is the student's responsibility to monitor their grade and their progress throughout the term. It is inappropriate to come to the instructor during the final week of the term and start questioning the entered grades. If there is an error, you need to speak with the instructor within a few days of the grade being posted. Errors are not common, however, students are forewarned that the instructor can not negotiate or debate scores from earlier in the term during the final week of the term. The moral of the story? If you have a question about one of your scores, come to the instructor's office hours within a few days or a week of the grade posting – do not wait until the last week of the term. The scores that are displayed in your student gradebook during the last week of the term – those are your scores.

Grades are not rounded up; for example, you need 90% or higher to earn an A, and if your term total is 89.95%, then you would earn a B. Of course, this would be a good situation to complete some of the online Extra Credit Quizzes to get yourself that extra point or two to put yourself into the next grade bracket.

If scheduled lab time is cancelled for any reason (e.g., instructor illness or campus situations), students must work and complete all questions and problems for one of the exercises in the AGI Lab Manual. This work will be due at the beginning of the next lab meeting. A note will be posted on the labroom door with further instructions.

Calculators will be provided for students who wish to use them on the Final Exam.

Students must bring their own calculators to weekly labs, however, students may not use their own calculators on the final exam. Cell phones, palm pilots, lap tops, etc., may not be used during exams and will be confiscated and sent to the Vice President.

Missed instructions or assignments?

- 1) from at least one other student in class:
obtain copies of notes, assignments, instructions, announcements, etc.
- 2) discuss and study the material with a student
who was present for the material that you missed
- 3) if the assignment was out of the lab manual - work the assignment and
check your answers with students who were in class
- 4) get a tutor if you can not understand the explanations from your classmates who were in class
the day that you missed. Do NOT expect the instructor to be able to individually tutor you on the
material that you missed. The lab that you missed took 3 hours... the instructor can not spend 3
hours individually tutoring each student who missed lab. (I have had students come and plop
themselves in front of me during my office hours with the expectation that it is somehow my
responsibility to tutor them in 15 minutes on what they missed in a 3 hour lab.... argh!....)

Make-Up Lab Credit: Lab facilities and personnel are not available for makeup labs and the instructor can not be available as an individual tutor for the student who missed class. ***There are two online Extra Credit quizzes available for students to have the opportunity to earn extra points to make up for missed labs or assignments. See the front page of the syllabus for deadlines and timeout dates.***

BASIC COURSE INFO

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.

Cancelled Exams: If any exams are cancelled due to fire drills, instructor illness, evacuation situations, etc., the instructor may choose to reschedule the exam or the missed exam *may not* be rescheduled and the Final Exam will then count for both the missed exam and the Final Exam. In addition, all students will have to work an exercise out of the lab manual to compensate for the cancelled lab session – this homework assignment will require 3-6 hours of out-of-class study time.

Exam and Course Grades:

- Students can check their grades (and status) in their Blackboard Gradebook
- The front page of the syllabus outlines the course policies for grade weights (e.g., how much the lab midterm is worth) and the total number of term points necessary to get each grade (how many points to get an A or a B, etc.)
- Grades are not discussed during class time.
- Students are welcome to come to regularly scheduled office hours to discuss grades, view their exams (not the online quizzes or exams) and the lab practical answer keys (after the exams are over).

Laptops and Blackberries and Ipods and such during class

- Are not permitted. Notes should be handwritten. If a student has a disability that prohibits them from taking non-electronic notes, please consult the instructor so that special arrangements can be configured.
- Web-surfing and email and instant messaging and text messaging during class are not permitted.

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 Spring 2009 were destroyed at the end of Fall 2009. Students may not keep their old exams.

Allowable number of missed classes, drop procedures, etc.: At the instructor's discretion, the student may be dropped after 2 missed labs sessions. The preceding does not imply that the 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 compared to all that was required.

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 100 term points deducted from the student's course grade.
- ⇒ Second offenses are up to 200 points each.
- ⇒ Third offenses will result in a course grade of F.
- ⇒ You will receive no credit for labs where you are late or leave early – coming even a few minutes late or leaving a few minutes early results in no credit.
- ⇒ THE DOORS MAY BE LOCKED as soon as scheduled class time begins. Late students will be let in when the late-students' entrance will not distract or detract from the professor's instructions/presentations. Warning: lab instructions are given at the beginning of the lab time....The professor will not repeat instructions for late students.
- ⇒ **The labroom 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 labroom clock.

What happens if you do not bring your lab materials to each class?

- For each lab meeting, you must bring the lab materials (see the front cover of the syllabus and the directions and explanations given at the first class meeting).
- If you do not have the required lab materials (e.g., your lab manual, your mineral testing kits, colored pencils, your Livermore Topo Map, etc.), then you will not receive the attendance/participation points for each lab that you are without your materials.
- If you forget your materials, you should still come to class. Why? Because the lab participation points are typically worth 60-100 points, whereas the lab midterm and lab practical are each worth 1500 points. Which means... that you need the content of the lab day more than you need one lab's worth of participation/attendance points. Missing lab means that you wouldn't learn or practice the content of the lab – and that will usually cost you more than 100 points on the 1500 point midterm or practical!
- To make up missed participation/attendance points, use the Extra Credit options listed in the syllabus and online in Blackboard.

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.

Letters of Recommendation: If a student wishes to request that I write 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.

BASIC COURSE INFO

Missed Exams

- 1) Students should use the online Extra Credit Quizzes to makeup for any term points due to missing online prelab quiz deadlines, in-class sample quizzes, in-class attendance points, in-class assignments, etc.

- 2) Students who miss the Lab Midterm Practical will have to take an alternate exam that
 - will have 30-50 samples to identify
 - will not have any extra credit
 - will not have the same specimens that were on the in-class, regularly scheduled exam
 - is more challenging than the in-class, regularly scheduled exam
 - must be finished in 2 hours
 - *must be taken during the instructor's regularly scheduled office hours – this makeup exam will be scheduled at the instructor's convenience (not the student's), and may require that the student miss other classes and/or get time off from work, etc.*

- 3) Students who miss the Lab Practical at the end of the term will have to take an alternate exam
 - that will not have any extra credit
 - that must be completed *before* the third day of Finals Week
 - where some (or all) of the questions may be online (in Blackboard)
 - where some (or all) of the questions may be multiple answer – where students must identify all answers that are true, and none of the ones that are false, in order to get the credit for the question
 - which may include latitude and longitude questions
 - that will be more challenging and difficult than the regularly scheduled in-class exam
 - that may not include rock or mineral specimens, but may include photos for students to identify rocks and minerals from.
 - that will be completely closed book (students may not use their notes, their Livermore map, their books, their block models, etc.)
 - that may not follow the format, or point distribution, outlined in the Pre-Exam handout (usually given to students the week before the Lab Practical)
 - *that must be taken during the instructor's scheduled Final's Week office hours – this makeup exam will be scheduled at the instructor's convenience (not the student's), and may require that the student miss other classes and/or get time off from work, etc.*
- **If a student can not re-arrange their schedule to take the alternate lab exam during the instructor's office hours, then the student will not earn the points available on that lab practical exam. For most students this will result in a non-passing grade for the course, and these students will have to repeat the course in a future term to earn a passing grade.**

