



Course Syllabus - **Biodiversity & Earth History (or Earth & Life)**

GEOSC 021H (3) GN

Spring 2006

Penn State Delaware County

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

Office: CLASS 102

Email: uxg3@psu.edu

Office phone: (610) 892-1427

Web site: <http://cms.psu.edu/> (ANGEL)

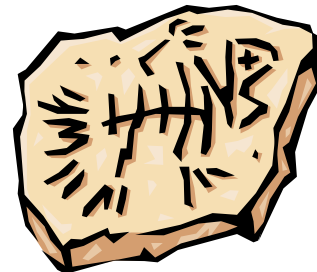
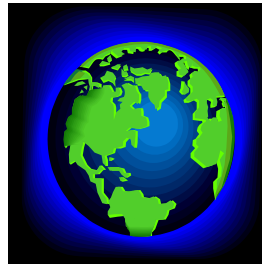
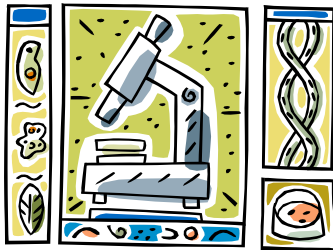
Office hours: 2:30PM–4:00PM Mondays through Thursdays

Lecture: 1:30PM – 2:20PM M/W/F in CLASS 101

Textbooks: *Modoc*, by Helfer (HarperPerennial, 1997); *Jumbo Ghosts*, by Schmidt (Xlibris, 2001); other readings in ANGEL

What's in store for you... For the majority of you enrolled in GEOSC 021, this is your first true introduction to the history of the Earth! There are no prerequisites for this course, all you need is an open mind, and you will learn things about the physical and biological history of the Earth you never knew before. Stay tuned, and find out why our planet is referred to as the "Blue Planet!" You will gain insight into the formation of fossils. Learn about plate tectonics and how the plates have moved through time. Get the scoop on ancient marine life, dinosaurs and woolly mammoths. We'll examine originations and extinctions, and focus on current issues in biodiversity and conservation. As a class we'll be focusing on issues of elephants and elephants through time, and we'll create an electronic book with the results of our investigations at the Philly Zoo and Elephant Sanctuary!

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 GEOSC 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, Adobe Acrobat, and handheld technology throughout the semester to prepare you for the technology-focused world of employment.
- **Sharing your knowledge with others:** For the rest of your lives, you will always be a student and a teacher. You will also learn the course material better if you explain it to others in and outside of class. There will be a service project required for you to share your new biodiversity (specifically elephant) knowledge through the creation of an electronic book.

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 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 biodiversity 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. 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 CLASS 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 dropbox 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.

- **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.

- **Late Assignments**

All assignments must be turned in **on time** – otherwise, 10 points will be deducted from the assignment grade for being late and every day it is late for 3 days – then it will not be accepted at all. For example, if an assignment is due 09:30AM on Friday, if it is handed in on Friday but after 09:30AM, 10 points will be taken off, then an additional 10 points if it is handed in on Saturday, etc. Yes, points will be deducted over the weekend as well, since ANGEL is available everyday for you to turn in your assignments. **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 dropbox. **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. Note that the GeoBytes (described later in the syllabus) cannot be accepted late.

- **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 open-note and open-book, and it is not optional. If you do not show up for the final, 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 hand in an assignment, contact me **PRIOR** to the day you missed (meaning, contact me the same day you missed) 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.

In the end...

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

Note to students with disabilities

Penn State does not discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, contact Sharon Manco, 610-892-1461, 203A Main. This notification should occur by the end of the first week of the semester.

Grading

Your grade for the semester will be based on miscellaneous exercises, an electronic book service project, and the final exam. The breakdown is as follows:

- 65% - GeoBytes (weekly exercises, out of 165 points)
- 5% - Follow-Up exercises
- 20% - Electronic book on elephants
- 10% - Final Exam (open note, open book)

The final grades will be assessed at the end of the semester as follows:
A = 96 to 93; A- = 92 to 90; B+ = 89 to 87; B = 86 to 83; B- = 82 to 80;
C+ = 79 to 77; C = 76 to 70; D = 69 to 60; F = 59 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. Extra credit is not available.***

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, you have the option to check all your written assignments 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).

