



GEOS212: Introduction to Oceanography

ENR2-N120; Tues/Thurs 11-12:15pm

Description of Course

This course provides an introduction to our amazing Ocean: its shape and depth and how these evolve, the water and what is in it, how the water moves, how the oceans influence weather and the global climate, how life in the ocean has evolved, and some of the different marine communities that exist today.

Course Prerequisites

This is a Tier 2 NATS course, to be completed after a Tier 1 NATS course.

Instructor and Contact Information

Professor Joellen Russell
Department of Geosciences
Gould-Simpson 309
Office Hours: Thursday 12:30-2pm in GS309
Friday 2-4pm in Honor's Village

Instructor/Lecture Assistant Paul Goodman
Department of Geosciences
Gould-Simpson 305
Office Hours: Tuesday/Thursday 1-2pm

Teaching Assistants: Rebecca (Becki) Beadling beadling@email.arizona.edu
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MAIN CONTACT POINT – ua.oceanography@gmail.com

Class Website: <http://d2l.arizona.edu> (D2L)

Course Format and Teaching Methods (In-class and Hybrid/Online)

This course is taught to both in-class and hybrid/online sections. Material is delivered primarily in lectures as powerpoint presentations, animations, video and movie segments, and class discussion. We also offer optional study groups and review sessions for homework and exam preparation.

LECTURE OUTLINES, SLIDES, PODCASTS

- A lecture outline that includes key slides from the lecture will be posted on the class web site (at D2L) by 5pm the afternoon prior to each lecture. Bring a copy to class to take notes on.
- Lecture slides are posted to D2L after each lecture.
- A podcast of each lecture will be posted on D2L. The recording will include audio from the lecture as well as any material displayed through the computer (PPT, movies, Elmo, etc.) The podcast does NOT include a live video recording of the instructor.

Extra Information for Students enrolled in the Hybrid/Online Section

- **You are welcome to attend lecture with the in-class section** as long as there is a seat, but seats are reserved for students registered for the in-class sections.
- Assignments, homework, quizzes and extra credit opportunities will be available digitally and can be turned in either on D2L or on paper.
- **Exams will only be given in person.** We are offering 4 opportunities to take each of the three exams – **please review the EXAMS section of this Syllabus carefully** and mark your calendars – make-up exams will only be offered in extreme circumstances.

It is your responsibility to:

1. Watch lectures sooner rather than later. Recordings of the lectures will be posted every Tuesday and Thursday by 3pm in the content section of D2L.
2. When available, please watch the separate "Lecture Announcements" videos for the lecture – these will contain information specific to the Hybrid/Online section.
3. Complete the homework and quizzes by their due dates posted in the schedule. **No late assignments or emailed assignments will be accepted for any reason!**
4. Bring your questions and concerns to our attention by contacting us at ua.oceanography@gmail.com or in person during office hours.
5. DO YOUR OWN WORK – avoid the appearance of cheating. We take this very seriously and will report any incidents.
6. Please review the In-Class Syllabus for Classroom Policies and additional in-class related items if you attend the lectures in person

If you do not have access to a computer off campus, there are many computer labs on campus you can use to participate in the course including those available through OSCR (<http://www.uits.arizona.edu/departments/oscr>) or the UA Libraries (<http://www.library.arizona.edu/services/study-spaces/computers>). You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Some material will be delivered as word documents, powerpoint files and/or PDF files: the appropriate software is freely available to all UA students at <http://softwarelicense.arizona.edu/students>.

Course Objectives and Expected Learning Outcomes

Our course objectives are to give you an understanding of the following principles:

- The ocean made the Earth habitable.
- The ocean is a major influence on weather and climate.
- The ocean supports a great diversity of life and ecosystems.
- The ocean and humans are inextricably interconnected.
- The ocean is largely unexplored.

These are the principles established by [Ocean Literacy](#): ideas that everyone should understand about the ocean.