PLAN AHEAD

- You must plan ahead and clear enough time in your schedule for you to be able to learn the course material.
- If you find yourself with a problem (your computer doesn't work, your quizzes don't seem to be working properly, you can't logon to Blackboard, etc.), you must have enough time to deal with getting the problem resolved.
- The school does not provide computer/geology support 24 hours/7 days a week.
 - If you have a computer problem at 3am in the morning, you will have to wait until regular business hours before you will be able to speak with a computer/Distance Ed support person.
 - If you have a geology question or some such for the instructor, you must allow several days to a week for the instructor to get back to you. Your instructor teaches many other classes and attends various campus meetings, as well as overseeing the LPC Geology Program.
- **So what should you do while waiting for a response?**
 - Continue studying – do not get behind and do not let yourself fall into a 'holding pattern' with no geological progress. Deadlines will not be extended because you were waiting for an answer. Passing the course is your responsibility and no one else's.
 - Go to the Computer Center during its posted hours.
Go to your instructor's posted office hours.

Don't communicate remotely for urgent or important issues = never leave it to just an E-mail or just a Phone Message

- **If you have urgent issues or circumstances, then bring them to the instructor's regularly scheduled office hours and speak to the instructor in person.**
- If you have special or unique issues or circumstances, do not simply leave an e-mail or a phone message and then sit around waiting for the instructor to get back to you. Phone messages are jotted down and can get lost. E-mail responses can be forgotten amongst the myriad of other e-mails and issues. The instructor attempts to return phone calls and emails as time permits, however, the reality of the world that we live in, is that remote messages can be lost or forgotten in the fast-paced and demanding world that often overtakes our best intentions.
- Don't ask a friend, family member or counselor to deal with course issues for you. Whenever you possibly can do it yourself, you should. Get the information first-hand – that way, you'll have the best chance of understanding your options (second or third-hand through friends or family rarely works effectively).
- It is your responsibility that you pass the course – it is not the instructor's responsibility that you pass the course – so make sure that you follow up on things – don't just leave it at an e-mail or phone message that someone else is supposed to return.
- If you do leave an email or phone message for the instructor, do not put your other Geology coursework on hold while waiting for the instructor to get back to you. Time marches on while you are waiting and the end of the term is a hard and fast deadline. Keep studying and keep up on the content of the course. Don't go into a 'holding pattern' and get behind.

Special Needs or Concerns

Students with special needs and concerns (disabilities or such) should

- speak with the instructor at the beginning of the term
- all special needs that require special accommodations must be documented
- speak with the LPC DSPPS office (Disabled Student Services) and explore what options and facilities and materials are available to assist you with your college education

Geologic Photo Interpretation is a key concept and skill in the introductory Geology course (please refer to the official LPC Course Outline for this course for details). Students with vision impairments or other vision problems will need to speak with the instructor at the beginning of the term in order to make special arrangements with respect to exam questions which require students to evaluate and identify the geology displayed in photos.

→ **Written Documentation Policy for Extenuating Circumstances** 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.**

Online PreLab Quizzes

PreLabs allow the student to have some knowledge and familiarity with the day's topics before class begins. Because lab exercises must be completed within the 3-hour time frame, most students can not fully assimilate the new vocabulary and concepts during the same time period that they must apply it to a lab exercise. PreLabs are the best method for students to prepare themselves for the coming lab exercise.

The PreLabs will become extremely important for the students during the second half of the term. During several of the "second-half" labs, the professor will not present any material to the class before the labs begin. Instead, the students will explore and problem-solve in order to complete the labs. **Students who do not struggle with, and complete, the prelabs will be at a severe disadvantage and will probably not be able to complete the subsequent lab exercises with any true comprehension during scheduled lab times.**

- ⇒ Info for all PreLab Quizzes is on my website
 - Choose "Quizzes"
 - Scroll down to "Phys Geol 1 Lab"
 - Choose "PreLabs and Weekly Quizzes"
 - The PreLab Quizzes are listed in order

- ⇒ Follow the online PreLab instructions
- ⇒ ***Look up the answers to all of the questions listed***
(this is the entire point of the prelab quiz!)
- ⇒ Complete the Blackboard PreLab Quiz
 - The PreLab Quizzes are all timed
 - Each Quiz "times-out" at noon on Tuesday of the week of that lab
For example; the Igneous Rocks PreLab Quiz times out at noon on Tuesday of the week scheduled for Igneous Rocks. Consult your lab schedule in the preceding pages for lab dates. Quiz deadlines are also noted on the Blackboard website.
 - Each quiz may be attempted an unlimited number of times; but remember – your LAST attempt counts (not your highest score)
 - The answers are not available online.
 - Students may view their completed quizzes (and their answers) during the instructor's office hours – *after* the quiz is due (after the deadline). Students may not print the answers out.

Online Quizzes and Exams

- **All required online exams and quizzes are for weeks, and most are available from the beginning of the term.** Refer to the online Blackboard list of quizzes and exams for more details regarding timeout times and dates.
- You may take the exams an unlimited number of times until the timeout deadline.
- **To view your scores**, click on the score or symbol displayed in your gradebook for that exam. You will then see a list of your exam attempts.
- **The last attempt counts** (not the highest score)
 - If you take the exam more than once, the last attempt is the one that counts.
 - So – don't retake the exam unless you are prepared to accept a lower score than you already have. No amount of pleading, whining or begging will change this.
 - If you re-open an exam that you have already taken, and then change your mind about retaking the exam – it's too late. Once you've re-opened the exam, you have to retake it; otherwise, your last score is going to be a zero, and that will stand as your exam score.
 - **If you take the exam and your LAST attempt shows as a padlock or exclamation symbol, this means that something went wrong** (you went over time, or there was a computer glitch, etc.) **and that you have to retake the exam.**
- Each time you take retake an exam the questions will come up in random order and will be pulled at random from a much larger pool of questions.... Which means that each time you retake an exam you will see a lot of questions that you have seen before as well as some that you haven't.
- **Exam answer keys are not posted or available for downloading or distribution.** This is because the online exams are generally open-book *and may be taken an unlimited number of times* until they timeout. If the answers were posted in any fashion, the exams would be useless.
- **Students who come to the instructor's regularly posted office hours may ask the instructor to look up which questions the student missed.** *The instructor will look up the first three questions* missed only, and the instructor will not give the student the answers to the missed questions. The instructor will only look up the student's last attempt at an exam or quiz (the instructor will not look up endless iterations of the exam).
- **The time limit for each exam is stated at the beginning of the exam - if you go over that time limit, your score is a zero (0).**
 - If you have studied sufficiently, then you should be able to complete the exam within the time limit.
 - If you are having trouble finishing within the time limit*, then you probably need to study more. If you study more and are still having trouble finishing within the time limit, then come to the instructor's office hours and we will schedule a time for you to take the exam in my presence (during my office hours on another day). You must still complete the exam before the timeout deadline posted at the beginning of the syllabus. I will give you unlimited time when you take the exam in my presence; however, the exam will be closed book and closed notes. The exam must also be completed before the specified timeout deadline.

