COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: SCI C101 ID8W1, Our Environment, the Earth
Semester and Term: Summer 2014
Day and Dates: Thursdays, 5/15/2014 – 7/3/2014
Time: 6pm – 9pm
Campus Location: Bridgeport

Course Description:
The scientific examination of our planet focusing on the interaction of astronomy, biology, chemistry, geology, and physics, in the formation, evolution, and dynamics of the Earth. This course in fully integrated into the Canvas online learning management system. You will use Canvas extensively throughout this course.
Course Code: LA, NS

Instructor & contact information:
Leslie Thilow
Email: lthilow@bridgeport.edu

Required Material:

- **Text**: "Understanding Earth," 6th Edition, Grotzinger and Jordan

ISBN 978-1429219518

- **Required Rock and Mineral Specimen Kit:**

American Educational Classroom Collection of Rocks and Minerals This kit is available directly from the UB Bookstore. It retails for $35. You need this kit in hand during each class.

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions

Learning Outcomes for this course:

- Understand the principles and theories on which the science of geology is based.
- Understand how the Earth and planets in the solar system originated as well as how Earth's continents, ocean basins, and atmosphere formed.
- Understand the latest hypotheses on how life originated on planet Earth.
- Understand some of the major geological processes which operate both at and below the surface of the Earth including such processes as plate tectonics, earthquakes, tsunamis, and volcanism.
- Identify Earth's most common minerals, rocks, and fossils.

The first assignment must be submitted for evaluation via Canvas prior to the first class

Prior to the first class, you will have read Chapters 1 and 2 in "Understanding Earth," 6th Edition, Grotzinger and Jordan. You will complete the exercise questions at the end of these two chapters. Your written work should adhere to MLA format standards. Visit https://owl.english.purdue.edu/owl/resource/747/01/ for guidance.

Assignments:

Each week during the course you will complete written assignments, quizzes and discussions. All coursework is submitted for evaluation through Canvas. Rubrics are provided to guide all written assignments. You will also complete a research assignment and you will formally present your work to the class.

Description of Weekly Course Sessions:

Week 1
Chapter 2: Plate Tectonics: The Unifying Theory

Knowledge
- Know the basic components of plate tectonics and its history of development.
- Know the geologic characteristics of the different plate boundaries.
- Understand how the age of the seafloor is estimated and measured.

Skills/Applications/Attitudes
- Appreciate the historical development of a major scientific theory.
- Describe how geologists reconstruct the assembly and breakup of continents.
- Discuss the working hypotheses for the driving mechanism of plate tectonics.

Week 2
Chapter 13: Earthquakes

Knowledge
- Know the factors that define an earthquake (ground shaking caused by seismic waves that emanate from a fault that moves suddenly).
- Know the three types of seismic waves and their basic characteristics.
- Understand what is meant by earthquake magnitude and intensity and the scales used to measure them.
- Know that most earthquakes are associated with active tectonic plate boundaries.
- Know that earthquake activity at each type of tectonic plate boundary has distinctive

characteristics.
• Know what governs the type of faulting that occurs in an earthquake.

Skills/Applications/Attitudes
• Evaluate the geologic circumstances that contribute to the destructiveness of earthquakes?
• Appreciate the importance of mitigating damage by earthquakes and understand the steps that should be taken by threatened communities.
• Given first motion data at different locations, determine the direction of movement and type of fault associated with earthquake activity.

Week 3
Chapter 12: Volcanoes

Knowledge
• Know what kinds of rock materials erupt from a volcano.
• Know why volcanism occurs.
• Know the three major lava types and how they relate to eruptive style and volcanic landforms.
• Know the global pattern of volcanic activity, and how it relates to plate tectonics.
• Know how geologists monitor and predict volcanic activity.

Skills/Applications/Attitudes
• Given a field description of the landforms and volcanic deposits, interpret the styles of past eruptions and the magma type(s).
• Discuss important considerations for how risks from a hazardous volcano can be reduced.

Week 4
Chapter 3: Earth Materials: Minerals and rocks

Knowledge
• Know what defines a mineral.
• Know the building blocks of matter and how they chemically bond.
• Know how atoms combine to form the crystal structures of minerals.
• Know some basic atomic structures for common rock-forming minerals.
• Know the major rock-forming minerals and their physical properties.
• Know that rocks are classified based on their mineral content and texture.
• Know the three major types of rocks and how they are formed.
• Understand how the rock cycle is linked to plate tectonics.

Skills/Applications/Attitudes
• Know how the physical properties of minerals are linked to the mineral's atomic (crystal) structure and chemical bonds.
• Identify common rock-forming minerals based on field and hand-specimen

observations.
- Use the rock cycle to describe relationships between different rock types.
- Interpret the basic geologic history represented by an outcrop of rocks.

Week 5
Chapter 16: Weathering, Erosion, and Mass Wasting: Interactions Between the Climate and Plate Tectonic Systems

Knowledge
- Know how weathering fits into the rock cycle.
- Know how physical and chemical weathering work.
- Know how soils form as products of chemical weathering.

Skills/Applications/Attitudes
- Understand how silicate mineral's susceptibility to chemical weathering to its atomic structure and position in the Bowen's Reaction Series.
- Explain how soil formation is linked to climate.
- Analyze a hillside plot for susceptibility to mass wasting.
- Understand the need for geological assessment to identify hazardous slopes, and the role slope ordinances can play in reducing slope hazards.

Week 6
Chapter 15: The Climate system

Knowledge
- Know that the primary source of water and gases on the Earth surface is volcanic gases, which outgases from the planet's interior over geologic time.
- Know that oxygen gas was and continues to be added to Earth's atmosphere and oceans by photosynthetic organisms.
- Know when life appeared on Earth and how life evolved over geologic time.
- Understand how carbon dioxide and other trace atmospheric gases are transparent to sunlight, but absorb heat (IR radiation) which warms Earth's surface environments, as in a greenhouse.
- Know how cycles trace the flux of Earth's elements like carbon from one reservoir to another.

Skills/Applications/Attitudes
- Understand how human activities (pollution/CFCs/acid rain) and natural events (bolide impact) can significantly alter geochemical cycles and therefore impact Earth's environmental conditions.
- Appreciate and describe how life processes are an integral part of many of Earth's geochemical cycles.
- Understand and appreciate the significance of linkages between the carbon cycle, life processes, and climate change.
- Draw a conceptual map for a factor that influences climate change.

Week 7
Formal Research Presentation

Week 8
Final Exam

Grading Criteria:

Final Exam	20%
Written Assignments	20%
Research Presentation	20%
Discussions	20%
Weekly Quizzes	20%

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on "vibrate") while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

> Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.
>
> Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

> Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.
>
> Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.
Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email

Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243