Upon successful completion of this course, you will be able to:

- Understand the water cycle and the sediment cycle
- Articulate the central role of the ocean in the climate of Earth
- Explain the forces that cause the water in the ocean to be in ceaseless motion
- Characterize common features and organizing principles of marine communities
- Discuss the impacts of human society on the ocean
- Gather and assess information from maps and other data visualization tools

Our main **goals** for this class are to:

- enhance your appreciation for the significance and beauty of the oceans
- inform you about how the ocean and the health of the ocean affects your daily life so that you become better informed citizens
- help you do well in this course

- facilitate your success as a student at the University of Arizona

Absence and Class Participation Policy

- To do well in this course, you should come to all classes, watch all of the lectures and take careful notes! This will provide you with the information you need to do well on homework assignments and exams.
- All material presented in lecture or as part of a homework assignment is fair game for the exams.
- If you miss a lecture, you should watch the podcast (found under Content on [D2L](#)).
- **For those students in the Hybrid Section**, while you have some flexibility as to when you view each lecture, we expect you to keep up on a weekly basis.
- Attendance will be established by completing the "lecture assessment" on [D2L](#) associated with each lecture. These are due before the next class starts (see the LECTURE ASSESSMENTS section below).
- The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Makeup Policy for Students Who Register Late

We do not accept any late assignments and we offer extra credit to make up for missed assignments: we will not extend any deadlines for students who register late.

Course Communications

- The main contact point for all students should be: ua.oceanography@gmail.com.
- All information for this course is available on [D2L](#). Most material will be posted on the "Course Home" and "Content" pages.
- We provide: lecture outlines, lecture slides, review sheets, sample exams, etc. -- there is no need for you to acquire additional study materials (e.g., Notehall, ShareNotes, etc.).

Required Text

- **World Map**: There is **no textbook** for this class, but you should purchase a copy of the National Geographic **Physical Map of the World**, which is available from the UA bookstore (for \$16.99). Many of the homeworks rely on information presented on *this particular map*. We also have copies of this map in the Study Group room (GS-228A) – see **STUDY GROUPS** below.
- **Clickers**: A standard UA Clicker is **recommended** for in-class activities (some of which might earn extra credit). Information about UA Clickers can be found at <https://it.arizona.edu/service/classroom-response-devices-clickers>. Details about registering your clicker are available on D2L (<http://d2l.arizona.edu>).

Study Groups

- Study Group Sessions are provided to help you learn the material covered on homework assignments and exams, and provide opportunities to work with others and receive help from the TA's and/or Preceptors who are running your session.
- Study groups are held Tuesdays after class (2pm to 6pm), on Wednesdays (9am to 5pm), and on Thursdays before class (8am to 12noon). *Times are subject to revision depending on how many Honor's Preceptors are taking the course.*
- Each session starts on the hour and lasts for about 50 minutes.
- You can **sign up** for a Study Group Session at the start of the term if you plan on attending the same session regularly.
- **Study Groups are optional**, so you need not attend every week even if you have signed up. And you are also free to attend without signing up, so long as there is space in the classroom.
- Signups are available from the course web page at D2L under "Groups".
- **All study groups are held in Gould-Simpson 228A** (along south corridor, toward the west end). Ramp access is available if you contact us ahead of time at ua.oceanography@gmail.com.
- **NOTE: please make sure you do your own work on each homework assignment.** It is fine

to work with others, but the information you write down must be in your own words and in your own format. **Identical papers (content & format) will receive zero credit.** Repeat offenders of this policy will be reported to the Dean (see CHEATING section below).

Graded Work

- Written assignments can be turned in to the **Oceanography Homework Box** or the appropriate Dropbox on D2L
- Grades will be available through D2L.
- All grades will be entered into D2L within one week of the due date – please do not ask about your grade before the week is up.
- Graded papers will be returned to you in the **Oceanography Alphabetical Return Boxes** in the alcove in the lobby of the Gould-Simpson building along the east wall near the vending machines.
- Comments on graded material submitted through a D2L Dropbox will be available through D2L.
- Please note the due date for each assignment: we encourage you to get your assignments in early as possible.



NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON. You always have at least a week for each assignment, so there is no reason to miss one. Missed assignments can be made up with extra credit.

EXAMS (300 points)