End of Term Dates


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 Spring 2006 were destroyed at the end of Fall 2006.

- To figure out your Term Letter Grade:
 - View your Term Total of points in your Blackboard gradebook
 - and then compare that to the Term Grading Scale (on the front page of this syllabus)
- The Term Total displayed in your Blackboard Gradebook as of 3pm, May 28, is your completed term total. There are no extensions – all of the required exams were available for unlimited attempts since the beginning of the term.
- You have access to view your grades through noon on May 29 (the last day of Finals Week). After noon on May 29, the Blackboard materials will become unavailable for viewing.

Understanding Your Blackboard Gradebook

- To view your exams**, click on 'Your Grades' in the left side menu within Blackboard.
- Your exam scores** are in the Column titled 'Calculated Grade'
- Your last attempt counts** (not the highest score), even if your last attempt was aborted for some reason (e.g., you changed your mind or had a computer glitch).
- Your accumulating term total** is shown at the bottom of the 'Calculated Grade' column.
Check your course syllabus to see how many points you need to accumulate to earn an A, B, C, etc. in the course.

- To calculate your grade yourself**
 - Write down each score that shows in the Calculated Grade column
 - For each score that shows as a padlock or exclamation symbol
 - Click on the padlock or exclamation symbol
 - This will bring up a record of your exam attempts
 - Your score on your last attempt is the one that counts
 - Write down the score of your last attempt ***If your last attempt shows as a padlock or exclamation symbol, you need to retake the exam before the timeout deadline.***
 - Total up all of your exam scores and compare to the total at the bottom of the Calculated Grade Column. Your total should match Blackboard's. If it doesn't, double-check your scores and that you wrote them down correctly. Have someone that you trust double-check your numbers if it won't match for you (this is very similar to balancing your checkbook). If you still can't figure it out, come to the instructor's office hours for assistance (email and phone-tag don't work well for this).

-  A padlock symbol can mean that**
 - an exam is in progress (you're actually taking it right now),
 - an exam was exited before it was completed (e.g., you didn't hit submit at the end of the exam to allow Blackboard to do the proper housekeeping on your exam).
 - a computer glitch created a problem at the same time that Blackboard was attempting to record your exam results – and your results were lost.

*A padlock symbol does *not* mean that you are locked out of retaking an exam.*

→ **The lowest stress way to resolve the problem is to retake the exam before the timeout deadline.**
You can call the instructor and/or the computer support techs, but if your exam and score are lost and there is no record of your answers, then you have to retake the exam – before the timeout deadline. *Computer glitches happen, and you must plan for them and allow yourself time to retake the exams before the timeout deadline.* If you like stress and frustration, then you can try and see if someone can resurrect your exam. Unfortunately, it is rare for lost electronic exams to be found, however, and the time spent explaining your problem and waiting for responses is much more constructively spent simply retaking the exam. Otherwise, by the time someone gets back to you, you may have lost the time that you needed to retake the exam.

- ! An exclamation symbol can mean that**
 - You went over the exam timelimit (e.g., 75 minutes). **If you went over the exam timelimit, your score for that over-time-attempt will be cleared to a zero after the exam deadline passes** (e.g., May 6) and your term total will lose those points. To prevent yourself from losing your exam points, simply retake the exam before the exam deadline (e.g., May 6), and complete the retake within the specified time limit (e.g., 75 minutes). *It's the score of your last attempt that counts.*
 - OR: One of your exam attempts has a padlock or exclamation symbol instead of a score. Click on the exclamation symbol and inspect your exam attempts. If your last attempt shows a numerical score, then any previous attempts (padlock or exclamation symbols) shouldn't count in your term total. The score of your last attempt should be included in your term total at the bottom of the Calculated Grade column.

- Padlock and exclamation symbols on *previous* exam attempts don't count towards your term total.**
It's your last attempt on each exam that matters. Your last attempt needs to show a numerical score so that it can be included in your term total. If your last attempt does not show a numerical score – then retake the exam before the timeout deadline. **If your last attempt is a padlock or exclamation symbol, then your score for that exam is a 0 – just retake the exam before the timeout to prevent a 0 score.**
- Of note, please keep in mind that your instructor's gradebook displays a summary list of everyone's last attempts. Padlocks and exclamation points on last attempts are cleared to zeroes after each exam timeout deadline passes.**

Check Your Blackboard Gradebook After You Complete Each Exam

As soon as you complete each of the exams, your scores should be visible in your Blackboard gradebook (the exceptions to this are the Extra Credit Quizzes where you have to score higher than 90% - for these exams, please refer to the 'Extra Credit' section of the syllabus for more details and information). Make sure that you check your gradebook as soon as you are finished with each exam - and make sure that your scores show up. **If they do not, you will have to either 1) retake the exam before the timeout deadline** or 2) visit the instructor's office hours before the timeout deadline to see if your exam results are somewhere that the instructor can access them. *If they are not, then you will have to retake the exam before the timeout deadline.* Remember: deadlines are not extended - therefore, you will have to use the available extra credit quizzes to make up for any missed deadlines (whether it was due to your own error or a computer/technological problem or other issue).

In the past, there have been a few students who have reported that they successfully completed their exams, hit submit, Blackboard showed them their score for their exam, and everything appeared to be fine. However, when the students looked in their Blackboard gradebook for their score, all they saw was a padlock symbol which is the symbol for 'exam in progress'. When the students came to my office hours, I looked up their exams and found that while all of their questions had been saved – none of their answers were saved. Consequently, there was no record, or proof, of the students' work or scores. Each of these students had to retake their exams before the timeout deadline. This problem has been reported through the LPC computer techs to the Blackboard techs. To date, however, I have not received any further information regarding this issue.

