

Syllabus: GS 106 Principles of Earth Science, Fall 2021

General Information: [GS106 Welcome Video](#)

Instructor Information and Availability

Instructor name: Kenton Sean Daniels

Phone number: 541-224-4147

E-mail address: daniels@linnbenton.edu



Response within 12 hours during weekdays unless there is a technical issue

Student Hours: By Appointment, [email me](#) and we can set up a time. Alternatively you can schedule an appointment by signing up [here](#) to book time using my Google scheduler tool. Please let me know if you have scheduled a session by emailing me. If you schedule time five minutes after a class for instance, I may not see it in time to meet with you.

Office number: 541-224-4147

Office location: Albany Campus, Room MH 111 or remote via Zoom. Best option to reach me is by e-mail or text.

Course Information

- This course offers a free textbook and has no final exam!!
- CRN: 26636: Number of credits: 4: Starts: 09/29/21 Wednesday and ends on Sunday, 12/12/21
- **Zoom Sessions:** Wednesday, 1:00PM-2:20PM, starting on Wednesday, 9/29/21 and every Wednesday for the next ten weeks thereafter.

Zoom Sessions link: <https://linnbenton.zoom.us/j/95017632960>

- Additional Zoom meeting information is found on the last page of the syllabus.
- **This is a 10-week course** that will meet remotely on Wednesday via Zoom Chat to work with your peers on material that is will prepare you for labs that occur on Fridays. Participation is required and will counted towards your final grade and you have to be “present” to participate in both Zoom Meetings and in Labs.
- If you are not active on Moodle during the first week, and do not attend the Zoom session or lab I will drop you from the course for non-attendance unless you contact me. This so students who forget to drop this course do not end up with a negative mark on their academic record when they do not do any of the course material.

Lab Sessions

- **Lab Sessions:** 1:00PM-2:50PM, starting on Friday, 10/1/21 and every Friday for the next ten weeks thereafter.
- **Lab Room:** Madrone Hall 108
- **Lab PDF's and Google Docs** will be available to you each week in the Lab Folders in Moodle.

COVID Statement:

GS106 Prerequisites: NONE

GS106 Course Materials:

Required:

- **Textbook:** Principles of Earth Science by Solada and Daniels is **free to download or view** at: <https://openoregon.pressbooks.pub/earthscience/>
- GS106 lab PDF's are available on Moodle for free in each lab folder.
- Access to Moodle, Excel, Internet/Moodle

Student Learning Outcomes

1. Identify and classify igneous, sedimentary, and metamorphic rocks and minerals
2. Describe the formation of landforms in the context of plate tectonic theory.
3. Describe the components and processes of river systems.
4. Describe the components and processes of the atmospheric system, including weather and climate.
5. Describe objects that make up the solar system and universe, and explain the effects of the relative positions of the earth, sun, and moon.

Learning Assessments

Grading:

- Work will be graded and feedback provided within 72 hours of a due date
- Unit exams (2 @ 75 pts) = 150 pts.
 - Exam 1 covers modules 1-3.
 - Exam 2 covers modules 4-6.
 - Exams will be provided to you on Moodle and turned into exam folders on Moodle by the end of Week 4 for Exam 1, and Week 8 for Exam 2.
 - Exams will consist of summaries of major topics by hand-written answers.
- Presentation rough draft = 70 pts
- Presentation = 130 pts.

- Labs = 200 pts **Due Sundays at 11:59PM**, Lab grading rubric can be found [here](#)
- Weekly Moodle Homework = 100 pts (**Due Sundays at 11:59PM**)
- Course Participation: 50 pts (videos, attendance, group work)
- Worksheets 100 pts: **Due Sunday by 11:59PM**
- Forum Participation 50 pts
- This is a 4 credit lab course. You cannot pass the course by missing more than 3 labs.

Weekly Forums:

- Use the weekly forums in Moodle to post questions that you might have regarding labs, homework, exams, or technical issues.
- You can gain a possible total of **50 points** for regularly participating in weekly forum discussions. The idea of the forums is for you to interact both with your peers and the subject material.
- You can ask questions or answer questions (for instance--oh yeah, that material is covered in lecture X on page such and such) .
- Helping or asking gets you credit. In the case that you don't have any questions or can't help your peers a link to topics with questions is provided in the Board in Moodle. You can answer the questions for each topic to gain the discussion points in this case.
- If you want points but don't have questions you can do a short write up on the topics we cover each week by submitting a summary from [these](#) topics.