- Three 100-point exams will be given during the semester, and there will **not** be a cumulative final exam during final exam week. You can take each exam either on Tuesday or Wednesday evening, or in class on Thursday.
- **You will need your Cat Card with you for each exam.**
- Each exam covers only material since the previous exam.
- Slides, diagrams, and videos shown in class commonly are used during exams! Format will consist of about 50% written answers or drawing diagrams, and about 50% multiple-choice questions that are keyed to diagrams or real-world pictures.
- To help you prepare, a brief study guide and an exam from a previous semester will be available on D2L. We will also have evening review sessions (from 6:30-7:50pm, Room TBA) on Tuesday and Wednesday evenings prior to each of the evening exam opportunities. During these review sessions, we will go over the practice exam, review some of the main diagrams that you might be asked about, and answer any questions you may have.
- **EXAM #1 will be offered: Tuesday, Sept. 24th at 8pm; Wednesday, Sept. 25th at 8pm; Thursday, Sept. 26th at 11:00am; or Friday, Sep. 27th at 12:30pm**
- **EXAM #2 will be offered: Tuesday, Oct. 29th at 8pm; Wednesday, Oct. 30th at 8pm; Thursday, Oct. 31st at 11:00am; or Friday, Nov. 1st at 12:30pm.**
- **EXAM #3 will be offered: Tuesday, Dec. 3rd at 8pm; Wednesday, Dec. 4th at 8pm; Thursday Dec. 5th at 11:00am; or Friday, Dec. 6th at 12:30pm.**
 - **MAKE-UP EXAM Policy: **IMPORTANT****
 - If you determine that you cannot make any of the 4 options for an exam (see above) and let us know **ahead of time** (before the week of the exam), you may take the make-up exam at the time listed in the Schedule. **No other make-up exams are available.**
 - We encourage you to take the exam during one of the regular opportunities; although the make-up is no harder than the regular exam, average grades are always about 8-10 points lower for students who wait to take the make-up.

If you miss all 4 opportunities for an exam, and fail to contact us during the Exam Week, you will receive a zero on the Exam.

HOMEWORK (80 points)

- **Eight** homework assignments during the semester. We do not drop any homework assignments.

- Assignments emphasize material that will be covered on the exams.
- Each will be worth **10 points**.
- Most of the exercises are based on information gathered from lecture, your world maps and accompanying diagrams.
- You will have one week to complete each homework assignment.
- **All homework must be turned in by Friday at 12 noon.**

There are 3 ways to submit your homework assignments:

- Homework done in a study session should be turned in at the end of the session.
- Homework done on your own (not in a study group session) should be turned in to the "GEOS212 Homework" box in the lobby of the Gould-Simpson building (see photo above). The Gould-Simpson building is generally unlocked from about 7:00 AM to 7:00 PM each weekday; or
- Homework may be printed out, completed, and then scanned or photographed (make sure that the scan/photo is legible and you include all of the pages) **and then uploaded to the appropriate Dropbox.**

ONLINE LECTURE ASSESSMENTS (ATTENDANCE, 20 points):

- You will be given 1 point each for completing the lecture assessment questions associated with each lecture (think of it as 1 point for attendance).
- These questions are designed to ensure understanding of the main concept(s) in each lecture.
- You have until the next class begins (11am on Tues or Thurs) to complete the lecture assessment.
- You will receive instant feedback on these questions and we encourage you to review the material and try the question again if you don't get it the first time. You can take each assessment as many times as you wish.
- You will only be graded out of 20 points for these assessments (your best 20 lectures, we will drop 6).

QUIZZES (20 points)

- **Six** quizzes are given during the semester on D2L, but we will drop your lowest two scores.
- Each will be worth five points,
- Quizzes are unscheduled: no make-up quizzes will be given (because the lowest two are dropped).
- Questions on the quizzes will be similar to questions on upcoming exams.

PROJECT (30 points)

- You will have an opportunity to work on a project this semester that in some way makes the world a better place.
- Examples are to work with the UA Recycling Club in improving recycling opportunities on campus, help remove invasive species of plants from Saguaro National Monument, refuse every plastic bag/bottle offered this semester and explain to someone each time why this is important, read books to children at the library, make bat boxes, volunteer at the food bank, ride your bike instead of driving your car, etc.
- The project should be **something that you will actually do** this semester, not just a good idea for someone else to do!
- This project fulfills a large part of the University of Arizona General Education writing requirement (<http://gened.arizona.edu/content/writing-component>).

The project has three components:

A) Project Proposal (10 points)

- Describe your planned activity in a **~1.5-page** proposal, due on Tuesday, September 17th at 5pm.
- **Proposals may be submitted into the GEOS212 Homework Box or into the appropriate Dropbox.**
- Full credit will be awarded only if the proposal is prepared in a professional manner, with correct spelling, grammar, and format (12-point font, 1 inch margins).
- **Each proposal must include:**
 - Title of activity
 - Your name and email
 - Short **description of your project** (one paragraph).
 - Proposal body that **describes the activity in detail** (what will you actually be doing,

when, where, for how long, etc.). You should do some research on the topic, with information from at least two outside sources, and **include citations** for sources used. (3-5 paragraphs)

- Summary that explains why the activity will help make the world a better place (one paragraph).
- Ideas on how you will **document your efforts**: photos, journal, video, receipts, etc. (1-2 sentences)
- References (URL's are acceptable for internet –based sources)

B) Project Proposal Returned:

- This proposal will be returned to you with feedback about your proposal and possibly suggestions for improvement by Monday September 24th at 5pm.
- You will then have ~10 weeks to complete the assignment.
- If you choose, **you may resubmit a revised proposal for a regrade** by Friday September 28th at 12n.