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

Modoc, Ch. 1-9, pp. 1-61

GeoByte Q: “Josef had plans to make Emma’s baby [Modoc] the best trained elephant the world had ever seen.” What were his secrets, methods, and overall philosophy to elephant training?

GeoByte Q: Josef had some interesting teachings, such as the story of how “trees are like people and give the answers to the way of Man.” How or what do you think Josef would have articulated about his passing and what that means for Bram and Modoc?

M, 01/09: Introduction, biodiversity, Earth history, academic integrity

ASSIGN: GeoByte #1

W, 01/11: Plate tectonics and geologic time

F, 01/13: Origin of universe/solar system

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

DUE (8:30AM): GeoByte #1 – Geologic time

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

Modoc, Ch. 10-18, pp. 62-129

GeoByte Q: If “touching is one of the most important things a trainer can do for his elephant,” then why do you think the American trainers were causing punctures through the elephants’ skin with the bull hook?

GeoByte Q: After reading about the Elephantarium and the maharajah, why do you think this place exists in Calcutta?

M, 01/16: NO CLASS -- MLK Day

ASSIGN: GeoByte #2

W, 01/18: Geology of Moon & Mars, life on Mars

F, 01/20: Life on Mars

DUE (8:30AM): GeoByte #2 – Early life on Earth, Moon and Mars

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

Modoc, Ch. 19-27, pp. 130-199

GeoByte Q: Remembering that Modoc had never killed before... how do you think Modoc knew to kill, and that it was the appropriate behavior at the time?

GeoByte Q: Now that you have finished reading through Chapter 27, what do you think Kalli Gooma’s plans are for Bram? For Modoc?

M, 01/23: Evolution of Earth

W, 01/25: Classification of life

F, 01/27: NO CLASS (Dr. G at UP)

WATCH: Virtual lecture on fossils and fossilization

DUE (8:30AM): GeoByte #3 – Earth & life

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

Modoc, Ch. 28-33, pp. 200-255

GeoByte Q: Do you agree that the elephants “chose their fate” as they fell down the cliff wall? Explain.

GeoByte Q: Bram “wanted to share with the world that animals weren’t “dumb,” that they could reason, that a power of choice wasn’t just for the humans.” From what you’ve read from the beginning of this book to this point, what evidence can you provide that Modoc has the power to reason – or do elephants really demonstrate the ability to reason? Explain.

M, 01/30: Darwin

Follow-Up (take in ANGEL before 8:30AM!): Fossils and fossilization

W, 02/01: Darwin

F, 02/03: Cladistics

DUE: GeoByte #4 – Darwin’s garden

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

Modoc, Ch. 34-41, pp. 256-312

GeoByte Q: Modoc gets burned, loses sight in one eye, kills a man, is stolen from Bram... this begs the question, should elephants be the property of humans? Explain.

GeoByte Q: Was Africa U.S.A.’s final tribute to Modoc appropriate? Explain. How would you help the story and memory of Modoc live on – or is this a story even worth keeping alive? Explain.

M, 02/06: Early life

W, 02/08: Early life

F, 02/10: Marine life

DUE (8:30AM): GeoByte #5 – Cambrian explosion

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

Jumbo Ghosts, Ch. 1-4, pp. 9-54

GeoByte Q: Describe at least two of the human-like behaviors Rosy the elephant demonstrated.

GeoByte Q: After reading about the behavioral and temperamental differences between African and Asian elephants, why would humans place so many African elephants in zoos and circuses?

M, 02/13: fish to reptiles

W, 02/15: dinosaurs

F, 02/17: dino-bird link

DUE (8:30AM): GeoByte #6 – The “legs” of snakes and whales

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

Jumbo Ghosts, Ch. 5-7, pp. 55-99

GeoByte Q: What are the traditional methods for breaking and training elephants? Do these methods seem “cruel and unusual”? Explain.

GeoByte Q: What are the dangerous problems elephants faced back in 19th Century zoos? Do you think conditions have improved in today’s zoos? Explain.

M, 02/20: Fossil laws / Ethics / selling fossils over the internet

W, 02/22: Ice Ages

F, 02/24: La Brea Tar Pits

DUE (8:30AM): GeoByte #7 – Ethics of fossil collecting and The La Brea Tar Pits

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

Jumbo Ghosts, Ch. 8-9, pp. 100-154

GeoByte Q: Any ideas or suggestions as to how we solve the boredom problem of elephants in captivity? Why should elephants not be allowed to become bored?

