

**Two lecture sections:**

CRN 35060, MW 10-11:20 GSH 123

CRN 35601, MW 2-3:20 Lillis 282

**Instructor:** Prof. Edward Davis

**Office:** 214 Volcanology

**Email:** edavis@uoregon.edu

**→ Put GEOL 103 in the subject line!**

**Phone:** (541)346-3461

**Office Hours:** M 3:30-5PM or by appointment

**Note:** Email me or your GTF for administrative questions only. Content questions should be directed to the course website's message board so all of the students can benefit from the answers.

**Fill this out in your first lab period!**

Your GTF	Office	Email	Office Hours

**Learning Objectives**

The successful Geology 103 student will be able to:

- 1) generate and test a historical science hypothesis of biological process.
- 2) explain the depth of deep time and the sequence of earth history events at the level of the geologic Period.
- 3) explain organismal evolution by natural selection and provide supporting examples from both fossil and modern studies.
- 4) explain the role of life in regulating Earth's air and water.
- 5) identify the primary modes of fossilization and identify the Phylum of common types of fossils.

**Grading**

Course Component	Percent
Lecture activities (clicker and written)	25
Labs	25
Midterm 1	15
Midterm 2	15
Final (cumulative)	20
Total	100

## Course Schedule

Week	Date	Lectures	Reading/Video	Lab Topic
		Topic		
1	3/31	Intro to class	This Syllabus	What is a fossil?
	4/2	Diversity and Ecology	Ch. 3,4	
2	4/7	Evolution and Fossil Rec.	Ch. 7	Evolution
	4/9	<b>Evolution FLIP</b>	--Video--	
3	4/14	Geochemical Cycles	Ch. 10	Geochemical Cycles
	4/16	<b>Carbon Cycle FLIP</b>	--Video--	
4	4/21	Exam 1		Early Paleozoic
	4/23	<b>Geologic Time FLIP</b>	--Video--	
5	4/28	Precambrian Time	Ch. 11, 12	Late Paleozoic
	4/30	<b>Paleozoic FLIP</b>	--Video--	
6	5/5	Paleozoic Time	Ch. 13-15	Plant Fossils
	5/7	<b>Mass Extinctions FLIP</b>	--Video--	
7	5/12	Exam 2		Mesozoic
	5/14	Early Mesozoic Time	Ch. 16	
8	5/19	<b>Dinosaurs FLIP</b>	--Video--	Cenozoic
	5/21	<b>Mammals FLIP</b>	--Video--	
9	5/26	Memorial Day		Pre-Field 'Trip'
	5/28	Paleogene Time	Ch. 18	
10	6/2	Neogene Time	Ch. 19	Field Trip!
	6/4	<b>Anthropogene FLIP</b>	--Video--	

## Course Structure

**Readings:** Most weeks will have two chapters assigned from our textbook, Earth System History by Steven M. Stanley. I encourage you to prepare for class by reading these chapters before lecture and lab each week. Unfortunately, the new edition will not be published until after Week 3, so we will have the readings for those weeks on the course website.

**Lectures:** Half of our class meetings will be (relatively) traditional lectures, where I stand up and explain the material to the class. You should be ready to answer questions using either your iClicker or in person, should you be called upon. The iClicker questions will count toward lecture grade, but will be graded on participation not correctness.

**Flipped Classes:** The other half of our class meetings will be 'flipped'. That is, you'll be expected to watch a video outside of class, so that in class you can break into small groups of five students and work together to answer content questions related to the video and course material. This small-group format allows you to have more voice in class. This group work will contribute to the 25% of your grade from lectures. If you do not have a computer or tablet to watch these videos, you will be able to view them on a computer in one of the university libraries. Contact me and I will help you get connected.

**Labs:** GTFs will conduct labs in 47 Columbia Hall. You must attend lab to receive credit. In a course this size, we cannot, unfortunately, accommodate switching sections. Late assignments received within one week of the due date will still be eligible for half credit. Again, because of the size of class, we cannot accept assignments more than one week after the due date.

**Exams:** Half of your grade will come from closed-book multiple choice exams. The two midterms will cover only their respective sections, but the final will include a cumulative section worth 5% of your total grade. Because of the logistics of administering exams to more than 400 of your fellow students, we will not be able to give any early exams.

**Absences:** Absences are unavoidable. To help you avoid the hassle of documenting your absences, we will **drop your two lowest lecture grades and your lowest lab grade**. If you must miss more than two lectures, please see me outside of class. If you must miss an exam, please let me know ahead of time if possible; excuses for exams will be granted for extraordinary circumstances.

**i>clicker Remote Registration:**

You will need to register your iClicker **in the first two weeks of class** to be sure you get credit for your clicker use. After Wednesday on week 2, I will finalize the clicker registrations and you will lose credit for any previous clicks if you are not registered.

**Still need to fill out the 'how to'.** It will depend on Canvas how we do it.

**Course Management Software:**

The university is exploring options for its next-generation course management software, and we are lucky enough to be in the test group! We will be using a software package called Canvas rather than Blackboard. You will be sent an email with the URL to access the course website. I suggest you bookmark it in your browser.

There's a help guide here:

<http://blogs.uoregon.edu/lmsreview/canvas-pilot-help/>

**Diversity:** Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

**Academic Integrity:** All students are expected to complete assignments in a manner consistent with academic integrity. Students must produce their own work and properly acknowledge and document all sources (ideas, quotations, paraphrases). Students can find more complete information about the University of Oregon's Policy on Academic Dishonesty in the University of Oregon Student Handbook or <http://integrity.uoregon.edu/>. If you find yourself in trouble, or if you are aware of academic dishonesty occurring, please talk to one of the instructors.

**Students with disabilities:** The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact the Accessible Education Center (AEC) in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

If you are not a student with a documented disability through AEC, but you would like for me to know about class issues that will impact your ability to learn, I encourage you to come visit with me during my office hours so that we can strategize how you can get the most out of this course.

**Classroom Conduct:** Please arrive at lab and lecture on time and stay until class is over without making unnecessary noise that could distract your classmates (please turn cell phones off). If, on occasion, you do arrive late, please be considerate of others and enter quietly at a time and in such a way that you don't disturb other students. If you need to leave early, please sit near an exit so that you can leave without disrupting the class. We ask that you not interfere with the ability of other students to learn by making noise when someone else (instructor or classmate) is talking.

**Computer Use:** I have an unusual computer use policy in lecture.

If you are seated in the front half of the room (the 'studious section'), you must restrict your computer use to note-taking for class. This way you will not distract the students behind you with the fascinating moving pictures on your screens. I will admit that my lectures cannot be as interesting as *Bioshock: Infinite*, *The Walking Dead*, or Amazon.com. I refuse to eliminate computers completely from lecture, however, because they can be a powerful tool for learning if implemented properly.

If you wish to goof off on your computer, you may do so, but only if you are seated in the back half of the classroom. That way, all students seated in the 'goof off' section have equal opportunity for distraction, but they do not interfere with the learning of students seated in the 'studious' section. If you are found accidentally goofing off in the studious section, we will have to pause class to ask you to move to the appropriate part of the classroom, so please be sure to seat yourself appropriately at the start of class.

These rules are all out the window on Flipped days, because we'll be breaking into groups of five and talking, so no one will have time to distractedly play *Bioshock* or shop for new shoes.

**Final remarks:** This syllabus is an agreement between the students and instructors, outlining how we will work together to facilitate and evaluate student learning over the quarter. Please read it carefully and talk to me or your GTF if you are uneasy with any parts of the syllabus. Problems are more easily addressed before they arise than after.