

Meetings:	Tuesday, 3:15 - 4:05	114 Bretske Hall
Instructor:	J. W. Mies, Ph.D. Office phone: 425-4606 web page: http://www.utc.edu/Faculty/Jonathan-Mies/	105 Bretske Hall E-mail: Jonathan-Mies@utc.edu
Text:	USGS <i>Suggestions to Authors</i> , available online at http://www.nwrc.usgs.gov/lib/lib_sta.htm	
<i>Recommended Text</i>	Bates, <i>Geowriting: Guide to Writing, Editing, and Printing in Earth Science</i> , AGI, ISBN: 9780922152148	
Hours	1 credit hour	1 contact hour
Description:	GEOL 480 is a 1-hour seminar that provides opportunity for students to explore their interests and to become familiar with current themes in the Earth sciences. As part of the seminar experience and to develop essential academic skills, students are expected to research topics, write short papers, make brief presentations, and participate in discussions.	

STUDENT PAPERS AND PRESENTATIONS

During the semester, each student will research three topics. These topics, chosen by the student and approved by the instructor, can range widely within the Earth sciences. For each of the three topics, each student will turn in a short paper and make a brief presentation.

Research of each topic should be based on a minimum of three principal sources, at least one of which must be a recent journal article (scientific journal in the Earth sciences, no more than 10 years old). This leaves open the possibility of a historical review or a comparison of rival interpretations.

The **three- to five-page paper** for each topic should be well organized with appropriate title and subheadings, grammatically correct, free of misspellings, correctly punctuated, etc. and should be printed, double spaced, in one of the common 10- or 12-point fonts (e.g. Helvetica, New York, Palatino, Times). Sources of information must be documented. It is customary to use parenthetical citation in the body of the paper and to include a list of references cited at the end of the paper.

There is always the question of what format (or syntax) to use for citations, references, and headings. While there are so called "standard formats" for documenting sources (e.g. MLA and APA), they are rarely adhered to by scientific journals in the Earth sciences. Students should utilize the format used by one of the journals that is cited in their paper.

The **fifteen-minute presentation** for each topic should be conducive to discussion. Students should be prepared with notes, but should not read a composed presentation; nor should students memorize their presentations. In this class, we are looking for enthusiastic presenters that are comfortable with their topics, and are anxious to engage the class in discussion. Students are encouraged to make use of visual aids (e.g. overhead transparencies, PowerPoint presentations, etc.). Student presentations begin on January 29.

Students will follow **one of three tracks** (*Track A, B, or C, Schedule of deadlines*). A *track-A* student, for example, must have his/her first research topic and principal sources selected and approved by January 8; the student is expected to have read his/her sources and to have prepared a draft of the paper by January 22 (two weeks later); at class time on January 29, a *track-A* student is expected to turn in the final version of the paper, make a brief presentation, and lead subsequent discussion. As per the tentative schedule of deadlines, this four-week cycle is repeated for each of three topics. Similar four-week cycles begin on January 15 for *track-B* students and on January 22 for *track-C* students.

Students are expected to participate in all discussions. Because this is a small class, it is particularly important that everyone is prepared and that everyone participates.

TENTATIVE SCHEDULE OF PAPER- AND PRESENTATION-RELATED DEADLINES

Date	Track A	Track B	Track C	D
Jan 8	1 Select topic/sources			J 8
15		1 Select topic/sources		15
22	Draft of paper		1 Select topic/sources	22
29	Paper & presentation	Draft of paper		29
Feb 5	2 Select topic/sources	Paper & presentation	Draft of paper	F 5
12		2 Select topic/sources	Paper & presentation	12
19	Draft of paper		2 Select topic/sources	19
26	Paper & presentation	Draft of paper		26
Mar 4	3 Select topic/sources	Paper & presentation	Draft of paper	M 4
11	SPRING BREAK			11
18		3 Select topic/sources	Paper & presentation	18
25	*Draft of paper		3 *Select topic/sources	25
Apr 1	Paper & presentation	Draft of paper		A1
8		Paper & presentation	Draft of paper	8
15			Paper & presentation	15

TENTATIVE CLASS SCHEDULE

DATE		
January	8	Introduction to Geology 480, Geology Seminar
	15	Discussion/critique of students' writing (or presentation)
	22	Discussion/critique of students' writing (or presentation)
	29	Student presentations, track A, #1
February	5	Student presentations, track B, #1
	12	Student presentations, track C, #1
	19	Discussion/critique of students' writing (or presentation)
	26	Student presentations, track A, #2
March	4	Student presentations, track B, #2
	11	SPRING BREAK
	18	Student presentations, track C, #2
	25	Discussion/critique of students' writing (or presentation)
April	1	Student presentations, track A, #3
	8	Student presentations, track B, #3
	15	Student presentations, track C, #3

GRADES AND RELATED MATTERS

The *final numerical grade* for this class will be computed as follows.

12 % Paper #1	_____	x 0.12 = _____.
12 % Presentation #1	_____	x 0.12 = _____.
15 % Paper #2	_____	x 0.15 = _____.
15 % Presentation #2	_____	x 0.15 = _____.
16 % Paper #3	_____	x 0.16 = _____.
15 % Presentation #3	_____	x 0.15 = _____.
15 % Participation and attendance	_____	x 0.15 = _____.
		TOTAL (<i>Final numerical grade</i>) = _____.

The *final letter-grade* for this class will conform to the following scale, based upon the computed *final numerical grade*.

