

Section 1

Instructor, Course Information & Objectives

**Advanced Academic Programs
Zanvyl Krieger School of Arts and Sciences
Johns Hopkins University**

AS.420.601.81.FA17 *Geological Foundations of Environmental Science*

Instructor Information

Instructor: Jennifer da Rosa
Program Coordinator for Energy & Environmental Programs
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Email Address: jdarosa@jhu.edu
Office Hours: online (or in person / on phone by appointment)

Course Description

This course provides an overview of Earth's materials, processes, and resources for environmental scientists and policymakers. Topics include minerals, rocks, sediments, stratigraphy, structure, geomorphology, and geologic environments. Emphasis is placed on understanding geologic principles and methods as applied to environmental science, Earth resources, and public policy.

Prerequisites: 420.301 - Quantitative Methods
420.302 - Chemistry of Natural Processes

Course Goals & Learning Objectives

By the end of this course, you will be able to:

- Identify features and interpret geologic materials, settings, and history
- Demonstrate the ability to comprehend and critique geological literature
- Relate rock types to tectonic regimes
- Infer environments of deposition of sedimentary rocks based on composition, texture, and sedimentary structures
- Describe large-scale Earth processes and the features produced by them
- Distinguish between various structural features and determine the types of stress responsible for their formation
- Apply theoretical, conceptual, and observational knowledge to the analysis of geologic data and the solution of geologic problems
- Communicate geologic knowledge, findings, and interpretations

Section 2

Course Materials

Required Textbook

Marshak, Stephan. (2016). *Essentials of Geology*. (5th edition). W. W. Norton & Company. ISBN 978-0-393-26339-8.

*You can purchase this new or used. I am also okay if you purchase an older edition; however, it is your responsibility to verify that the chapter topics and content are the same. Our weekly conceptual quizzes will be based on the 5th edition of this textbook, no exceptions.

Recommended Supplies

Geology is a hand-on science. Since we will spend a substantial amount of time exploring earth materials, it is recommended that you have your own collection of rock and mineral samples to refer to. This will especially assist you in learning the different mineral characteristics and rock textures.

Washington School Rock Collection. 40 specimens total that include examples from igneous, metamorphic, and sedimentary rocks, common rock forming minerals, ore forming minerals, and industrial minerals. Can be purchased from a number of vendors:

[Home Science Tools](#)

[Ward's Science](#)

[Flinn Scientific](#)

[Carolina Biological Supply](#)

[Scientific Equipment of Houston](#)

[Fisher Scientific](#)

APA Manual. Extensive reading and writing are essential practices to expand your geology knowledge and hone your ability to formulate a sound argument. I insist on the use of APA style for all papers and discussion posts. While there are a few good internet resources, nothing is as up-to-date and as accurate as the APA Publication Manual, a resource you will undoubtedly refer to throughout your graduate education.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (6th edition). ISBN 978-1-4338-0561-5

Citation Software. Because you will be reading and citing books and scholarly work throughout graduate school, it is strongly recommended that you use a citation manager such as EndNote, RefWorks, or Mendeley. Several of these programs have a free option and a feature to cite-as-you-write, instantly formatting sources in your word-processing software.

Other Readings

Other readings will be posted in the online classroom with support from JHU reserves (EReserves or (ARES)).

Other equipment/software/websites/online resources

Google Earth Pro will be used for several virtual field trips. Google Pro is now FREE. You will need to download and install Google Earth Pro on your PC or Mac. [Go here to download the software](#). Save the GoogleEarthProSetup.exe file to your computer and install it. Professor da Rosa will post directions to download the KMZ files (Google Earth files) that you will be viewing in Google Earth Pro. Additional instructions will follow in the weekly lessons.

