



Course Syllabus - ***Dinosaur Extinction and Other Controversies***

EARTH 150 (3) GN
Fall 2007

Penn State University Delaware County

Instructor: Dr. Laura A. Guertin (aka "Dr. G")

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Office hours: 8:30–9:30AM MWF, 9:30-10:30AM Tuesdays

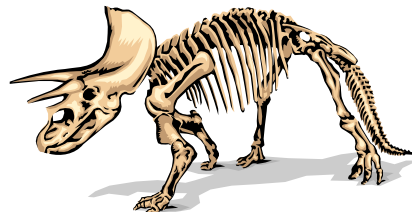
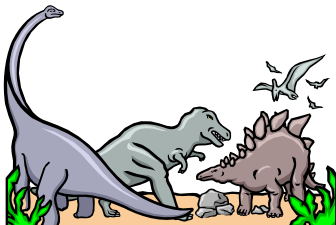
Lecture: Sec. 01 → 9:30AM – 10:20AM M/W/F in CLASS 101

Sec. 02 → 10:30AM – 11:30AM M/W/F in CLASS 101

Textbook: *Dinosaurs, The Science Behind the Stories*, by Scotchmoor, Springer, Breithaupt, and Fiorillo (American Geological Institute, 2001); other readings in ANGEL and audio in iTunes U

What's in store for you... For the majority of you, this is your first true scientific introduction to dinosaurs! There are no prerequisites for this course, all you need is an open mind, and you will learn things about dinosaurs you never knew before. Stay tuned, and find out what Earth was like during the Mesozoic Era. You will gain insight into the origin and classification of dinosaurs. Learn about the "hot topics", such as the warm blooded/cold blooded debate and the mass extinction that killed the dinosaurs. Get the scoop on dinosaur trace fossils, and find out how we know about dinosaur biology and behavior. Let's not forget what an important role the early dinosaur paleontologists played and their international discoveries. We'll examine how dinosaurs have been portrayed in the media – accurately and erroneously. And yes, we'll even learn how to pronounce these complex dinosaur names!!!

Dr. G's philosophy on higher education: *****Students are responsible for their own learning!!!***** I am here to help facilitate your science education to the best of my ability, but you must do your part as well. It is up to YOU to come to class, to take notes, to ask questions, to complete assignments and readings by deadlines, to be an active learner! It is up to YOU to take advantage of the education I am providing you. It is your choice to sink or swim in this course. Remember, I can expect 2-3 hours of work outside of class for every hour you spend with me in class.



COURSE GOALS!!!!

I realize that 99.9% of the students that take my geoscience courses will never become professional geologists. This is why I design all my courses around skill-based goals, where you will acquire and/or further develop skills that will be applicable to you no matter what your future career. This is especially true in this EARTH course.

- **The scientific method and working with data sets:** You will be learning about the methods of science and participating in class activities and assignments that require critical thinking and analyzing science issues with various forms of scientific data.
- **Using technology:** You will be working with Microsoft Office and various forms of technology throughout the semester to prepare you for the technology-focused world of employment.

Now for all the necessary, important information....

My expectations of you...

I expect every student to come to every class session on time and ready to go. You should have read the corresponding chapters and readings in ANGEL for each lecture BEFORE coming to class. Be sure to bring something to write with and your calculator to every lecture. I encourage everyone to ask questions and work with your fellow students in lecture. There will not be traditional assignments in this class. Your attendance and participation will strongly impact your performance and thereby your resulting grade.

- **Class Participation**

Class participation is required! This course is to be an interactive course, filled with questions, discussions, stories on your favorite dinosaur experience, etc. There is much we can learn from each other! Although I will be lecturing during much of this course, what you will be doing during class time is a vitally important aspect of how you will learn in this course – whether you be an “active” participant or just come to class and be a “passive” participant. You will also be working in groups during some lecture periods, which places on you serious responsibility to other students in the class. **ATTENDANCE IS STRONGLY ENCOURAGED**, and I will be looking for your presence at every class meeting. I will make exceptions when missing a class for legitimate emergencies when I am **notified AHEAD OF TIME** (such as health, family emergencies, etc.). If you miss lecture for any reason, I will expect you to get in touch with me **THE SAME DAY YOU MISS CLASS** and make up all the work that you missed *before* the next class meeting. You will also be responsible for getting in touch with a fellow student to get the notes for the work that you missed and/or listening to the missed lecture in iTunes U. I do not provide my lecture notes to anyone, since as you will soon see, our class periods are much more discussion-based and focused on the work you complete outside of class.