F≤59.9, D=60-69.9, C=70-79.9, B=80-89.9, A=90-100

OTHER POLICIES

Students are expected to attend class regularly. Attendance and participation will be considered in the final grade. (See *Grades and related matters*.)

Students are expected to be punctual, prepared for class, attentive, and respectful of others.

Assignments are expected to be completed and turned in on time. Late assignments will be accepted in only the most adverse circumstances (e.g. serious illness or accident). Documentation of the circumstance (e.g. doctor's note or police report) may be required.

All students are expected to follow the UTC honor code.

UTC ONLINE (AKA BLACKBOARD)

Some aspects of this course are available through UTC's online course delivery system (Blackboard), which can be accessed at:

<http://utconline.utc.edu>

Your user name for logging on to the system is your UTCID (mix of letters and numbers), which appears on your Mocs card. Your password for Blackboard is the same as your password for your UTC e-mail and for your access to the Lupton Library databases. If you change your password in Blackboard, you also change your password on both of these other systems. If you forget your password, follow the "Forgot Password" link from the UTC web site (<http://www.utc.edu/>) or the Blackboard login page (<https://bb3.utc.edu/webapps/login/>).

Documentation on student use of Blackboard is available at:

<http://utconline.utc.edu/online/bbtutorials.php>

EMAIL (firstname-lastname@utc.edu)

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423-425-2676.

LIBRARY RESOURCES

Lupton Library (<http://www.lib.utc.edu/>) provides the geology program with some useful resources. During the Fall of 2000, the library received 27 geoscience journals (serials), the titles of which are listed below.

AAPG Bulletin	IEEE Transactions on Geoscience and ...
Abstracts with Programs - GSA	International Geology Review
Annual Review of Earth and Planetary ...	International Journal of Coal Geology
Bulletin of Canadian Petroleum Geol...	The Journal of Geology
Canadian Journal of Earth Sciences	Journal of Geoscience Education
Earth-Science Reviews	Journal of Petrology
Economic Geology and the Bulletin of ...	Journal of Sedimentary Research
Environmental Geology	Journal of the Geological Society
Geological Journal	Northeastern Geology and Environ...
Geological Magazine	Quaternary Research
Geological Society of America Bulletin	Sedimentary Geology
Geology	Sedimentology
Geotimes	Southeastern Geology
GSA Today	

Several of these journals are no longer received in printed form. However, full-text articles from such prominent journals as *AAPG Bulletin*, *Geological Journal*, *Geological Magazine*, *Geological Society of America Bulletin*, *Geology*, *Journal of Sedimentary Research*, and *Sedimentology* are available online through Lupton Library.

Interlibrary loan (ILLiad) services are also available through Lupton Library. Articles are commonly delivered via **ILLiad** within a few days, but may take considerably longer. Plan accordingly when using ILLiad.

Lupton Library also provides access to **GEOBASE** and **GeoRef**, citation databases for geoscience literature.

You may also wish to visit the Chattanooga-Hamilton County Bicentennial Library (<http://www.lib.chattanooga.gov/>), particularly for its rather complete collection of USGS publications.

USGS SUGGESTIONS TO AUTHORS

Suggestions to Authors (STA), now available online at http://www.nwrc.usgs.gov/lib/lib_sta.htm, is a style guide used for technical reports of the United States Geological Survey (USGS) and many state geological surveys. Although much of STA is specific to geologic writing, e.g. stratigraphic nomenclature and description, divisions of geologic time, petrologic and paleontologic terminology, etc., it also serves as a more general purpose style guide for technical writing. (I became familiar with the USGS STA while a geologist at the Alabama Geological Survey. It was our style guide for technical reports.)

ATTENTION: If you are a student with a disability and think that you might need special assistance or special accommodation(s) in this class or any other class, call the Office for Students with Disabilities/College Access Program at 425-4006 or come by the office, 110 Frist Hall.

This syllabus is subject to minor changes.

CHECKLIST FOR PAPERS

- _____ Topic and principal sources approved by instructor
- _____ At least three principal sources of information
- _____ At least one recent (no more than 10 years old) article from a scientific journal
- _____ Well organized (e.g. chronological, or spatial order, general to particular, cause to effect, etc., as is most appropriate to the topic)
- _____ Title and subheadings (dependent on topic and organization)
- _____ Appropriate writing style (i.e. a scientific style, no first person, no "flowery" language, succinct statements of evidence, conclusions, facts)
- _____ Citation of sources using an appropriate format
- _____ Three to five pages of text
- _____ Appropriately cited and credited illustrations, if beneficial
- _____ Grammatically correct
- _____ Punctuated correctly
- _____ Free of spelling errors
- _____ 10- or 12-point common font (e.g. Helvetica, New York, Palatino, Times)
- _____ Double line spacing

CHECKLIST FOR PRESENTATIONS

- _____ Relates closely to the paper
- _____ Approximately 15 minutes in length
- _____ Not written and read aloud
- _____ Not memorized verbatim
- _____ Effective notes (order of presentation, facts, details, etc.)
- _____ Inconspicuous use of notes
- _____ Well organized (chronological, spatial, general to particular, cause to effect, etc., as is most appropriate to the topic)
- _____ Demonstrated understanding of (and comfort with) the topic
- _____ Well spoken (clear, sufficient volume, appropriate language)
- _____ Effective use of visual aids
- _____ Enthusiastic and engaging
- _____ Conducive to class discussion