If something similar should happen to you, then you should either follow the steps specified in the paragraphs above, and/or you should work on some of the extra credit quizzes and exams to make up for any points that are lost due to technological snafus or weirdness.

Computer and Internet Use Required

This course requires that the student uses a computer and the internet to access course exams and other materials. Las Positas College uses the software program Blackboard for online exams and quizzes. Students do not need to download Blackboard onto their computers. Students will access Blackboard through their computer's internet web browser.

Bookmark the LPC Online Learning Web Page at <http://www.laspositascollege.edu/onlinelearning/>

Blackboard Login Instructions are at: <http://www.laspositascollege.edu/disted/blackboard.htm>

LPC Computer Center: <http://lpc1.clpccd.cc.ca.us/lpc/803compcenter/index.shtml>

If a student's home computer/ISP will not access or run the course web pages or Blackboard website, then the student must use the LPC Computer Center to access course materials and exams. Neither LPC nor the course instructor is responsible for troubleshooting the student's home computer set-up or internet connections. Your instructor is a geologist, not a computer technician.

ENROLLED STUDENTS:

Step 1: Read the Campus Distance Ed webpages listed above

Step 2: Logon to Blackboard.

Step 3: Change your password

Step 4: Find this Geology 1 course

Step 5: Open the section called 'Course Materials (Quizzes)'

You should find PreLab Quizzes for each lab, as well as the 2 Extra Credit Quizzes

Step 6: Complete the Online Lab Check-In Survey before noon of the second week of the term.

Refer to the directions at the bottom of page 2 of this syllabus.

If you have any problems accessing the Blackboard webpages, I recommend visiting the LPC Computer Center and trying to access your Blackboard account from there. If it works from on-campus, then you will know that the problem lies with your home computer. You will then need to decide whether you want to try and fix your computer so that you can access Blackboard from home or whether you simply want to run the exams and such from the LPC Computer Center. Word of caution: troubleshooting your home computer can be extremely time consuming and frustrating – and **you** are the one who will have to fix the problems and spend the time – the school is not responsible for maintaining or fixing your home computer or software. Don't waste too much time on your home computer set-up when there are perfectly good computers on campus... and you will need to spend your time learning the Geology content of the course – not learning how to fix your computer.

STUDENTS WHO HAVE TO ADD: You will not be able to access any of the Blackboard course materials until you have completed your registration. After you have completed your registration into the course, your Blackboard account should be available within 4-8 hours on regular business days (you may have to allow more time on weekends or holidays). If you have an enrollment 'issue', you must resolve this with Admissions and Records – your instructor has no authority or control over the class roster (in other words, your instructor can not add students, only A&R can do that).

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).
- 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 required 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.

Computer Reference/Contact List

⇒ **Las Positas Website:** <http://www.laspositascollege.edu/>

⇒ **Las Positas Distance Ed Webpage:** <http://www.laspositascollege.edu/onlinelearning/>
email: LPCdistEd@laspositascollege.edu or (925) 424-1142.

Note: Do not send 'Geology questions' to the computer techs! Questions about Geologic content should be answered by the material in your lab manual, your lecture textbook, the Earth Revealed videos or by doing a websearch on the topic in question. If none of these resources work, then you may come to your instructor's office hours for assistance.

⇒ **Blackboard Login Instructions:** <http://www.laspositascollege.edu/disted/enrolled.htm>

⇒ **Campus Computer Center:** <http://lpc1.clpccd.cc.ca.us/lpc/803compcenter/index.shtml>

BLACKBOARD CRASHES OR GOES OFFLINE????

(it happens....)

What to do if Blackboard goes offline or stops working or responding properly:

- for example, if you can't even get it to let you login - or if the login page won't come up at all...

1. **First: check the LPC Online Learning Webpage for announcements and status reports:** (check to see if this problem has already been reported and whether or not it's being worked on). Announcements (if there are any) should be posted at the top of the page. <http://www.laspositascollege.edu/onlinelearning/>
2. If the online Learning page does not have an announcement posted that deals with your latest issue or problem with Blackboard, then call and leave a phone message at **925-424-1142** (LPC Instructional Technology Student Support)
3. If you only get a recording at the above phone number, then leave a complete voice message and then also send an e-mail to **LPCdistEd@laspositascollege.edu**
4. Make sure that you give the computer techs all of the crucial info
 - o your phone number and e-mail so that they can get back to you
 - o exactly what happened when Blackboard stopped working or responding and what you were doing when it happened (what other programs you had open, what you clicked on, what you typed, etc.)
 - o what messages you got (error messages from your web browser, etc.)

-> Please be aware that the LPC Computer Techs are not paid to sit by the computer 24hrs/7days/week. The basic rule of thumb is that the computer techs are working the same hours that the LPC Computer Center is open. In general, they are not open late at night, during holidays, Saturday afternoons or Sundays or during breaks between semesters or any other time that the campus is closed. Therefore, if you have a problem with Blackboard at midnight, it is most likely that the computer techs will not know of the problem until the campus reopens in the morning (if it's a regular school day). For another example, if you have a problem with Blackboard at 4am on a Saturday, the computer techs will not know of the problem until 8am on Monday morning (assuming that that Monday is not a holiday). *Your instructor does not have any way to get in touch with the computer techs beyond the same phone numbers and email addresses posted here.* <http://www.laspositascollege.edu/computercenter>

-->> What's the moral of the story? **Always leave yourself *plenty* of time to get your exams done - always take your exams at well ahead of the timeout deadline.** Deadlines will not be extended if Blackboard goes offline the night before a timeout deadline - you should have finished the exam days before that.

You can also leave a voice mail message for your instructor (refer to the section of the syllabus with the instructor's office hours), but please be aware that your instructor will not get this voice mail message until the next school day and not until there is time to listen to messages after classes are over. Your instructor can not fix Blackboard access problems (unfortunately).

Basic Course Websites

⇒ **Become familiar with these websites and bookmark them on your computer.**

1. The Las Positas Website

<http://www.laspositascollege.edu/>

- where you can find the section called ‘Class Web’ – where you can register for classes online, check your semester schedule, view your transcript. etc.
- To login to Class Web, use your LPC student ID number (W number – it should be on your registration materials) and your birthday (month, day and the last 2 digits of the year) is your password. You should login and then change your password to something that you will remember, but that others will not figure out.

2. The LPC Online Learning (Distance Education) Page/ Website

<http://www.laspositascollege.edu/onlinelearning/>

- has general Distance Ed information as well as login and contact information

3. The Blackboard Login Page/ Website

<http://clpccd.blackboard.com/>

- *Find your PreLab Quizzes*
- to login to Blackboard, follow the directions on the Distance Education webpage for Enrolled Students (students who haven’t added yet, will not be able to access Blackboard). Your userid and password for Blackboard are not the same that you use for Class Web. After you have logged into Blackboard, you should change your password to something that you will remember, but that others will not figure out.