- **Classroom Etiquette**

Let's work together on this one. Please do not have conversations going on with other students while I am lecturing. No passing notes, no reading the newspaper. **If**

I find that anyone is being too disruptive to too disrespectful to the students or myself, I reserve the right to dismiss you from the classroom. You will then have to speak to me in my office before I will allow you back into my classroom. **NO FOOD OR BEVERAGES ARE ALLOWED IN TMZKO 101 OR ANY COMPUTER ROOMS.** This is a school policy, not just mine. We'll be working with computers and many materials that cannot have any food or drink near them. **DO NOT SIT** in the last three rows of the classroom – there are plenty of seats for everyone in the middle and up front. And **do NOT get up and leave the room while I am lecturing.** We will be having class discussions where I want you to volunteer your interpretation and opinion on certain issues. Be open, be honest, and show respect for the opinions your fellow students have. The class will be much more enjoyable if we show respect for one another!

- **A note on cell phones:** There is no reason a cell phone should be going off in lecture. I can't tell you how disrespectful that is to have a cell phone interrupt me while I am lecturing. Turn your cell phone off before lecture begins. If your cell phone goes off during my lecture, I will dismiss you from the rest of class. And don't try to check your missed calls or dare to text message anyone during lecture – I'll dismiss you for that as well.
- **A note on laptops:** Laptops are NOT ALLOWED in my classes. I have seen such creative uses of laptops in the classroom – all uses except for taking notes. So you can thank your fellow students for showing me such disrespect that I am instituting this classroom rule. If you want all your notes on your laptop, you'll have to take notes the old-fashioned way and type them in later – a very good exercise to reinforce what you've learned.

In a nutshell, it's all about respect!!! I demand respect in my classroom – respect towards me, respect of students to students, and myself respecting the class. I will not tolerate disrespect in class, and neither should you!

- **ANGEL**

ANGEL will be used much in this course. If you are not familiar or comfortable with ANGEL, please set up an appointment with me ASAP so I can sit down with you and show you how to most effectively use Penn State's course management software. There will be several folders and links for you to access relating to various class discussions and assignments. The most "complex" use of ANGEL is where you will need to know how to download Microsoft files that I post, enter text/data, and then place the file in a drop box folder I set up. Trust me, you will not survive this course if you don't use ANGEL.

You must access your Penn State email as well. PSU email is the designated form of official communication between Penn State faculty and their students. Do not email me from an outside email account you might have (such as AOL or hotmail) – if you do, I cannot guarantee that I will receive that message. **ALL EMAILS REGARDING THIS COURSE NEED TO BE SENT THROUGH ANGEL IF YOU EXPECT ME TO RESPOND.** I will be making use of email as reminders for

deadlines, follow-up to classroom discussion, clarification on assignments, etc. I will not send useless messages, only ones that directly relate to the class and to assist your learning. All emails I send to the entire class at once will be done through the ANGEL email system. Please use professional etiquette when emailing me – don't use all lower-case letters, don't use abbreviations that you might use if you were going to IM someone, and please type your name at the end of the message.

- **iTunes U**

Our course is listed in iTunes U. Although your primary course material will be delivered and submitted via ANGEL, PDF files of assignments will be placed in iTunes U as a backup. More importantly, I will be audio recording most of my lectures this semester and placing the audio files in iTunes U. You do not need an iPod to listen to the files. If you do not have speakers on a home computer, you can always listen to these files on any of the Library computers by checking out a set of headphones from the circulation desk.

- **Math**

Yes, folks, this is a science course, so there will be some math involved. But the math skills I'm expecting are basic. You should be comfortable with the following: graphing, unit conversions, setting up and solving ratios, and percentages.

- **References and Assignments**

It is critical that students learn how to properly cite sources, not just in this course but in all courses. For all of your papers, you must use the APA style of citation for in-text citations and list of references. And be sure to utilize quality sources. Wikipedia is NOT an acceptable reference for any work in this course.