Specific Technology Requirements & Skills for this Course

Learning online requires some basic knowledge of computer technology. At a minimum, you need to be able to:

- Navigate in and use Blackboard; the Blackboard Student Orientation course on your “My Institution” page
- Create and save MS Word documents; see [MS Word training and tutorials](#) for PC users (all versions); [Word Help](#) for Mac users
- Create, save, and utilize Excel spreadsheet functions for basic statistical analysis (or another spreadsheet such as Google Sheets or Apple Numbers); see [Excel training and tutorials](#) for PC users (all versions); [Excel Help](#) for Mac users
- Find basic resources on the Internet
- Create and organize files & folders on your computer
- Send, receive, and manage email

Section 3

About Your Course

Course Structure

Course topics were chosen to give you significant exposure to geology theory and practical applications as they relate to environmental science. Each week you will be introduced to the content topic with textbook readings that provide a necessary overview of the subject. Complementing this will be several scholarly articles representing original research in geology, case studies, and seminal works. Videos, simulations, and virtual field trips with Google Earth are coupled with hands-on tasks to reinforce and develop your understanding of the Earth. Weekly quizzes are used to assess your conceptual understanding of the topic, and discussion activities are designed to support your learning through social interactions and dialogue with classmates. Lab assignments will give you experience manipulating and analyzing geologic data. Finally, you will have two opportunities to dig deeper into a topic of interest with the Dynamic Geologic Settings Project and the Geologic Resource Paper; both of which will be shared with the class towards the end of the semester.

Course Topics

This course runs from 08/28/2017 to 12/16/2017. Our “weeks” will run from Monday to Sunday.

Week 1: Introduction to Geology in Environmental Science
Week 2: Plate Tectonics
Week 3: Minerals & Mineral Resources
Week 4: Igneous Rocks & Volcanism
Week 5: Sedimentary Rocks & Processes
Week 6: Metamorphism & the Rock Cycle
Week 7: Earthquakes & Earth's Interior
Week 8: Geologic Structures & Mountain Building
Week 9: Geologic Time
Week 10: Energy Resources
Week 11: Running Water & Groundwater
Week 12: Dynamic Geologic Settings Project Presentations
Week 13: Global Change
Week 14: Final Paper & Discussion
Week 15: Finals Week

Directions for Students

Next Steps: Carefully review the remaining sections of the syllabus before beginning the **Week 1** activities, which are located in the **Lessons** folder in your online course.

- Once you feel that you are ready to dive into the first week's activities, click on the **Lessons** button on the left-side navigation menu. Then, click on **Week 1** to begin with the Introduction and Objectives.

What To Expect in this Course

This course is 15 weeks in length and includes individual, group, and whole group activities in a weekly cycle of instruction. Each week begins on a Monday and ends on

the following Sunday. Please review the course syllabus thoroughly to learn about specific course outcomes and requirements.

Each week, you will complete readings that may include videos, multimedia presentations, web-based resources, and articles from professional journals. A reading may be integrated within an activity during the week or provide some key information to assist your learning.

In this course, you will also experience online learning activities, which include discussion boards, geology simulations, Google Earth virtual field trips, group work, and online multimedia presentations.

Be sure to refer to the **Checklist** each week (at the end of each lesson), which provides a week-at-a-glance and shows targeted dates for the completion of activities.

Sample Syllabus

Section 4

Assessments and Grading Policy

Assignments

Each assignment will be assigned a numerical value out of 10 points. Your final grade is calculated as a weighted average of the total number of points (see below for details). Specific due dates will be located in lesson folders and the course schedule.

Assignments	Due Dates	Points Possible
Assignment 1: Week 1 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i>	8/31 (primary posts) 9/3 (secondary posts)	10
Assignment 2: Week 1 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i>	9/3	10
Assignment 3: Avoiding Plagiarism at JHU <i>Students have one week to complete the short course on avoiding plagiarism. Counts as a quiz grade.</i> <i>Deliverables: Completion certificates will be submitted through the online classroom in Week 1.</i>	9/3	10
Assignment 4: Week 2 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i>	9/7 (primary posts) 9/10 (secondary posts)	10
Assignment 5: Week 2 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i>	9/10	10
Assignment 6: Week 3 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i>	9/14 (primary posts) 9/17 (secondary posts)	10
Assignment 7: Week 3 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i>	9/17	10
Assignment 8: Lab 1 - Plate Tectonics <i>The student will explore and analyze geologic data.</i> <i>Deliverables: Lab document submitted through online classroom.</i>	9/17	10
Assignment 9: Week 4 Discussion Forum	9/21 (primary posts)	10