C) Project Final Report (20 points)

- Describe how your project turned out in a **2-page** report.
- Use the same format as the project proposal, but emphasize what you actually did for your project and whether it was successful.
- You may want to consider addressing the following questions:
 - What did you actually do?
 - Was it a worthwhile activity for you?
 - Did you succeed in making the world a better place?
 - Do you have plans to continue this or other related activities?
- For your report, we encourage you to be honest about how the project actually went: **why you succeeded or failed and what you learned by trying is the most important thing.**
- **You must document your efforts** with photos (selfies or other), video, journal entries, receipts – anything that helps us see your hard work!
- The final report is due on Dec. 3rd at 5pm into the GEOS212 Homework Box, or uploaded into the appropriate Dropbox.

EXTRA CREDIT (up to 25 points)

There will be several opportunities to earn extra credit during the semester, as described below. **You will be allowed to earn up to 25 total extra credit points (~5% of the total)**, where each extra credit point counts the same as an exam or a homework point. Opportunities include:

- **Come to Class and participate!!** We will commonly ask for volunteers to answer a question, describe a process, or help with a demonstration in class. **If you are awarded extra credit individually during a class, it is your responsibility to remind us at the end of the lecture** – we cannot give you retroactive extra credit for a previous lecture. We will also periodically have extra credit questions in that you can answer with your clicker. Clicker responses will be uploaded to D2L before the next class.
- **Pretest/Get to know you** (10 points): We like to see how much oceanography students know when they start this course, so we offer an extra credit 10-question pretest as a quiz on D2L. As part of the pretest, we would also like for you to tell us a little about yourself so we can try to get to know you this semester. Help make this happen by telling us a bit about your background and interests, and consider uploading a picture of yourself to your D2L page. This opportunity is available through Sept 6 at 5pm. The link can be found under "Extra Credit Opportunities" on the Content page of D2L.
- **In-Class Presentations** (up to 10 points, only one): This is an opportunity to earn extra credit points by presenting non-traditional oceanographic information to the class. Your presentation could be (1) a slide show in which you describe the oceanography or geology of some place that you have visited or lived, (2) a song (performed live!) with oceanographically oriented lyrics, (3) a multimedia depiction of a marine process, (4) a diagram that you have developed which describes a marine feature or process, etc. *Almost* anything goes!! **Note that we need to approve your idea beforehand, your presentation must be scheduled at least one week in advance, and we will do only one presentation per class period, so spots are limited.** You may work with

up to one other person on your presentation, but no more than 2 people can get credit for any presentation. The sign-up sheet is available before or after class.

- **Video/Powerpoint Presentation (*Hybrid Section Only*, up to 10 points, only one):** This is an opportunity to earn extra credit points by presenting non-traditional oceanographic information to the class. Your presentation could be (1) a slide show in which you describe the oceanography or geology of some place that you have visited or lived, (2) a song (performed live!) with oceanographically oriented lyrics, (3) a multimedia depiction of a marine process, (4) a diagram that you have developed which describes a marine feature or process, etc. *Almost* anything goes!! A powerpoint presentation must include your narration, either video or audio. Note that we need to approve your idea beforehand – no credit will be given without prior approval of the subject matter. You should submit the video file and/or the link to access it (on Panopto or Youtube is fine) to the Dropbox by Tuesday, Dec. 3rd at 5pm.
- **Write a Letter to Your Congressman (*HYBRID Section Only*, up to 10 points):** Write a letter to your congressman or senator (if you don't know who your congressperson or senator is, look it up!) that addresses some impact of our activities on the marine environment. Some examples are dams, climate change, sea level rise, otters, removal of mangroves, off-shore oil drilling, coral bleaching, whaling, seals, etc. Do web research to learn more. Write a 1-page letter (200-250 words) that will influence policy. The letter can be pro or con. This is a professional letter so use a spell-checker! Turn in your letter in to the appropriate D2L Dropbox by Tuesday, Dec. 3rd at 5pm.
- **Research Proposal** (up to 10 points, only one): Write a proposal for a research project that would help you solve a problem or question dealing with some aspect of oceanography. You must base your proposal on a topic described in a magazine article or newspaper story. Magazines such as National Geographic commonly contain articles that bear on oceanography. You should **propose** a realistic, scientific study that will contribute new and important information and thereby help solve a problem or answer a question. Describe your proposed project in a typed (double-space) paper (with figures if appropriate), and you must divide your proposal into the following sections (use these as headings):
 - Title of project and your name
 - Statement of Problem (~1/2 page)
 - Proposed Research (3 pages)
 - Significance of Research (~1/2 page -- how your work bears on problem)
 - Statement of personnel, facilities, and costs involved (1/2 page)
 - Reference List (list books, journals, or web sites from which you gathered information)
 - Include a copy of the main article that you used.