- **Late Assignments**

In a nutshell, you will not be allowed to turn in assignments late during this course. It is your responsibility to stay on top of deadlines **Do not use “computers” as an excuse for not turning in an assignment on time** (such as the disk ate my paper, I couldn't log in from home, AOL was down, etc.). You will be given more than enough time to complete and turn in assignments, I will not make exceptions if you wait until 5 minutes before an assignment is due to hand it in.

Unless I tell you otherwise, all assignments will be turned in via an ANGEL drop box or quiz form, which will disappear according to when the “ANGEL clock” hits the deadline time. **DO NOT** place paper copies of assignments in my mailbox or under my office door. I will not be responsible for assignments not turned in via ANGEL.

- **Final Exam**

Yes, we will have a cumulative final for this course – but it won't be the traditional type of final. The final is a take-home project, and it is not optional. If you do not turn in your final by the deadline, you will receive a grade of zero for the exam. It is your responsibility to remember the day and time of the deadline (listed in this syllabus).

What you can expect of me...

I will be prepared every day with a full lecture and will start on time. I will keep you updated if there are to be any changes to the syllabus (for example, if the class wants to explore a topic further, I will be flexible!). I will make myself available during and outside of class to answer any question you may have – don't hesitate to ask anything! **I am here to help you IF you put in the effort and work yourself!** I will not only teach you “the material” but why we are learning it, the applicability of this course to your everyday lives. After approximately the first month, I should have all of your names memorized and I will recognize you by name during class discussions. I will not give any makeup assignments, for this is not fair to everyone that is ready to participate in class and hand in everything on time. If you have a medical/family emergency and cannot come to class or turn in an assignment, contact me **PRIOR** to the due date and time to see if there is a way to make up for missed work (please note that there are some in-class exercises where it will not be possible to make up the work). Again, I do not provide notes from my lectures if you miss lecture – you will have to get notes from someone else in the class and/or listen to the audio files in iTunes U.

In the end...

You must have fun in this course! I give you my word that I will put much effort and energy into this course to make this an enjoyable semester. In return, you should come to class with a positive attitude and open mind to new ideas and topics!

Note to students with disabilities

In accordance with the American with Disabilities Act of 1990, it is Penn State's policy to provide reasonable academic adjustments for students with documented disabilities. If you have a disability-related need for modifications in this course, contact Sharon Manco, 610-892-1461, 203A Main Building, sam26@psu.edu. This notification should occur by the end of the first week of the semester. Students may visit www.equity.psu.edu/ods/ for complete information.

Grading

Your grade for the semester will be based on miscellaneous exercises and the final exam. Each assignment is assigned a point value, and then calculated as a percentage of the final grade. The breakdown is as follows:

10% - Documenting dinosaur sources	30% - DinoBytes
10% - Darwin and dinosaurs toast	10% - Lunch with dinosaur hunters
10% - Should dinosaurs be cloned?	
15% - Quiz and virtual Follow-ups	15% - Final Exam project

The final grades will be assessed at the end of the semester as follows:

A ≥ 93.0; A- = 92.9 to 90.0; B+ = 89.9 to 87.0; B = 86.9 to 83.0; B- = 82.9 to 80.0;
C+ = 79.9 to 77.0; C = 76.9 to 70.0; D = 69.9 to 60.0; F = 59.9 and below

**** Do not expect me to drop any grades, curve any grades, or round up any grades on individual assignments during or on the final average at the end of the***

semester. Note that the ANGEL Grade Book may round up grades – I do not! I will track all grades in an Excel spreadsheet and calculate final grades from there before I enter grades in eLion. Extra credit is not available in this course.

Academic Integrity

All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

The University's statement on academic integrity, from which the above statement is drawn, is available at: <http://www.psu.edu/dept/oue/aappm/G-9.html>

OK, so **WHAT DOES THIS ALL MEAN... DO NOT EVEN THINK OF CHEATING!!!** Do not copy off of your fellow students, do not share assignments, do not plagiarize (from books, the internet, from yourself, etc.). I will vigorously pursue any suspicions I have of academic integrity violations! If I suspect a violation, I will first have an informal conversation with you to discuss the issue. Then, depending on the outcome of that conversation, I will have another conversation with you that requires us both to sign an academic integrity report form that will be turned in to the campus academic integrity committee. I will determine what I feel is appropriate punishment for your violation of PSU's academic integrity policy. The sanction may be from failing the assignment to failing the course, depending on the severity of the violation. We will be reviewing academic integrity and plagiarism the first week of the semester, and you will have a quiz on academic integrity and plagiarism early in the semester.