<p><i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	9/24 (secondary posts)	
<p>Assignment 10: Week 4 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	9/24	10
<p>Assignment 11: Week 5 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	9/28 (primary posts) 10/1 (secondary posts)	10
<p>Assignment 12: Week 5 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	10/1	10
<p>Assignment 13: Lab 2 – Depositional Environments and Correlation <i>The student will explore and analyze geologic data.</i> <i>Deliverables: Lab document submitted through online classroom.</i></p>	10/1	10
<p>Assignment 14: Week 6 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	10/5 (primary posts) 10/8 (secondary posts)	10
<p>Assignment 15: Week 6 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	10/8	10
<p>Assignment 16: Week 7 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	10/12 (primary posts) 10/15 (secondary posts)	10
<p>Assignment 17: Week 7 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	10/15	10
<p>Assignment 18: Lab 3 – Thermodynamics and Mineral Stability <i>The student will explore and analyze geologic data.</i> <i>Deliverables: Lab document submitted through online classroom.</i></p>	10/15	10
<p>Assignment 19: Week 8 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	10/19 (primary posts) 10/22 (secondary posts)	10

<p>Assignment 20: Week 8 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	10/22	10
<p>Assignment 21: Week 9 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	10/26 (primary posts) 10/29 (secondary posts)	10
<p>Assignment 22: Week 9 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	10/29	10
<p>Assignment 23: Lab 4 – Dating Geologic Features <i>The student will explore and analyze geologic data.</i> <i>Deliverables: Lab document submitted through online classroom.</i></p>	10/29	10
<p>Assignment 24: Week 10 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	11/2 (primary posts) 11/5 (secondary posts)	10
<p>Assignment 25 Week 10 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	11/5	10
<p>Assignment 26: Week 11 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion prompt and secondary posts in response to others.</i></p>	11/9 (primary posts) 11/12 (secondary posts)	10
<p>Assignment 27: Week 11 Conceptual Quiz <i>Based on lecture and course textbook.</i> <i>Deliverables: Answers submitted through the online classroom.</i></p>	11/12	10
<p>Assignment 28: Lab 5 – Darcy’s Law <i>The student will explore and analyze geologic data.</i> <i>Deliverables: Lab document submitted through online classroom.</i></p>	11/12	10
<p>Assignment 29: Dynamic Geologic Settings Project <i>The student will research and present a specific geologic setting’s landforms and processes (such as glacial, desert, coastal, or mass wasting).</i> <i>Deliverables: VoiceThread presentation and comments on other students’ presentations</i></p>	11/16 (post presentation in VoiceThread) 11/19 (secondary posts in VoiceThread)	10
<p>Assignment 30: Week 13 Discussion Forum <i>Based on readings, lectures, and activities.</i> <i>Deliverables: A primary post for each discussion</i></p>	11/30 (primary posts) 12/3 (secondary posts)	10

<i>prompt and secondary posts in response to others.</i>		
Assignment 31: Week 13 Conceptual Quiz <i>Based on lecture and course textbook. Deliverables: Answers submitted through the online classroom.</i>	12/3	10
Assignment 32: Geologic Resource Paper <i>The student will select and research a mineral, water-based, or fuel-based geologic resource. Deliverables: Papers will be submitted via Turnitin and posted in the Week 14 discussion forum.</i>	12/7 (Turnitin)	10
Assignment 33: Week 14 Discussion Forum <i>Based on posted papers. Deliverables: Students will post their papers as a primary post and critique/review classmates' papers for their secondary post.</i>	12/7 (post papers) 12/10 (secondary posts)	10
Assignment 34: Final Reflection Journal <i>Students will reflect on their learning gains and conceptual changes at the end of the course. Deliverables: Journal submission in Week 14.</i>	12/14	10

Grading

Your cumulative average will be based on the following weighted averages:

Category	Total Points	Weight
Weekly Quizzes (one is the Avoiding Plagiarism course)	130	20%
Weekly Discussion Boards	130	15%
Lab Assignments	50	20%
Dynamic Geologic Settings Project VoiceThread Presentation Critique/response to other presentations	10	20%
Geologic Resource Paper (submitted during Week 14)	10	20%
Final Reflection Journal (submitted during Finals Week)	10	5%
Total		100%

Letter Grade & Percentage

The grading scale for students enrolled for credit is A+ (98% to 100%), A (94% to less

than 98%), A- (90% to less than 94%), B+ (88% to less than 90%), B (84% to less than 88%), B- (80% to less than 84%), C (70% to less than 80%), F (0% to less than 70%).