4. Prof. Hanna’s Geology Directory Page/Website

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

- where you can find General Geology information and links
- where you can find the instructor’s office hours and weekly schedule
- where you can find a color-coded semester calendar (that includes important dates for all of Prof. Hanna’s classes).
- where you can find information about the other courses that the instructor teaches

⇒ **Next, you should browse through each of these websites and become familiar with what they offer and how they are setup.**

Geology Website Info

A. The AOL browser may give you problems. You may use AOL as your internet connection, but you may have to use Internet Explorer to access Blackboard.

B. When you find broken links on my website:

- 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). ☺

How are Lab Courses Different from Lecture Courses?

Lab Courses require that the student figures out what to do, tests this and then formulates a new course of action based on the results of each test... and eventually, the student converges on the answer. This is active, experiential learning and is highly effective - and most students already know that they will learn better if they do it themselves.... However, I have found that most students do not actually want to figure out how to do a lab experiment on their own... it takes too much time and effort, is too frustrating and makes them feel stupid....its sort of like trying to jog when you are out-of-shape... Most of my students are non-science majors taking their one and only science course for general breadth requirements...Most of my students have had innumerable, countless numbers of classes that fit into the Standard Lecture categories - and even though they complain about these classes, and the students are forever voicing their opinions on how the instructors could make the classes better - the truth is, that because students have had so many of the Standard Lectures, most students have gotten pretty good at dealing with them in order to pass the courses and even to get A's in most of these courses.

So, here these students are... taking a Lab Course... where they know that they should be learning better because they will be doing it themselves and they will not have to sit and listen to a boring verbal lecture.... And, what do these students immediately demand from the lab professor? Instructions, guidelines, examples.... which turns the beginning of the lab into a standard lecture explanation and then turns the students into monkeys who ape the professors instructions and demos... and how much do these students retain? Very, very little! These types of labs are also known as "Cookbook Labs" where all the student has to do is follow the instructions - it's passive learning in a lab setting... and is very sad.

A Great Analogy: The Goal is to get to the top of a mountain. Active experiential lab-type learning entails that the students formulate a plan and a route to the top and start hiking. Along the way, the students find that they have to backtrack and, perhaps, even start over several times. Eventually, however, after a tough hike and many mistakes, they make it to the top and the view is spectacular and breathtaking and the students have a sense of pride and accomplishment. These students can tackle that hill over and over again and they can make it to the top on their own -- they know the way.

In contrast, the "Cookbook Labs" that are requested by passive students result in the instructor piling students into a van and driving them to the top. When the students drag themselves out of their seats to see the view, they are not impressed... they complain about the twisty-turny drive up and the cold and wind on the top. After the instructor drives the students back down to the bottom, the very next day these students could not climb to the top of that mountain. They don't know the route because they didn't figure out the route and drive it themselves. They have no clue as to how to plan for the effort that the hike will require. These students whine and complain and are always full of pointed suggestions of what others should do -- especially of what others should do for them.... These passive learners must change their perspective and expectations of college or they are going to make the unlucky people around them miserable!

Geology Lab Format

The first half(+) of the semester is Rocks and Minerals.

- ⇒ The Rock and Mineral Labs usually begin with instructions and/or a demonstration or group activity
- ⇒ The middle hour of the lab is usually time for students to work with the samples while creating rock and mineral identification notes for the lab midterm.
- ⇒ The third hour of the lab is usually a practice sample ID quiz – which includes samples from previous labs.

The second half of the semester is Maps: topographic maps, geologic maps, cross-sections, geologic histories, structural geology, etc.

- ⇒ These labs are less controlled by the instructor and the students are treated more like adult college students...that is, the students must provide their own direction, motivation and self-discipline to complete the labs within the 3-hour schedule lab time. The professor may not provide lectures during lab time.
- ⇒ The PreLabs are very, very important for the second half of the term. Students who do not complete the PreLabs before attempting the lab, are usually frustrated and can not assimilate the concepts fast enough in order to be able to apply them to the lab exercises.
- ⇒ The students are expected to rise to the challenge of problem-solving – of teaching themselves material that has not been presented by any professor.
- ⇒ The students are expected to work from limited instructions – the students must figure out how to work the lab exercises. Only students with good attitudes will survive these labs. Students who are apathetic, or are low on enthusiasm, will be miserable...and they will probably make the folks around them miserable....don't get them as lab partners!

One of your biggest challenges in college is to learn to problem-solve when you do not have instructions for how to do something. Can you figure out the instructions yourself? Can you be a pleasant, enthusiastic problem-solver?

College lab classes are where students finally get the chance to “make their own mark”...to “devise their own solutions”...to “stop following boring directions that any monkey could follow”...“make your own directions!”...this is the best way to actually, truly LEARN SOMETHING! Plot your own path...find your own route....

A common complaint from business employers is that many “College graduates can not think”...they want directions for everything...even the simplest of things.... – these students did not embrace the opportunities presented in college. You must make sure that you do not miss these opportunities. It takes more time to “find the route” yourself, but the difference that it makes in your college education is monumental.

It's actually very difficult for professors to NOT give students the instructions....because the students whine and complain so much when the instructions are not handed to them. It is always easier to write up instructions and then the students finish quickly and exit the room and the instructor is left with lots of quiet, peaceful time. Unfortunately, these students are not growing with their college education. Students must practice problem-solving BEFORE they graduate. Students must learn to create their own list of instructions...BEFORE they graduate.

Your college lab class will allow you several weeks to test your problem-solving aptitude – and attitude.

COURSE TOOLS

☞ **Three hours of class meeting/week**

☞ **Lab Manual and Lecture Course textbook**

- The lab manual is very well done and is your most important course resource.

☞ **Lecture Textbook CD-ROM** – very well done

For many students, the CD-ROM may be the best place to start each new topic. The CD-ROM provides clear, simple explanations of the basic concepts along with excellent graphics, illustrations, photographs and interactive self-quizzes.

☞ **The Earth Revealed video series** on reserve in the LPC LRC

- *These videos are *strongly* recommended for students who struggle with reading the textbook* (or simply struggle with maintaining the motivation to read the textbook). I recommend the textbook CD-ROM first and then follow this with the videos.
- The Earth Revealed Video (ERV) Series is a 26-part series of 30-minute segments and each segment deals with one basic topic/concept of this course. Made to be a telecourse, the videos are well done and generally stick to the topic without spending too much time on esoteric details.
- A list of ERV is provided on the inside cover of the Green Study Guide. This list matches video titles to course topic titles and also provides LPC LRC call numbers.
- In addition to the ERV series, the Las Positas LRC (Learning Resource Center, or library), has a good collection of geology videos that can assist students with the basic concepts in this course. A list of the LPC geology videos is available in the first few pages of the Green Study Guide (or go to the instructor's website or office hours).