Because you will be turning in assignments this semester that require some background research, I know most (if not all) of you will be using the internet for assistance. To make sure that we are all clear and understand the rules of properly documenting sources and putting work in our own words, **all your written assignments** (Darwin and dinosaurs toast, lunch with dinosaur hunters, should dinosaurs be cloned) **will be checked against internet sources through Turnitin.com**. If the program determines you have copied text passages directly from the internet without documentation, expect to have a talk with me about an academic integrity violation.

Breakdown of topics covered during each class meeting

- *note that this syllabus is subject to change with prior notification*

Readings are to be completed BEFORE coming to the NEXT lecture. In addition to your textbook, readings will also be placed in ANGEL – it is your responsibility to check the folders in ANGEL corresponding to each week for the readings (if applicable).

Note that you will turn in assignments in ANGEL in the weekly folder for when the assignment is given. For example, if an assignment is given during Week 1 but not due until Week 3, you will turn in the assignment in the Week 1 folder.

► **Week 1** -- **READ** articles in ANGEL for this week, and complete the following:

M, 08/27: Ch. 1&2, Introduction, the first “dinosaurs,” geologic time, Earth history

WATCH: Virtual lecture on academic integrity and plagiarism

WATCH: Virtual fieldtrip of Crystal Palace Dinosaurs

ASSIGN: Follow-up of Crystal Palace Dinosaurs

ASSIGN: DinoByte #1 – Introduction

W, 08/29: Ch. 5&6, Geologic time, Earth history

F, 08/31: Ch. 5&6, Geologic time, Earth history

Dinosaur time vs. length of room, bring text to class and your favorite calculator

DUE (8:30AM): DinoByte #1 - Introduction

WATCH: Virtual lecture on how to reference the web

ASSIGN: Documenting dinosaur resources

► **Week 2** -- **READ** articles in ANGEL for this week, and complete the following:

W, 09/05: Ch. 13, How does stuff become a fossil

QUIZ (take in ANGEL before 8:30AM): Syllabus and Academic Integrity

Follow-Up (take in ANGEL before 8:30AM): Crystal Palace Dinosaurs

WATCH: Virtual fieldtrip on real versus fake museum fossils

F, 09/07: Ch. 3, Where dinosaurs came from, how big did they get?

DUE (8:30AM): DinoByte #2 – Fossilization and Dinosaur Evolution

DUE (11PM): Follow-Up on real vs fake museum fossils

► **Week 3** -- **READ** articles in ANGEL for this week, and complete the following:

M, 09/10: Ch. 4, Classification, and who gets to name a dinosaur?

DUE (11PM in ANGEL): Documenting dinosaur resources (submit in Week 1 folder)

W, 09/12: Ch. 4, Phylogeny and Cladistics

ASSIGN: Darwin and dinosaurs toast

F, 09/14: Cladistics exploration

DUE (8:30AM): DinoByte #3 – Classification and Cladistics

► Week 4 -- **READ** articles in ANGEL for this week, and complete the following:

M, 09/17: Dinosaur groups (Theropods and Sauropods)

WATCH: Virtual fieldtrip on China's dinosaurs

ASSIGN: Follow-up on China's dinosaurs

W, 09/19: Dinosaur groups (Ornithopods, Stegosaur, Ankylosaur)

F, 09/21: Dinosaur groups (Ceratopsians, Pachycephalosaurs)

DUE (8:30AM): DinoByte #4 – Dinosaur Groups

► Week 5 -- **READ** articles in ANGEL for this week, and complete the following:

M, 09/24: Ch. 9, Dinosaur behavior

Follow-Up (take in ANGEL before 8:30AM): China's dinosaurs

WATCH: Virtual fieldtrip on making a cast of a dinosaur track

ASSIGN: Follow-up on making a dinosaur cast

W, 09/26: Ch. 14, Dinosaur trace fossils (in-class demonstration)

F, 09/28: Dinosaur track exercise (wear sneakers!), bring your favorite calculator

DUE (8:30AM): DinoByte #5 – Tracking Dinosaur Behavior

Follow-Up (take in ANGEL before 8:30AM): Making a dinosaur cast

DUE (11PM in ANGEL): Darwin and dinosaurs toast (submit in Week 3 folder)

► Week 6 -- **READ** articles in ANGEL for this week, and complete the following:

M, 10/01: Ch. 10, Dinosaur metabolism

ASSIGN: Lunch with dinosaur hunters

W, 10/03: Ch. 15, video

F, 10/05: NO CLASS – Dr. G at UP

DUE (8:30AM): DinoByte #6 – Dinosaur Blood and Tools of Paleontology

WATCH: Fossil Law & Ethics

Follow-Up (take in ANGEL before 11PM): Fossil Law & Ethics

► Week 7 -- **READ** articles in ANGEL for this week, and complete the following:

M, 10/08: Fossil laws / Ethics / selling fossils over the internet

W, 10/10: video – *Curse of T. rex*

F, 10/12: Pack-a-truck exercise, bring your favorite calculator to class

DUE (8:30AM): DinoByte #7 – Who Owns Dinosaur Fossils?

► Week 8 -- **READ** articles in ANGEL for this week, and complete the following:

M, 10/15: Ch. 11, Dinosaur-bird link

W, 10/17: Ch. 11, Dinosaur-bird link, story of the *Archaeopteryx*

F, 10/19: view “modern” dinosaurs

DUE (8:30AM): DinoByte #8 – Are Dinosaurs Birds? Are Birds Dinosaurs?

DUE (11PM in ANGEL): Lunch with dinosaur hunters (submit in Week 6)

► Week 9 -- **READ** articles in ANGEL for this week, and complete the following:

M, 10/22: Ch. 7 & 8, What else was around besides dinosaurs?

W, 10/24: Ch. 7 & 8, What else was around besides dinosaurs?

F, 10/26: Loch Ness monster

DUE (8:30AM): DinoByte #9 – Dinosaur Contemporaries

ASSIGN: Cloning Dinosaurs

► Week 10 -- **READ** articles in ANGEL for this week, and complete the following:

***NOTE:** Dr. G is attending a conference in Denver all week. Email contact will be extremely limited. The following is what you should focus on for the week.

M, 10/29: Dr. G at GSA – **WATCH:** dinosaurs and the Philadelphia connection

W, 10/31: Dr. G at GSA – **WATCH:** virtual lecture on Fossil feud – Cope vs. Marsh

F, 11/02: Dr. G at NCHC – work on cloning exercise

DUE (8:30AM): DinoByte #10 – Dinosaur Hunters

Follow-Up (take in ANGEL before 8:30AM!): dinosaurs and Philadelphia

Follow-Up (take in ANGEL before 8:30AM!): Cope and Marsh

► Week 11 -- **READ** articles in ANGEL for this week, and complete the following:

M, 11/05: Ch. 12, Dinosaur extinction

W, 11/07: What Killed the Dinosaurs exercise (begin in class)

F, 11/09: NO CLASS – Dr. G at UP w/no email access for the day

DUE (8:30AM): DinoByte #11 – Extinction!

DUE (11PM): Follow-Up from classroom extinction exercise

► Week 12 -- **READ** articles in ANGEL for this week, and complete the following:

M, 11/12: Ch. 19 & 20, Dinosaurs in the movies

W, 11/14: Ch. 19 & 20, Dinosaurs in the movies

F, 11/16: Dr. G's dinosaur toy box

DUE (8:30AM): DinoByte #12 – Dinosaurs in the Media

DUE (11PM in ANGEL): Cloning Dinosaurs

11/19 through 11/23: NO CLASSES - Thanksgiving Week

► Week 13 -- **READ** articles in ANGEL for this week, and complete the following:

M, 11/26: Cloning woolly mammoths, Ch. 16 & 17, Technology and dinosaurs

W, 11/28: Technology and dinosaurs

F, 11/30: Technology and dinosaurs

DUE (8:30AM): DinoByte #13 – Dinosaurs Alive with Technology

► Week 14 -- **READ** articles in ANGEL for this week, and complete the following:

M, 12/03: Questionable dinosaur finds

W, 12/05: video – *The Mysterious Origins of Man*, class discussion

F, 12/07: Collections management – where do you store a dinosaur? (bring your favorite calculator to class)

DUE (8:30AM): DinoByte #14 – Questionable Dinosaur Finds

► Week 15 -- **READ** articles in ANGEL for this week, and complete the following:

M, 12/10: Current Dinosaur Finds

W, 12/12: Current Dinosaur News

F, 12/14: Current Dinosaur Controversies

DUE (8:30AM): DinoByte #15 – End-of-Semester Review

FINAL EXAM (Jurassic Park presentation and reference list in ANGEL) will be **DUE** by the end of your scheduled final exam time.

