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 course 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. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six 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 DL1, Our Environment The Earth
Semester and Term: Summer 2015
Day and Dates: May 4 – August 15, 2015
Time: online
Campus Location: Distant Learning

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.
Prerequisite Courses: None
Course Code: LA, NS

Instructor & contact information:
Dr. Keith Earnshaw
Tel: 919-846-6365
Email: kearnsha@bridgeport.edu

Required Textbook:
“Understanding Earth”, 7th Edition, John Grotzinger and Thomas H. Jordan,

To order textbooks, go to the bookstore website at ubcampusstore.com

Learning Objectives:
Upon completion of this course the student should be able to:

- 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.
Using Canvas (online Learning Management System):

Supplementing the classroom-based course with online activity is required for eight-week courses (recommended for five-week courses). The activity should represent a weekly component of the course; discussions, assignments, quizzes, readings, etc. Typically, designed and graded activity conducted online is performed during the week between class sessions. Some suggestions:

a. Use Discussions to elicit student participation and collaboration. Use broad diagnostic questions that provide a springboard for opening up a discussion, such as, “What’s your interpretation of…?” and “What’s the problem?” The instructor’s presence in the Discussion Board is very important. It is not necessary to respond to every student’s comment, but you should summarize, correct, guide the discussion. The Discussion Board can be used for group projects, or case studies or brainstorming, or presentations, role-playing, and or debates.

b. Quizzes—There are various methods to build quizzes; use whichever suits your preference. Constructing the quizzes takes some time, so advanced planning is recommended. Students are fond on quizzes that reveal the answer either after graded or prior (if used for practice). Quizzes that reflect the reading assignment prior to the next class session is a way to focus the students on the important topics.

c. Submission of Assignments—Students can submit written assignments via Canvas. A number of faculty tools exist to ease the evaluation of written assignments within Canvas (ie. Turnitin.com).

d. Faculty support with Canvas is provided via the Online Learning office. Contact Claude Perrottet at ubonline@bridgeport.edu.

e. However you utilize Canvas, it is expected that this activity will be stated clearly in the syllabus including the assessment and grading criteria of the assignment(s).

Grading Criteria:

200 – Lecture Exam
200 – Laboratory Exam
200 – Research Paper
400 - Class Participation in Threaded Discussions

1000 Total Points

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
Research Paper

You will be required to complete a research paper in this course.

It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the Declaration of Independence is a secondary source, while the actual Declaration of Independence is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

Paper Format:
- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 2,000-2,500 words, 5-8 Pages
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Footnotes: Required
- Works Cited: Required
- Use at least three (3) outside sources (books, articles, commentaries).

Introductory Paragraph:
Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your essay.

Organizing Ideas:
- Thesis statement forms the basis of the essay
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and using quotes
- The use of the first person “I” is not appropriate for a research essay.

Body of the Paper:
- Present your ideas in a logical way with references to texts.

Concluding Paragraph:
- Reiteration of your thesis statement and summary of your arguments or points.
- Conclude.
# GRADING RUBRIC FOR RESEARCH PAPER

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: An engaging introduction, states clearly the main topic and previews the structure of the essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis Statement: Clearly and concisely states the essay’s purpose, which is engaging and thought-provoking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Point / Body of the Essay: Well developed main points/topic sentences that relate directly to the thesis. Each paragraph has thoughtful supporting detail sentences that develop the main idea.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization: Logical and subtle sequencing of ideas through well-developed paragraphs. Transitions are effective and enhance the organization of the essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion: The conclusion is engaging and restates the thesis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style: Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Mechanics: Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citation: All cited works, both text and visual, are done in correct format with no errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography: Done in the correct format with no errors. Includes more than 5 major references (e.g. journal articles, books, but no more than two internet sites).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assignments/Description of Weekly Sessions:

#### WEEKLY ACTIVITIES

#### WEEK 1

*READ CHAPTER 1 – The Earth System*

Participate in Student Introduction Forum

Participate in Week 1 Discussion Forum
WEEK 2

READ CHAPTER 2 – Plate Tectonics: The Unifying Theory

Participate in Week 2 Discussion Forum

WEEK 3

READ CHAPTER 3 – Earth Materials: Minerals and Rocks

Participate in Week 3 Discussion Forum

WEEK 4

READ CHAPTER 4 – Igneous Rocks: Solids from Melts

Participate in Week 4 Discussion Forum

WEEK 5

READ CHAPTER 8 – Clocks in Rocks: Timing the Geologic Record

Participate in Week 5 Discussion Forum

WEEK 6

LABORATORY MIDTERM

READ CHAPTER 10 – Evolution of the Continents
Participate in Week 6 Discussion Forum

**WEEK 7**

LECTURE MIDTERM
Multiple Choice/Essays from CHAPTERS 1, 2, 3, 4, 8, 10

READ CHAPTER 12 – Volcanoes

Participate in Week 7 Discussion Forum

**WEEK 8**

READ CHAPTER 13 – Earthquakes

Participate in Week 8 Discussion Forum

**WEEK 9**

READ CHAPTER 11 – Geobiology: Life Interacts with the World

Participate in Week 9 Discussion Forum

**WEEK 10**

READ CHAPTER 15 – The Climate System

Participate in Week 10 Discussion Forum

**WEEK 11**

READ CHAPTER 20 – Coastlines and Ocean Basins
Participate in Week 11 Discussion Forum

WEEK 12

READ CHAPTER 21 – Glaciers: The Work of Ice

Participate in Week 12 Discussion Forum

WEEK 13

READ CHAPTER 23 – The Human Impact on Earth’s Environment

Participate in Week 13 Discussion Forum

WEEK 14

Connecticut’s Landscapes and Geology-Class Notes

Research Papers to be posted in the designated discussion area.

WEEK 15

Reflections and Final Thoughts

ACADEMIC POLICIES

Attendance Policy
Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:
• An absence (lack of participation) in any week of the course, 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”).
• An absence of two or more weeks will be cause for 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](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](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.

**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](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- Waterbury – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](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](http://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**

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bridgeport Campus Security  (203) 576-4911  ubsecurity@bridgeport.edu
Bursar  (203) 576-4472  bursar@bridgeport.edu
Cashier  (203) 576-4682  cashier@bridgeport.edu
Financial Aid  (203) 576-4568  finaid@bridgeport.edu
Grade & Fee Report  203) 576-4692  grade_fee@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

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

Directions to IDEAL Campus locations  [http://www.bridgeport.edu/pages/2260.asp](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](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243