DO NOT write a report about your article -- **you must propose something NEW!**

Research Proposals are due into the GEOS212 Homework box or the appropriate Dropbox before Thanksgiving Break on Wednesday, November 27th at 5pm.

Grading Scale and Policies

475 points are possible from exams (300 points), homework (80 points), project (30 points), quizzes (20 points), attendance (20 points) and extra credit (25 points).

Grades are straight A, B, C, D, E calculated by percent out of 450 points:

- A = $\geq 90\%$ = 405-475 points
- B = 80% to 89.9% = 360-404 points
- C = 70% to 79.9% = 315-359 points
- D = 60% to 69.9% = 270-314 points
- E = $< 59.9\%$ = < 269 points

Every point counts! We will NOT adjust your grade at the end of the semester even if you miss the cutoff for the next letter grade by only 1 point, so please don't ask!

In order to manage a class of this size and be fair to all 600 (or more) students, we rigorously stick to rules laid out in this syllabus and can not offer any opportunities to an individual student that are not available to all students.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy:

It is **YOUR** responsibility to address grading concerns promptly **within 2 weeks of the assignment due date or exam date**. We will post grades to D2L and return materials to you within one week of the due date or exam date. You then have one additional week to retrieve your graded material and make sure that the grade on the paper matches the grade posted in D2L. If no grade is posted, it is our assumption that you did not hand in the assignment, so it is your responsibility to let us know if we are in error. **We will NOT alter your posted grade after the 2-week window has passed.** If a week has passed since you handed in an assignment and you do not have a grade or are unhappy with your grade – please contact us at ua.oceanography@gmail.com so we can address your concerns.

Scheduled Topics/Activities

See the Schedule on D2L under Content

Honors Credit

Honors students can earn Honors credit in this course by signing up for Section 2 of Geos 212. You will earn honors credit by serving as a preceptor in the course, which involves attendance at a **mandatory, in-person**, once-a-week meetings on Fridays 1:00-2:00 in GS 228A, and hosting a one-hour-per-week study group (see above description of study group activities). Please contact Joellen or Paul if you are interested in switching into the Honor's section of this course.

Inclusiveness

- Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, UA embraces both the principles and the practices of diversity and inclusiveness. These values are expected, respected and welcomed in this course.
- This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

A) Attendance: "Attendance" credit will be earned by completing a "Lecture Assessment" on D2L for each lecture. Completion of these "Lecture Assessments" is required for a portion of your grade (see grading section below). You are encouraged to come to every class and take careful notes, as there is no book for the course and not all of the information presented in class is highlighted on the slides! There will be announced and unannounced quizzes and extra credit opportunities during several classes this semester. We also use clickers in class to encourage participation, understanding and engagement.

B) Computers (Laptops/iPads): As long as you are not disrupting the learning environment, the use of laptop computers or iPads/tablets is permitted during class for taking notes or class-related activities.

C) Cell phones: The use of cell phones for voice or text communication during class is a distraction to the learning environment and is therefore **prohibited**. If you have to make or receive a call/text during class, please step into the hallway and return when you are done.

D) Audio/Video Recording: The **recording** of any portion of a lecture with a camera, cell phone,

laptop, iPad, tape recorder, etc., is **expressly prohibited without the prior authorization** of the instructor. Contact Joellen or Paul (ua.oceanography@gmail.com) before you record any lecture.

Disruptive Behavior Policy

UA Policy on Disruptive Behavior In An Instructional Setting:

See <http://deanofstudents.arizona.edu/accountability/disruptive-student-behavior> and <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting> for the complete policy.