Assignment Guidelines

How should assignments be submitted?

The weekly directions will indicate where assignments will be posted (e.g. to an assignment submission link within the Lessons area). If submitting documents for an assignment or discussion forum, please specify the assignment name in the document title and/or the discussion thread. When creating files, include your name and the name of the assignment in the file title. Also, please be sure to only include one period in file names. The period should be between the file name and the extension. Use underscores instead of spaces in file names (Blackboard doesn't like spaces). For example: jdarosa_assignment1.docx. Acceptable file submission formats are DOCX and PDF, unless otherwise stated.

APA Formatting and Style. All papers, discussion posts, and assignments must use APA citation style to credit sources. Papers must also be formatted according to APA guidelines.

Turnitin. The Geologic Resource Paper will be submitted using Turnitin, an educational tool that helps identify and prevent plagiarism from Internet resources. You will be required to submit your paper electronically using the Turnitin link during Week 14 of class. You do not need a Turnitin account. Your assignment will be assigned an originality score and report which you and Professor da Rosa will be able to see. You are allowed to submit your paper multiple times up to the due date, and Professor da Rosa will grade the last submission by default. To learn more about Turnitin, go to <http://turnitin.com/>.

VoiceThread. The Dynamic Geologic Settings Project will be presented using VoiceThread, a cloud based platform for asynchronous multimedia discussion threads. VoiceThread allows users to navigate through slides and leave comments using voice, text, or video. To learn more about VoiceThread, go to <https://voicethread.com/>. To access VoiceThread in Blackboard, click on the VoiceThread Course View tab in the course menu.

When will assignments be due?

Assignment and activity due dates are listed in this syllabus and the weekly checklists. Professor da Rosa will announce changes in the online classroom via the announcements tool. Some larger assignments will be completed over several weeks. In these cases, you will be prompted to complete portions of the assignment each week.

When will completed assignments be returned?

Professor da Rosa will aim to return assignments to you within 5-7 days following the due date, depending on the length of the assignment. You will receive feedback under the My Grades link in the left-hand menu of your course.

What is the policy for late assignments?

You are expected to contact Professor da Rosa in advance if you think you cannot meet an assignment deadline. However, if an assignment is late and prior arrangements have not been made with Professor da Rosa, the assignment score will be marked zero. No exceptions.

What happens if I cannot participate in a synchronous session?

Synchronous sessions might occasionally be scheduled by Professor da Rosa to discuss course projects. Attendance in these sessions is encouraged but not required. Sessions will be recorded and posted for students to watch at a later time if they could not attend.

Time Management Expectations

What is the time demand and schedule of the course?

Because this is a graduate-level course, the rigor and time commitment is higher than a traditional semester course. It is expected that you look ahead to schedule your time. Plan to complete coursework across several days of the week rather than all in one day.

Some assignments require that you work on them for multiple weeks. Be sure to review the assignment directions at the beginning of the course so that you can plan your time accordingly. Please seek help before becoming frustrated and spending a significant amount of time to resolve an issue.

Section 5

Course Participation & Communication Policy

Participation

What are the participation requirements?

You are expected to log into Blackboard **at least three** times a week, though a daily check-in is recommended. It is your responsibility to read all announcements and discussion postings within your assigned forums. You should revisit the discussion multiple times over the week to contribute to the dialogue and review feedback from your peers. Each discussion forum prompt requires an initial (primary) post and one or more substantive response (secondary) posts. Posting details and requirements are further specified in each discussion prompt's directions. There may be one or more discussion prompts per weekly discussion.