Labs:

- Each week there is a lab. All of the labs can be downloaded directly from the lab folders on Moodle each week.
- **Lab reports will be due on 1159PM Sunday.**
- **Labs will be turned in on Moodle.** (See Cam Scanner text below)
- There is a folder on Moodle each week to turn in/upload each week's lab to.
- You will need to scan your completed lab work and save as a PDF file.
- All labs must be turned in by you individually for grading on Moodle.
- **Cam Scanner** is a popular application that can be used with any smart phone. This application allows you to take multiple pictures one after another and turn it into a single PDF file. Please make sure your lab submissions are in sequential order with page numbers included.

Weekly Homework:

- You will complete weekly “HW” assignments **on Moodle**.
- These are always due on **Sunday at 11:59 pm**.
- HW Assignments 1-10 are based from reading from the textbook.

Worksheets:

- Worksheets are exercises that allow you to engage with topics
- These are always due on **Sunday at 11:59 pm**.
- We will work on these during our Zoom sessions, there are no wrong answers but you need to answer all questions for full credit on the worksheets

Student Presentations:

- Instead of having a final exam, you will create a presentation on one of the topics that we cover. The source of your presentation will be an interview that you will conduct with either a working professional or a graduate student that is working in one of the fields that we study in this course. I will provide you with a clear criteria for your interview and your presentation.
- This part of the course is more of a conversation that you will have, where you record the interview on Zoom or any other video recording option that you have. If you need technological assistance, I will work with you to see that you get the tools that you need to make this a fairly simply process. As part of the presentation process, the following will also occur:
 - I will provide you a contact e-mail address for your interviewee.
 - You will create a list of questions and I will provide you with some questions to ask your subject.
 - Deliverable: You will produce/record a video via Zoom or Discord, **or** a PowerPoint presentation (Google Slides is acceptable) that discusses the interview and what you learned from it.
 - You will be graded by both your peers and by myself. You can see the grading rubrics that all students, and I will complete [here](#) (note, may be individual or in groups, depends on overall class size this term so rubric may change a bit).
 - **Presentation rough draft due 11/7/21 at 11:59PM PST**
 - **Presentation due 11/21/21 at 11:59 PST**
 - 25% of your grade is from the comments you make on your peer’s presentation, 37.5% is from the grades you get from your peers, and 37.5% is from grades that I give you on your presentation

Diversity Statement: <https://acue.org/inclusive-teaching-practices-toolkit/#sec8>

In my search for a statement that encompasses much of what I believe is important regarding diversity, I found a source that is provided in a video link above. I really liked what these instructors took the time to write and aim to follow these practices to the best of my ability. “I value the perspectives of individuals from all backgrounds, reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, socio-class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. If you see ways in which I can improve, please let me know”. A positive learning environment can be created by the below!

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect for the college community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence and intimidation of any kind
- Practice personal and academic integrity and expect it of others, and promote the diversity of opinions, ideas, and backgrounds, which is lifeblood of the college.

Academic Integrity Policy

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College’s academic integrity policy.

Overall statement about importance of academic integrity.

1. You and your peers paid course fees to learn material that will be presented in this course. Students do not learn by simply copying text from websites and pasting that text as part of a submission whether that is an exam, lab, or worksheet. Use your own words to answer questions. You only learn material by thinking about it!
2. I allow you to collaborate on lab work but your answers must be your own. For instance, if a group submits a lab and you all have the same exact wording for a question that has a hypothesis, that’s not really demonstrating that you came up with your own hypothesis. Think about ways that you can creatively word your answers so that they are unique to you!
3. You are free to answer questions on exams with information from your textbook or the lecture material but please state your source if you do this. Again, it’s much better to think about what you read and record that instead of just paraphrasing the exact text of what you

read. I'm not grading you on grammar! If you can describe something using your own unique way of describing it and it makes sense, I will give you credit.

4. Academic integrity means that your work is your own. Behavior that violates academic integrity policies at LBCC includes cheating, **plagiarism** (Miriam Webster defines plagiarism as: "to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source), unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy. You can find the Student Code of Conduct [here](#). LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

5. Students who have been found to be in violation of the Student Code of Conduct can expect to receive a warning from me, and a zero on any question. Second offenses will receive the same as the first as far as actions go but the student may also receive a zero on the entire assignment or exam and will be reported to Student Affairs where a record of the offense may be recorded on your academic record. Folks, it's not worth it. You paid money to learn so avoid the above at all costs to you get the bang for your bucks.