GeoByte Q: With all the health impacts and risks of zoos housing elephants, should zoo managers and curators be required to have an academic background in elephant mammology? Or what knowledge/training (if any) do you think they should have in regards to elephants?

M, 02/27: Hominid evolution

W, 03/01: Hominid evolution

F, 03/03: Neanderthals and modern humans

DUE (8:30AM): GeoByte #8 – Neanderthals and modern humans

03/06-03/10: SPRING BREAK!!!

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

Jumbo Ghosts, Ch. 10-11, pp. 155-193

GeoByte Q: Describe Musth. If Musth occurs each year in bull elephants, then why should zoos keep bull elephants? What are the risks involved, both to humans and the elephants?

GeoByte Q: What is the better way to spend time and money – preventing zoo-genic diseases or treating them? Support your response with examples from the text.

M, 03/13: Of mammoths and men

W, 03/15: teleconference with Elephant Sanctuary 12:30-1:30 in room next to Mac Lab in Library, then class meets in CLASS 101 during scheduled time

F, 03/17: Mammoth/elephant connection

DUE (8:30AM): GeoByte #9 – Mammoths and elephants

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

Jumbo Ghosts, Ch. 12-15, pp. 194-236

GeoByte Q: What do you think... should Wildlife Conservation Parks-E be the future for elephants in captivity? Explain.

GeoByte Q: Let's say you are going to evaluate the elephant exhibit at the Philadelphia Zoo. What would you look for? What questions would you ask the elephant handlers?

M, 03/20: Biosphere II (class or no class?)

W, 03/22: Biodiversity versus human cultures (class or no class?)

F, 03/24: Ecotourism, threats to biodiversity

DUE (8:30AM): GeoByte #10 – The big 5 mass extinctions and then some...

*NOTE: If I miss class on the 20th or 22nd, there will be a follow-up exercise due

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

M, 03/27: Ethics of zoos and breeding programs

W, 03/29: Elephant video

F, 03/31: Electronic book project planning

DUE (8:30AM): GeoByte #11 – Threats to biodiversity

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

M, 04/03: detail breakdown of electronic book, technology training

W, 04/05: work in computer lab (class or no class?)

F, 04/07: work in computer lab (class or no class?)

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

M, 04/10: meet in classroom, review progress on eBook, share technology ideas

W, 04/12: video – elephant face-off

F, 04/14: work in computer lab

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

M, 04/17: meet in classroom, review progress on eBook, share technology ideas

W, 04/19: work in computer lab

F, 04/21: work in computer lab

► Week 15 -- **READ** articles in ANGEL for this week, and complete the following:
M, 04/24: start merging eBook chapters
W, 04/26: finishing touches on eBook, discuss publishing
F, 04/28: ALL review eBook, publish

FINAL EXAM (open note, open book) will take place on Wednesday,
May 3rd, 12:30-2:20PM

If you do not show up during the scheduled exam time, you will
automatically receive a **grade of ZERO** for your final.

Electronic Book Project -- Elephants in Captivity and Nature

This project will be the focus of our work for the final month of the semester. As a class, we will design this project and create the grading outline.

Why create an electronic book? An electronic book will be available to many people outside of Penn State, so that others can benefit from your wisdom and hard work! There are many new technological features with electronic books. Not only should we learn how to learn from technology, but we should be able to create a valuable technological tool.

Each person will create a separate section of the book that will be graded independently. However, I expect all of us to work together on creating an excellent product. Throughout the semester, we will gather resources to use for the book, such as audio recordings, video recordings, interviews, a teleconference with an elephant sanctuary and a trip to the Philadelphia Zoo.

This collaborative project will be presented at EURECA, our campus undergraduate research symposium.

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 or ask me if I can burn a copy on CD for you.

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 GeoBytes

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

Readings and responses outside of class

On the weeks of our GeoBytes, 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 GeoByte folder will become inactive (will disappear) on 8:30AM the Friday of the GeoByte due date. You must complete the answers to the questions before 8:30AM Friday to receive credit. GEOBYTES 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 GeoByte 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 GeoByte grade will be a percentage based out of 165 points. You will have 11 GeoBytes, each with 5 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 GeoByte online deadline.