I will be reading your posts daily, but I generally refrain from directly commenting on most posts (unless you specifically address a question to me). I will occasionally interject to guide the conversation back on track, to connect student ideas, and to share examples that deepen your understanding. For the most part, the discussion area is intended for you and your peers to discuss and debate the lesson topic, readings, activities, and themes. I recognize that frequent posts from me tend to distract and stifle rich student conversation.

Network Etiquette (i.e. "Netiquette")

In this course, online discussion will be primarily take place in our online discussion board. In all textual online communication, it's important to follow proper rules of netiquette.

What is netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means the social and cultural norms of communicating with others in a proper and respectful way. In other words, netiquette is a set of rules for behaving and interacting properly online.

The Netiquette "Core Rules" linked below are a set of general guidelines for cyberspace behavior. They probably won't cover all situations, but they should give you some basic principles to use in communicating online.

For Netiquette Core Rules visit [The Core Rules of Netiquette](#) web page.

Contacting the Instructor

The instructor for this course is Professor da Rosa (jdarosa@jhu.edu). Feel free to contact me with comments, questions, and concerns. You will receive a response within 24-48 hours.

All email messages will be sent to you via your JHU email account, so you should be in the habit of checking that account every day or you should ensure that your JHU email account forwards messages to another account of your choice.

Professionalism and respect is expected throughout this course, whether online, in person, emailing, or calling. Your communications with me or your classmates should always be in a professional manner. This includes professionalism in salutations (not "Hey Jenn!" or "Hi Jennifer" – Professor da Rosa, please) when sending or signing emails and responding to emails in a timely manner.

Section 6

Course Protocols

Course Protocols

How will I know about changes to the course?

Frequently, you will find new announcements posted in the Announcements, which contain information about current course activities that you are working on and any changes to the course. Please check announcements every time that you log into your online course.

How should I communicate with others in this course?

You should communicate often with your classmates and with Professor da Rosa. The majority of communication will take place within the Discussion forums. When you have a question about an assignment or a question about the course, please email Professor da Rosa, or post your question in the course's "Ask Your professor" forum.

Are there any requirements for sending e-mail messages?

When you send an e-mail message to the instructor or to another participant in the course, please observe the following guidelines:

- Include the title of the course in the subject field (e.g., *JHU Geological Foundations in ES*).
- Keep messages concise, and check spelling and grammar.
- Send longer messages as attachments.
- Sign your full name (the sender's email is not always obvious).

Section 7

Course Topics, Activities & Schedule

Tentative Course Schedule

Important Note: Activity and assignment details will be explained in detail within each week's lesson. If you have any questions, please contact Professor da Rosa.

Our “weeks” run from Monday to Sunday. Below is the agenda for the semester. The schedule is subject to change with fair notice. If changes are needed, students will be notified via Blackboard announcements at least 5 days in advance.

Week	Dates	Lesson Topics	Readings	Assessments & Due Dates
1	8/28-9/3	Introduction to Geology	Marshak (2016) – Prelude, Ch 1 Hardin (1968) Leopold (1949)	Week 1 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 1 Conceptual Quiz (due by Sunday) Avoiding Plagiarism at JHU certificate due by Sunday
2	9/4-9/10	Plate Tectonics	Marshak (2016) – Ch 2 Wegener (2002) Hess (1962) Vine (1966) Wilson (1966)	Week 2 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 2 Conceptual Quiz (due by Sunday)
3	9/11-9/17	Minerals & Mineral Resources	Marshak (2016) – Ch 3, Interlude A, Ch 12.10-12.12 National Academies of Science and Engineering (1996) Selected articles on asbestos	Week 3 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 3 Conceptual Quiz (due by Sunday) Lab 1 – Plate Tectonics due by Sunday
4	9/18-9/24	Igneous Rocks & Volcanism	Marshak (2016) – Ch 4, Ch 5 Bowen (1922) Fisher (1990) Robock (2000)	Week 4 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 4 Conceptual Quiz (due by Sunday)
5	9/25-10/1	Sedimentary Rocks & Processes	Marshak (2016) – Interlude B, Ch 6 Goldrich (1938) – pages 55-58 Nichols (2009) – Ch 4 & 5 Selected articles on pollution and	Week 5 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 5 Conceptual Quiz (due by Sunday)