6. If you don't understand what any of the above means in detail, please contact me by email at daniels@linnbenton.edu and we can have a candid discussion about these topics.

Tips for Success in this class

Some of you may have been attending classes in college for some time, while for other students, this may be your first or second term at the college. I have taught Earth Science for over three years and this course has been adapted and changed over those years to create a more accessible and inclusive atmosphere that should lead to your success in learning about the subject. Some key strategies that have led prior students to succeed in this and other courses include the following:

1. Show up. This is actually half of the entire success recipe in academia. If you show up, you are less likely to miss things.
2. Be prepared. This means that you look at the material in this course before class sessions so that new knowledge that is presented to you is not 100% new, you have a baseline familiarity with new terms and concepts.
3. Write down new knowledge. The simple act of writing something down helps your brain to develop new pathways that allow it to incorporate new material into your knowledge base.
4. Don't be afraid to ask your instructor to repeat things that you might have missed, we are here to help you succeed. Repetition of concepts, and terms also helps your brain to grasp ideas.
5. Don't be afraid to ask your instructor to slow down if they are going too fast for you.

6. Take advantage of office hours or scheduling Zoom meetings with your instructor. I can't tell you enough how students who took advantage of one on one tutoring were able to get over the knowledge/learning hump in various topics over the years.
7. Check your LBCC e-mail on a regular basis for updates and announcements that an instructor may post during the week.
8. Make a study plan. Write down when labs, homework, and exams are due so that you can plan your work in a manner that works with your busy schedule.
9. Don't put off doing work until the last minute. Working on labs and preparing for exams a little bit each day allows you to slowly incorporate information into your learning process, whereas doing a lot of work at the last second to meet a deadline doesn't allow your brain the time it needs to absorb information.
10. If you have a life conflict, that is holding you back, please contact me to talk about it, and how we can make a plan that might help you succeed and remove barriers to learning. There are many options available to you through the college, and I am more than happy to help you as I can, or to lead you to resources that you may not know about which are offered by the college that will help you to succeed in your learning goals while you are attending LBCC.

Incomplete grades (IN) will only be considered if a student has talked to me in advance, and a signed agreement between the student and myself is completed. IN grade are assigned only if the student has a good reason for making the request, has only the minority of coursework remaining to complete, and has scored a C or better on work that has been submitted. The student takes 100% responsibility for completing any remaining coursework BEFORE the end of the following term as well as communicating this to me but submitting all work by that time. Failure to do so will cause the IN grade to change to an "F" grade.

Late Assignment Policy

Late labs are not accepted. I highly recommend that you do not put off doing lab work until Sunday night as some labs can be time consuming. My experience in teaching this course shows that students who work on labs earlier vs. later tend to outperform students who put labs off until the last minute.

Course Withdrawal: If you need to withdraw from the course, you may do so at any time before the withdrawal deadline for the term. International students should work with their advisers to ensure that they do not drop below required course loads for student visa requirements prior to withdrawing. If you are not present at the first week lab/lecture sessions and do not login to Moodle during the first week you will be dropped from the course. This action is to prevent you from receiving a failing grade for a course that you may have intended to drop.

College Policies

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodation but are not yet registered with CFAR, please visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789.

Equal Opportunity and Non-Discrimination Policy

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Basic Needs Statement:

Any student who has difficulty affording food or finding a safe and stable place to live, or who needs assistance with resources for transportation, childcare, etc., is urged to contact the [Roadrunner Resource Center](#) for support and referral to community resources. Also, please talk with your instructor if you are comfortable doing so. This can help them direct you to the appropriate office and resource.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Campus Police/Emergency Resources

In an emergency, call 911. Also, call LBCC Public Safety and Loss Prevention Office at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](#) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Campus Resources

The Learning Center

Please check [here](#) for updates to learning center operation related to the move to remote instruction/learning. The learning centers offer remote assistance via Zoom chat.