- **Disruptive Behavior is Prohibited:** “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operations of the University.
- Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

UA Policy on Threatening Behavior By Students:

See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students> for the complete policy.

- **Threatening Behavior is Prohibited:** “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.
- The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself.

Notification of Objectionable Materials

This course may contain material of a mature nature, which may include explicit language, depictions of unsettling animal behaviors and/or violence, and/or human cruelty. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with Joellen or Paul by appointment or during office hours to discuss accommodations and how these course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

If at any time you are not doing as well in the class as you should be, please seek some advice!

Code of Academic Integrity

Policies of the University of Arizona

See <http://deanofstudents.arizona.edu/codeofacademicintegrity> for the complete policy.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Violations of the UA Code of Academic Integrity are serious offenses at the University of Arizona. As your instructor, I will deal with alleged violations in a fair and honest manner. As students, you are expected to do your own work and follow class rules on all tests and assignments unless I indicate differently. Alleged violations of the UA Code of Academic Integrity will be reported to the Dean of Students Office and may result in sanction(s) (i.e., loss of credit on assignment, failure in class, suspension, etc.)

Policies of the Department of Geosciences, University of Arizona

1. Underlying Principle: Unless specified in the assignment, all work and all words used to describe the results of an assignment must be the student's own. No material, whether paragraphs, sentences or phrases may be copied from another student or from any external source. External material that is used, usually for a specific reason, must be accompanied by a citation of the source.
2. Individual Assignments: In some cases, students will be told that no conferring is allowed; if that is the case, students must not discuss their work with others, or show others their work. More often, Geosciences faculty will encourage discussion among students, because this facilitates learning. In such a case, any ideas and concepts may be discussed openly, but the student is still responsible for his/her own work turned in for grading. Identical paragraphs, sentences, phrases, or notations on a map/illustration cannot be used by two or more students. The best way to avoid this is for students to discuss the assignment, but then separate from each other in order to produce the work to be turned in for grading, and not share electronic files using e-mail, flash drives or other methods.
3. Group Assignments: Geosciences faculty routinely give two kinds of group assignments. Category 1 is a group assignment where students work in parallel on the same material (for instance a mapping exercise), but then turn in individual work for grading. Discussion is encouraged, but it is essential that each student do the written or map work individually first, after which ideas may be exchanged and interpretations modified before the work is graded. Copying of another's work is prohibited, and this can be avoided in the same way as for individual assignments. Category 2 is a group assignment where students work explicitly as teams, perhaps with each member performing parts of a complex task (such as a geophysical or analytical experiment), and a combined product will be graded with equal scores for all members of the team. In this case, full discussion of the work, before any write-up takes place, is expected. The instructor will inform students whether a group assignment is Category 1 or 2.
4. Reporting of Cheating: All incidents of cheating or plagiarism, including facilitating of same, will be reported to the Dean of Students' office and the College of Science. As well as the violations in take-home or field assignments detailed above, this will include any violations during quizzes and exams. The University's procedure and forms give students an opportunity to explain to the

instructor, and to comment upon (or rebut) any accusations in writing before the forms are turned in. But the forms can be turned in, reporting the cheating incident, even if the student fails to meet with the instructor or does not countersign the paperwork.

5. **Expectation of Student Integrity:** Instructors in the Department of Geosciences set a high standard for themselves as educators, and they expect that students, both in general education and majors' classes, will do the same for their own education. Thus cheating and plagiarism will not be tolerated.
6. **UA Code of Academic Integrity:** The above policies are a statement of what students and faculty should expect within Department of Geosciences, or in general education courses offered by the Department. It does not replace the UA's Code of Academic Integrity (see next section).

UA Nondiscrimination and Anti-harassment Policy

UA Policy on Nondiscrimination and Anti-harassment

See <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy> for the complete policy.

- The University is committed to creating and maintaining an environment **free of discrimination**.
- Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

- UA Academic policies and procedures are available at: <http://catalog.arizona.edu/policies>.
- Student Assistance and Advocacy information is available at: <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>
- Office of Diversity (<http://diversity.arizona.edu/>)
- Campus Health Counseling and Psych Services: <http://www.health.arizona.edu/counseling-and-psych-services>
- Campus Health OASIS Sexual Assault and Trauma Services: <http://www.health.arizona.edu/oasis-sexual-assault-and-trauma-services>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement (This version is dated 8/20/19)

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.