Sec. 01 - PowerPoint and references are DUE Wed., Dec. 19th, 10:20AM

Sec. 02 – PowerPoint and references are DUE Wed., Dec. 19th, 12:20PM

These files will **NOT BE ACCEPTED LATE** under any circumstance! If I do not have a working PowerPoint presentation and reference list in ANGEL by the end of your scheduled exam time, you will automatically receive a **grade of ZERO** for your final.

A Note on Virtual Lectures and Virtual Fieldtrips

I will be missing some lectures this semester while I attend professional meetings. Instead of giving you “busy work” to do in my absence, I have recorded lectures for you to watch that would fill a typical class period. So instead of coming to class, watching my PowerPoint and seeing me speak, you’ll be able to watch the PowerPoint and hear me speak on the computer, or view photos with my captions.

I have recorded the lectures I would have typically given during the class periods I am away. If you look in the folder for the week that has the date of the lecture I am missing, you will see a folder titled “Virtual Lecture” or “Virtual Fieldtrip” that contains a link to the required online lecture and instructions on how to access. I STRONGLY recommend you take notes while watching this lecture just as if you were in class.

The Virtual Lectures can be watched on a PC with Internet Explorer 5.0 or later for Windows. Please note that the Virtual Lectures will NOT work on a Macintosh computer. Netscape Navigator is touch-and-go with playing the virtual lectures.

There will be several ways to access these lectures. Note that you will need to hear the sound for the complete lecture (speakers on home computer or use of headphones on campus):

- **From any campus computer**, log into ANGEL, read instructions in folder and watch. For the computers in Vairo Library, the circulation desk has 3 or 4 headphones that can be checked out for library use only. The PC’s MUST use headphones since the speakers have been disabled. You can bring your own headphones from home to use with these computers (our campus bookstore also sells headphones). Both library PC computer labs (near the circulation desk and back by Room 201E) support audio w/headphones.
- **From any home computer with a DSL (fast connection)**, log into ANGEL, read instructions in folder and watch and take notes.
- **If you have dial-up from home (slow connection)**, the Virtual Lecture *may* take much too long to load. If you cannot access the lecture from home, then you are encouraged to use one of the campus computers.
- **If you do not have internet connectivity from home**, you’ll need to watch the lecture on a campus computer.

Note that you MUST view the lecture. Here I’ve presented several options for watching the lecture - there will be no excuses or reasons for not accessing the lecture before our next class meeting. YOU ARE STRONGLY ENCOURAGED TO USE OUR SCHEDULED CLASS MEETING TIME TO ACCESS THE LECTURE ON A CAMPUS COMPUTER. Remember that you can start-and-stop the lectures at any point – you do not need to sit down and watch the entire lecture at once. You can also go back to specific sections and review the information presented.

Each lecture/fieldtrip has a “Follow-Up” graded exercise that must be completed in ANGEL by a certain deadline. Follow-Ups will not be accepted late.

Explanation of the DinoBytes

A “DinoByte” is an activity where we explore some specialized topics relating to the course content. Here’s how the DinoBytes will work.

Readings and responses outside of class

On the weeks of our DinoBytes, you will be responsible for completing a class reading(s) from your text, an online article, or listening to an audio file BEFORE COMING TO CLASS. In addition to the reading(s), you will be answering three short questions relating to the content of the readings and/or your point-of-view on the material. There will be link in ANGEL to that online form.

The folder will become active 8:30AM Friday the week before the assignment is due, and the DinoByte folder will become inactive (will disappear) on 8:30AM the Friday of the DinoByte due date. You must complete the answers to the questions before 8:30AM Friday to receive credit. DINOBYTES ARE NOT ACCEPTED LATE!

Class discussion on responses

We will review the class responses as a group on Fridays. The responses will be presented as anonymous to the class, so no one will be able to identify “who-said-what.” We will breakout into smaller discussion groups and have further questions/statements for debate.