☞ **A Lab Study Guide/Workbook**; written by the instructor

- For the Rock and Minerals portion of the course.

☞ **Online photo collections**

- AGI Earth Science World Image Bank <http://www.earthscienceworld.org/imagebank/>
- Google Images – www.google.com – click on images before searching
- Geology by Lightplane by Louis J. Maher, Jr:
<http://www.geology.wisc.edu/~maher/air.html>
- I have several personal online geology photo albums to assist intro geology students:
<http://community.webshots.com/user/rlhgeology> - for the lecture students
<http://community.webshots.com/user/rlhgeology2> - for the lab students
<http://community.webshots.com/user/rlhgeology3> - for oceanography students
- NGDC Geologic Hazards Photos <http://www.ngdc.noaa.gov/seg/fliers/se-0801.shtml>
- NASA's Visible Earth <http://visibleearth.nasa.gov/>

☞ **Geology 9-V01 Colloquium**

- This course is not offered every term. Check your class schedule listings to see if this class is offered during the term that you are taking this Geology 1 class.
- An optional one-unit Geology 9 study course on Fridays
- *An *excellent* option for Geo 1 students – probably one of the best choices for facilitating student success.*
- In past terms, students in the Geo 9 class have scored an average of 10% higher in the Geo 1 course when compared to Geo 1 students who were not in the Geo 9 class.
- The purpose of this one unit course is to assist students with studying for their Geo 1 course
- Group studying is encouraged
- Course grade is based on attendance and participation
- Students must be enrolled in Geo 9 in order to attend the Friday study sessions

☞ **The LPC Tutorial Center** – it's free for students currently enrolled at LPC

☞ **The LPC Computer Center**

- for assistance with how to run the course Blackboard software

☞ **All online quizzes and exams** are available from the beginning of the term until their timeout dates. All course quizzes/exams may be taken an unlimited number of times before their timeout dates.

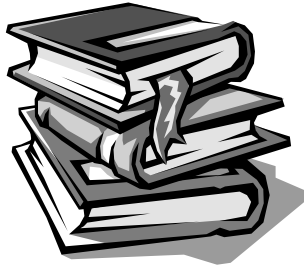
- You can take an exam and then go back and study some more and then retake the exam!

☞ **General-public-access geology websites** with basic geologic explanations and photos

- The USGS website <http://www.usgs.gov/>
- The National Earthquake Information Center <http://neic.usgs.gov/>
- Cascade Volcano Observatory <http://vulcan.wr.usgs.gov/home.html>
- Associated Bay Area Governments (ABAG) <http://www.abag.ca.gov/bayarea/eqmaps/>
- the NOAA National Geophysical Data Center
<http://www.ngdc.noaa.gov/>
- Color Landform Atlas of the United States by Ray Sterner
US Map: http://fermi.jhuapl.edu/states/us/us_map.html
Calif Map: http://fermi.jhuapl.edu/states/ca_0.html
- Nationalgeographic.com's Map Machine website US Theme Maps – Shaded Relief
<http://plasma.nationalgeographic.com/mapmachine>
- Earth and Moon Viewer <http://www.fourmilab.ch/earthview/vplanet.html>
- USGS/PG&E SF Bay Images – map view <http://www.sfbayquakes.org/mapview.html>
- Terra Server <http://www.terra-server.com>
- Google Earth <http://earth.google.com/>

How to get in touch with the instructor:

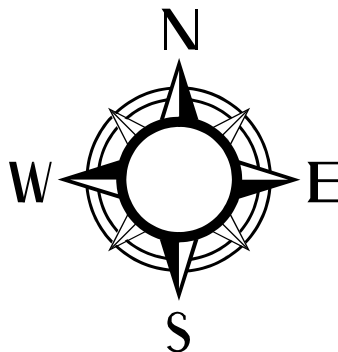
- ⇒ Read the syllabus very carefully
- ⇒ ***Please bring questions to my office hours***
My office hour schedule is listed on the front page of this syllabus.
- ⇒ Almost all questions can be answered in the course syllabus or on my website
- ⇒ **Please do not ask questions right before and right after 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
- ⇒ **Lab time is not office hour time**
 - During scheduled lab hours, you must spend the entire 3 hours on that week's lab
 - During scheduled lab hours, you may not come up and ask me questions about labs that you have missed or labs that you will miss, etc. – these are questions for office hours
- ⇒ Break time is not office hour time
 - I need the break time for the same reasons that you do.....
 - I also need some of the break time to work with the student assistants and technicians
- ⇒ My e-mail is already overloaded and bombarded – if you send an email, make sure that you put “I am a current Geology Student” and the Term and Year (e.g., Spring 2009) in the subject header. Unfortunately, the SPAM/Junk Mail/Virus/Trojan protectors tend to filter out the emails from unrecognized (other than internal campus) senders. If you send an email and do not get a response, make sure that you come to my posted office hours if you still need to speak with me.
- ⇒ Phone tag. If you leave a phone message for an instructor, do not put your studying on hold while waiting for a response. My office hours are held in Rm 1824 (not my office), where I can deal with students who physically present themselves during office hours. If you leave a message for an instructor and do not receive a reply within a few days to a week, then visit the instructor's office hours if you still need to speak to the instructor. My phone number is (925)424-1319.
- ⇒ “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.



To Optimize Your Learning Opportunities

Actively participate in the learning process

- ⇒ do every prelab
- ⇒ come to every lab meeting prepared for that day's lab
- ⇒ read the lab instructions before coming to class
- ⇒ practice with the rock and mineral sets on reserve in the LRC and in Rm 1824
- ⇒ study the practice midterm in Rm 1824
- ⇒ study the Rock and Mineral CD-ROMs in Rm 1824
- ⇒ use the **lecture textbook** as a resource to help you
- ⇒ **STUDY GROUPS**: work and study with other students in the class - quiz each other
- ⇒ explore the **geology links** available on the instructor's geology web-site
- ⇒ attend EVERY scheduled lab meeting; *commit to education as your priority*
- ⇒ 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



College Student Responsibilities

1) **It is your responsibility to understand the basics of rocks and minerals and topographic and geologic maps and cross-sections.** This is a transferable course and neither your instructor nor LPC determines the volume of course content. **If any classes are cancelled (e.g., due to instructor illness or campus closure), you will have more responsibility for more material on your own.** The exams will cover the basic course material regardless of what material was covered during the class time available.