			depositional environment	Dynamic Geologic Settings Project topic rankings due by Sunday (via email) Lab 2 – Depositional Environments and Correlation due by Sunday
6	10/2-10/8	Metamorphism & the Rock Cycle	Marshak (2016) – Ch 7, Interlude C Blatt & Tracy (1996) Selected articles on acid rain	Week 6 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 6 Conceptual Quiz (due by Sunday)
7	10/9-10/15	Earthquakes & Earth's Interior	Marshak (2016) – Ch 8, Interlude D Benioff (1954) Ellsworth (2013) Healy, Rubey, Griggs, & Raleigh (1968)	Week 7 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 7 Conceptual Quiz (due by Sunday) Lab 3 – Thermodynamics and Mineral Stability due by Sunday
8	10/16-10/22	Geologic Structures & Mountain Building	Marshak (2016) – Ch 9 Kearey & Vine (1996) Selected articles on geoheritage, geoconservation, and geological resource management	Week 8 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 8 Conceptual Quiz (due by Sunday)
9	10/23-10/29	Geologic Time	Marshak (2016) – Interlude E, Ch 10 Faure (1986) – Ch 1 Nichols (2009) – Ch 21	Week 9 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 9 Conceptual Quiz (due by Sunday) Lab 4 – Dating Geologic Features due by Sunday
10	10/30-11/5	Energy Resources	Marshak (2016) – Ch 12 (12.1-12.9) Weber, Bernell, Boudet (2016) Selected energy articles	Week 10 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 10 Conceptual Quiz (due by Sunday) Geologic Resource Paper topic submissions due by Sunday (submitted via email)
11	11/6-11/12	Running Water & Groundwater	Marshak (2016) – Interlude F, Ch 14, Ch 16 Pringle (2000)	Week 11 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 11 Conceptual Quiz

			Pringle (2001) Sudicky & Illman (2011)	(due by Sunday) Lab 5 – Darcy’s Law due by Sunday
12	11/13-11/19	Dynamic Geologic Settings Project Presentations	No readings this week. You are finishing and posting your project presentations in VoiceThread and critiquing/responding to assigned presentations.	Dynamic Geologic Settings Project Presentations posted in VoiceThread by Thursday; Response posts to assigned presentations due in VoiceThread by Sunday
	11/20-11/26	Thanksgiving Break, no participation required		
13	11/27-12/3	Global Change	Marshak (2016) – Ch 19 Selected articles on hyperthermals in geologic past	Week 13 Discussion Forum (primary posts due by Thursday, secondary posts due by Sunday) Week 13 Conceptual Quiz (due by Sunday)
14	12/4-12/10	Final Paper & Wrap Up	No readings this week. You are finishing your paper and commenting on classmates’ papers.	Geologic Resource Paper due Thursday. Post to Turnitin AND the Week 14 Discussion Forum (secondary posts due by Sunday)
15	12/11-12/16	Finals Week	No readings this week. You are composing a journal entry reflecting on the course.	Final Reflection Journal due by Thursday

*The last day to withdraw from the course is Nov 3.

Section 8

University Policies

General

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

Students with Disabilities

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the [Disability Accommodations](#) page. Further information and a link to the Student Request for Accommodation form can also be found on the [Disability Accommodations](#) page.

Ethics & Plagiarism

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU's [Notice on Plagiarism](#).

Dropping the Course

You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

Getting Help

You have a variety of methods to get help on Blackboard. Please consult the resource listed in the "Blackboard Help" link for important information. **If you encounter technical difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the [AAP online support page](#).** Also, contact your instructor at the email address listed in the syllabus.

Copyright Policy

All course material are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP's [Code of Conduct](#) and the University's [Student Conduct Code](#). Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University policies and be subject to disciplinary action.

Code of Conduct

To better support all students, the Johns Hopkins University non-academic [Student Conduct Code](#) has been integrated and updated to include all divisions of the University. In addition, it is important to note that all AAP students are still accountable for the [Code of Conduct for Advanced Academic Programs](#).

Title IX

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the [JHU Sexual Misconduct Policies and Laws](#).

For more information on both policies mentioned above, please see: [JHU Relevant Policies, Codes, Statements and Principles](#). Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.