Dr. G’s 2¢ worth

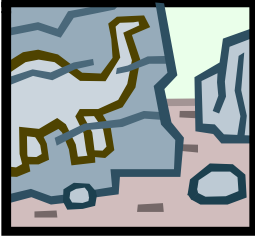
For the last 5-10 minutes of our Friday DinoByte classes, I’ll put in my 2¢ worth on the topic of discussion. We’ll also highlight some of the more “animated” discussions and develop a take-home message of the day.

How the “grading” will work

I will be looking for complete answers with a complete thought. One- or two-sentence responses for each question are not acceptable. Do not plagiarize – you should reference your sources if you take material verbatim from a source, but I do not want to see entire text passages as your response. Put your answers in your own words. Your final DinoByte grade will be a percentage based out of 135 points. You will have 15 DinoBytes, each with 3 questions. Each question will be scored from 0 to 3.

- **Score 0** = you respond that you do not know how to answer the question, or you leave it blank (shows no effort).
- **Score 1** = you try to answer the question but show minimal accurate knowledge and/or substantial misconceptions about concept. You do not use any information from the readings or lecture notes to answer the question (minimal effort, incorrect answer).
- **Score 2** = you show some accurate knowledge and may use correct terminology to answer the question. However, you do not use appropriate information from the readings or lecture notes to answer the question (partially correct, but still incomplete/not fully answered).
- **Score 3** = you answer the question correctly and completely. You incorporate information from the readings or class notes into the answer. You may have looked for the answer outside of the class (on the web, etc.).

You cannot receive credit for not getting your online responses in on-time. There are no make-ups and no excuses allowed for missing the DinoByte online deadline.



Final Exam Project

Design the newest Jurassic Park!

This project will give you the opportunity to synthesize the huge volume of information you have learned this semester about dinosaurs and allow you to explore any area of your interest even further! Since this project is your “final exam” you will work alone.

You are a developer. I am a very powerful, very rich, very mad scientist that has figured out the “science” on how to bring dinosaurs back to life TODAY. I am soliciting proposals from developers for a dinosaur park! You must “pitch” your idea to me so that I will fund building your park.

At a minimum, this is what the park must have:

- A unique name (sorry – Jurassic Park is already taken!)
- Choose six dinosaurs with only four pens to place them in – and why these six
- A tribute to a dinosaur paleontology hero (fence post, birdfeeder, etc.) – and why this person (***) can’t choose any of the ones you did a profile on during the semester)
- An education area (the truth about dinosaurs) for visitors to the park – and what is in it
- Highlights of three dinosaur controversies somewhere in the park (or scattered through) – and why these three

Other information to include:

- Geographic location to build the park (like Philadelphia, University Park, etc.), keeping in mind climate and vegetation – and why you chose this location
- Explain the food source for the dinosaurs – explain what they will eat
- Images/photos of the dinosaurs you plan on including (with appropriate references as to where you obtained these images)

You will have to create a PowerPoint file that presents your plan to me. You will need to type annotated notes with each slide in your the PowerPoint file, so that I can review your park proposal. The file gets placed in a drop box in ANGEL.

In addition, place in the same drop box in ANGEL a properly-formatted APA typed reference list for the resources you used to put together your presentation. This file needs to be in ANGEL by the final exam deadline for your section. If I am missing either component (the reference list or PowerPoint file), you will fail the final with a grade of zero.

Grading Outline for Jurassic Park Presentations

Note that everyone will start with an average grade of '3'. From there, I will determine if you have not satisfied my expectations or if you have gone above and beyond expectations.

CONTENT

Easy to understand and interesting	1	2	3	4	5
Terminology used appropriately	1	2	3	4	5
Clear explanation of dino controversies in park/why	1	2	3	4	5
Choice of location for park and why	1	2	3	4	5
Choice of dinos for park and why	1	2	3	4	5
Education area explanation	1	2	3	4	5
Paleo person explanation	1	2	3	4	5
Food source for dinos (what/where/why)	1	2	3	4	5

"DYNAMICS" OF PRESENTATION

PowerPoint well-planned, easy to follow	1	2	3	4	5
PowerPoint used effectively but not overdone	1	2	3	4	5

REFERENCES

(***this section counts double in the end!!!)

Quality of references/variety (web, books, etc.)	1	2	3	4	5
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Total project grade is based out of 60 points.

*****NOTE:** If your reference list is not properly formatted, I reserve the right to deduct 15 points off your final project grade.

*****A SECOND NOTE:** This final exam is not to be completed or discussed with others in the class. It is to be an individual effort.