The course lab manual and your lecture textbooks are the most complete sources at your disposal. Each student must determine the combination of learning styles that is best for themselves. 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 labs AND plan study time each week.**

3) **Timeliness. You must be on time to class.** To earn the credit for a day's lab, the student must be present for the entire lab; the student can not be late or leave early. No partial lab credit is possible. If you must come in late or leave early (even just 5 minutes) you will not receive credit for that day's lab. There are no exceptions to this rule. You must schedule counseling and other such appointments at times that do not conflict with class.

4) **Lab classes require clean-up** and you may not get to leave the room at the regularly scheduled time, so give yourself at plenty of time after class before you schedule another activity (such as work).

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 lab midterm, the score on the lab final will stand for stand for the missed exam. If a student misses more than one exam, the student will fail the course.

Formal, documentable extenuating circumstances will be evaluated on an individual basis - we will contact both the Dean and the Vice President to assist in dealing with your situation.

6) **Absolutely NO CELL PHONES, PAGERS, Discmans, Ipods, etc.** I do not bring such equipment to class, I expect you to do the same. If you cannot remember to turn the ringers off before you come in to class, leave them at home or in your car. The ringing in-class is rude and disruptive, and **the instructor may drop you from the course if your cell phone or pager goes off during class.**

No text-messaging or web-surfing is allowed during class time. All such correspondence or surfing is to be done outside of class.

College Student Responsibilities

7) **Office Hours.** Any and all 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.

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 which you do not belong.

11) **Please respect my time** - please do not try and "catch me" at times other than my office hours. I generally teach 6-7 classes and have around 250 students per semester. In addition to preparing and teaching classes, I also have weekly obligations to the college. 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, 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?". "What can I do for extra credit?" 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 learning the basic types of rocks and minerals and for learning to read and interpret topographic and geologic maps and cross-sections. The Professor does not choose the basic course content nor the fundamentals that should be included on exams.

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 lab sessions having already spent whatever time was necessary to learn to be prepared to work with the lab materials effectively.

College students should come to class with questions that extrapolate beyond the basics presented in the book. 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 more than 10 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 realize it. 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.

Lab classes are hands-on classes that require that the student actually experiment – that word means that the student has to pose questions and try solutions – most of these solutions will fail.... that is the nature of the beast. Do NOT expect the professor to wait tables and hand out answers to whatever you do not understand. In a lab class, the student must spend whatever time is necessary to discover the answers independently of the professor.

When I see a student who finds geology easy, I expect that student to continuously show me that they have spent time exploring geology beyond the basic concepts and to be watching the geology videos in the LPC library collection – especially the Earth Revealed 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 with the materials on reserve in the LPC LRC and the materials in Rm 1824 (accessible during the instructor's office and lab hours), 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 lab, 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!

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 lab sessions are formatted; student group activities, practice quizzes, field trips, term projects, student presentations, etc. 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 or accept extra credit.
- 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.

Basemap and Other Photo Credits

- ☞ www.webshots.com
and Prof. Hanna's personal webshots accounts: rlhgeology, rlhgeology2, rlhgeology3
- ☞ The world ocean floor relief base map is from the textbook: An Introduction to the World's Oceans by Duxbury and Duxbury, 6th edition, pp. 60-61. All students are encouraged to purchase this 30" laminated ocean floor map (by Marie Tharp and Bruce Heezen) which is on sale in the campus bookstore... or can be purchased online by various online retail vendors.
- ☞ the NOAA National Geophysical Data Center World view Mercator Projection
http://www.ngdc.noaa.gov/mgg/image/relief_slides2.html
- ☞ Color Landform Atlas of the United States by Ray Sterner
US Map: http://fermi.jhuapl.edu/states/us/us_map.html
Calif Map: http://fermi.jhuapl.edu/states/ca_0.html
- ☞ nationalgeographic.com's Map Machine website US Them Maps – Shaded Relief
<http://plasma.nationalgeographic.com/mapmachine>
- ☞ NASA's Visible Earth website – color satellite images
<http://visibleearth.nasa.gov>
- ☞ Earth and Moon Viewer
<http://www.fourmilab.ch/earthview/vplanet.html>
- ☞ USGS/PG&E SF Bay Images – map view
<http://www.sfbayquakes.org/mapview.html>
- ☞ Terra Server <http://www.terraserver.com>
- ☞ Google Earth <http://earth.google.com/>
- ☞ MS Clipart
- ☞ Links to basemap course websites are provided at the bottom of each quiz page
Practice Geography quizzes are available during office hours only

Geology 9 Colloquium

No prerequisites. Transferable course. Bring your lunch.
Fridays 12:30-2:20pm – *check course listings for Spring 2009*

- ✓ Homework study sessions
- ✓ Special topics for Geology 1 lecture
 - ✓ Exam Review Sessions
 - ✓ Geology 1 lab work groups

Note: Only students who are enrolled in Geo 9 can attend the Geo 9 study sessions. Students who are not enrolled in the Geo 9 class can not attend the study sessions.

Students who want to enroll, but who can not attend all of the Friday sessions – see the information later in this syllabus for information on how to make up missed Fridays.

Geology 9 Colloquium check course listings for Spring 2009	
Fri, Jan 23	Introduction to Course +Geologic Vocabulary Module 1 Homework: The Geologic Time Scale
Fri, Jan 30	Module 1 Homework: Radiometric Dating +Geologic Vocabulary
Fri, Feb 6	Module 1 Homework: Historical Geol/Life Through Time
Fri, Feb 13	President's Weekend
Fri, Feb 20	Module 3 Homework: Mass Wasting
Fri, Feb 27	Module 3 Homework: Deserts and Wind
Fri, Mar 6	Module 3 Homework: Metamorphic Rocks
Fri, Mar 13	Practice (w/samples) for Lab Midterm and/or Mod 3 exam
Fri, Mar 20	Module 5 Homework: Glaciers Practice (w/samples) for Lab Midterm
Fri, Mar 27	Module 5 Homework: Natural Resources
Fri, Apr 3	Module 6 Homework: Geologic Histories/Stratigraphy
Fri, Apr 10	Spring Break
Fri, Apr 17	Module 7 Homework: Groundwater, pt 1
Fri, Apr 24	Module 7 Homework: Groundwater pt. 2
Fri, May 1	Module 7 Homework: Planetary (ET) Geology
Fri, May 8	Module 8 Homework: Tsunamis
Fri, May 15	Module 8 Exam and Lab Online Quizzes