Library

Computers and printing available, other ways the library could help your student with this class

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

Student Resource Guide:

The below link will take you to all of the resources that LBCC has available to you as a student. There are quite a few! Please have a look: https://docs.google.com/document/d/1cgNhy-Rd35zVZf9J_1gwh-8_XgUjmgVRXZRMVux-oM/edit

- The Library can't currently offer our standard **course reserves** service for textbooks because books must be quarantined between users.
 - Students can **request up to 30 pages of scanned materials** in our collection (including reserves) [through this form](#).
- Students can find information about requesting the **loan of a laptop or internet hot spot** in the "Access to Library Laptops and Internet Hotspots" box [on this page](#).

Roadrunner Resource Center

- Do you need help with financial resources to stay in school or technology and course materials you need to participate in your classes but cannot afford right now?
- The Roadrunner Resource Center is available to help remove barriers that might prevent students from staying in school and reaching their dreams.

- If you can't afford the technology or course materials you need for the whole term, the center can help you to obtain your own resources, technology, or devices for school.

Roadrunner Resource Center Contact Information

- Email: resources@linnbenton.edu.
- Online Portal: Fill out the Single Stop screener here:
<https://linnbentonccalbany.singlestoptechnologies.com/> Phone: 541-917-48

Important Dates:

- Last day to withdraw with a "W" 11/14/21
- Thanksgiving Observed, School closed November 25-26 (Th/Fr)
- Last day of Fall term 12/10/21

CLASSROOM REQUIREMENTS FOR ALL STUDENTS AND FACULTY DUE TO COVID-19

- *Linn-Benton Community College has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all of the campus rules and policies. To participate in this class, LBCC requires all students to comply with the following:* **MASKS REQUIRED AT ALL TIMES IN CLASSROOM :**
- [Wear a mask or face covering](#) indoors at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable.
- If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from CFAR (Center for Accessibility Resources) to be exempt from this requirement.
- State guidelines do not limit class size.
- Physical distancing accommodations can be made upon request and cleaning supplies are also available for personal use.

Course Schedule

Week	Reading/Media	Assignments	Topics and Exams	Labs
Week 1	Chapter 1 and Moodle Videos	HW1, Worksheet 1, Weekly Forum, Videos	The Scientific Method and Topographic Maps	Lab 1 Topographic Maps
Week 2	Chapter 2, Moodle Videos	HW2, Worksheet 2, Weekly Forum, Videos	Astronomy	Lab 2 Astronomy
Week 3	Chapters 3-6, Moodle Videos	HW3, Worksheet 3, Weekly Forum, Videos	Rock Types	Lab 3 Rock Types
Week 4	Chapter 7, Moodle Videos	HW4, Worksheet 4, Weekly Forum, Videos	Plate Tectonics Exam 1 due by 1159PM, Sunday of Week 4	Lab 4 Plate Tectonics
Week 5	Chapter 8, Moodle Videos	HW5, Worksheet 5, Weekly Forum, Videos	Volcanoes	Lab 5: Volcanoes
Week 6	Chapter 9, Moodle Videos	HW6 Worksheet 6, Weekly Forum, Videos, Presentation rough draft due	Earthquakes	Lab 6 Earthquakes
Week 7	Chapters 10-11, Moodle Videos	HW7 Worksheet 7, Weekly Forum, Videos	Exam 2 due by 1159PM Sunday of Week 7 River Systems	Lab 7 Stream Tables
Week 8	Chapter 15 Moodle Videos	HW8, Worksheet 8, Weekly Forum, Videos, Presentation due	Weather	Lab 8 Weather
Week 9	Chapter 16 Moodle Videos	HW9 Worksheet 9, Weekly Forum, Videos	Climate Change	Lab 9 Climate Change, take home lab, see Moodle for lab information and CO ₂ data lab is due Tuesday, 11/30/21
Week 10	Chapter 17	HW10, Worksheet 10, Weekly Forum	Humans' Relationship to Earth Processes	Lab 10: Humans Relationship to Earth Processes

Zoom Meeting Information

Topic: GS106 CRN 23770 Wednesday 10AM PST

Join Zoom Meeting link: <https://linnbenton.zoom.us/j/95017632960>

Meeting ID: 950 1763 2960

One tap mobile

+12532158782,,95017632960# US (Tacoma)

+13462487799,,95017632960# US (Houston)

Dial by your location

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

Meeting ID: 950 1763 2960

Find your local number: <https://linnbenton.zoom.us/u/aCkwzLdK1>