Geology Field Trip Requirement

- For the Geology lab to transfer appropriately to four-year colleges and universities, there must be a required field trip. The purpose of the field trip assignment is for students to go outside of the classroom setting and actively apply what they have learned in their college geology course to the world around them. The assignment has four basic parts:
 1. **identifying geologic features** (rock types, formations, etc.). *Please note that you need to identify geologic features that you have learned in your college geology course. Features that you could have identified before taking the course will not count for credit. Examples of things that count are: composite volcano, sialic rhyolite lava, tower karst topography, braided stream, etc. Examples of things that do not count are: valley, stream, mountain, erosion, river, creek, beach, sand, etc.*
 2. **taking photos and notes while in the field** (while you are still standing there)
 3. **locating the position of each geologic feature (photo) on a map**
 4. **discussion with the instructor during the instructor's office hours**
 - *Examples of proper (and improper) field trip work/forms/maps can be found on the Geology 1 Lab section of the instructor's website.*
 - As stated above, for the Geology lab to transfer appropriately to four-year colleges and universities, there must be a required field trip. This requires students to work on the course outside of regularly scheduled class times. Please keep in mind that this is not your instructor's fault – and please do not harass or harangue (whine, moan and complain to) your instructor about the required out-of-class time.
 - In the past, I conducted the required field trip just as field trips were conducted when I was a student. That is, I chose a day and time and all students were required to come at that time. This meant that students had to rearrange their work schedules, miss other classes, etc. And that's how things were when I was a student (yes, eons ago). Over the years that I have been teaching, however, students have become more and more vocal about their dislike of the inconvenience of having to be present on that one particular day (whatever the day of the week was).
 - **Consequently, I decided to make the field trip options more flexible.**
 - Now, students can run their field trip to whatever geologic destination they find interesting (checking with the instructor beforehand is strongly advised, however –see the following pages for details and examples).
 - Students can also fit their field trip into (and around) their own personal schedule (as long as they conduct the field trip during the term that they are enrolled in this lab course.)
- ⇒ **Students must submit their completed field trip work to the instructor's regularly scheduled office hours** sometime during the term (refer to the following pages for the point-scale and dates). *This field trip work can not be submitted during regularly scheduled lab time (that time is for completing the required lab assignments).*

Allowing the students to conduct their own field trips, and allowing students to submit their work to any of the instructor's regularly scheduled office hours greatly increased the flexibility of the field trip assignment – and it allows students to customize the field trip to their own interests and their own schedule.

Students must, however, determine when they will bring their completed field trip assignment to the instructor's office hours. If necessary, students will have to re-arrange their schedules once or twice during the term so that they can attend the instructor's office hours to submit their work (or ask questions).

You will need to plan to spend around 15-20 minutes going over your field trip work with the instructor. If there are other students there ahead of you, then you will have to wait your turn. Plan on at least an hour – if the instructor can get to you and get you done in less time, that's great; however, you may have to wait while other students work through their field trip with the instructor. You must wait patiently and politely – everyone is busy and no one student is more important than the next.

Students should also plan to come to the instructor's office hours once **before** they run their field trip. If you come and speak with the instructor for 10-15 minutes before you go on your field trip, the instructor will discuss your planned destination and give you recommendations for what to look for and where to go for information. If you do not visit the instructor's office hours before you conduct your field trip, you must be prepared to deal with the fact that you may not receive full points for your project if you do not complete things appropriately or sufficiently. There are several pages of field trip information in this syllabus, as well as information and brief directions on the Photo Notes Pages. Students who are diligent and careful readers can do a conscientious field trip on their own, but most students find it much easier to come and speak with the instructor before they conduct their trip.

Visit the instructor's website and click on "Physical Geology 1 Lab" to view examples of how to write-up your field trip, what is required, how it will be scored, examples of what not to submit, etc.

The field trip assignment, requirements and dates are presented at the beginning of the term (here in this syllabus) so that students can plan ahead accordingly. Check your schedule and see if you are going to need to ask for a little time off from work, or if you're going to need to get a babysitter, or switch shifts with someone, etc. Students are given as much info as possible at the beginning of the term so that they can plan accordingly in order to meet the field trip requirement.

In conclusion, students should be grateful for the inherent flexibility in the way that this field trip assignment is configured and available. It does, however, require that students will come to the instructor's office hours during the term (see the field trip dates on the following pages).

--**Plan Ahead**, take advantage of the field trip flexibility, and don't take it out on the instructor if you goof up and don't end up with the time or personal flexibility to complete the assignment.

The field trip assignment should be fun – and lots of students **do** have fun with it, and they have a rewarding experience that is worth the time. Aim for being one of those students ☺.

GEOLOGY SELF-GUIDED FIELD TRIP

>>> Use the prepared Photo Notes Observation sheets (see instructor for copies, or print them off of the instructor's website)

>>> Refer to the checklist on the back of the Photo Notes Observation sheets before departing for your field trip

>>> Examples of how to fill out the Photo Notes Pages – are on the instructor's website (in the Geo lab section).

A. Pictures

- of at least 15 different geologic features (more than 15 is OK)
- pictures should be printed at least 3" by 4" – and the geologic features must be easy to see and pick out

B. Map -of the area(s) that you covered

-and with the positions of all 15 geologic features individually located and marked on the map

C. Your notes/observations/interpretations - of each of the 15 geologic features

- notes of your geologic observations and interpretations
- your interpretation of what each feature or rock is
- you must make an educated attempt to figure out what it is to get credit
it's OK to get a few wrong, but it must be obvious that you put some real effort into figuring it out
- you should use your lecture textbook and lab manual to help you identify things
- you can also use the Roadside Geology of Northern and Central California (*available in the bookstore – also often available at places like Borders*)
- you can also use the internet to help you figure things out
- you must conduct your field trip, and take the photos, this term.

All field trip reports and materials must be submitted during the instructor's office hours		
during office hours on or before March 19 – up to 750 points		
Thur, March 19	12:30-2:00pm	up to 750 points
Wed, March 25	12-1:30pm	up to 700 points
Thur, March 26	12:30-2:00pm	up to 700 points
Wed, April 1	12-1:30pm	up to 650 points
Thur, April 2	12:30-2:00pm	up to 650 points
Wed, April 15	12-1:30pm	up to 600 points
Thur, April 16	12:30-2:00pm	up to 600 points
Wed, April 22	12-1:30pm	up to 500 points
Thur, April 23	12:30-2:00pm	up to 500 points
Wed, April 29	12-1:30pm	up to 400 points
Thur, April 30	12:30-2:00pm	up to 400 points
Wed, May 6	12-1:30pm	up to 250 points
Thur, May 7	12:30-2:00pm	up to 250 points
no credit after Thursday, May 7		

- You can work with others in the class, but you must find different geologic features to photograph and submit.
- Suggestions for places to run your field trip can be found in the course syllabus and during the instructor's office hours.

