

GEO 485
Block 1 2018

Professor

Dr. Rhawn Denniston

Office: 202 Norton Geology

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Text and Readings

No text is required. I will provide various journal articles. Supplementary readings are available from me directly and are housed in my office.

Course Meeting Times

We will communicate daily based on schedules we mutually decide on. Because this is a research-intensive course, you will each spend a great deal of time outside of class reading and analyzing data.

Grading Scheme

75% Final Report	25% Participation/Attendance
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A grade of A or B is not guaranteed in this course. If you do not work, and work HARD, it will be plainly clear to me given the independent nature of your work, and your grade will suffer as a result.

Final Report

Over the course of this block, each of you will formulate and investigate a research question that fits within my paleoclimate program. You will read primary literature, analyze data that you and I have collected, develop a model to explain the data, and then write report based on your findings.

Participation/Attendance

If you do not make sufficient progress from one day to the next, your grade will suffer. Part of conducting research is overcoming or circumventing obstacles. If you get stuck, figure out a solution or suggest several possible solutions. Do not simply stop and wait for me to help the next day. We have very little time for you to learn the background material, formulate a research plan, obtain and/or analyze the data, develop a model to explain the data, and then write your final report. The cardinal sin of undergraduate research is failing to ask me questions when you have them, and you will have a lot of them. Push yourself to understand – really, deeply understand – the story you are telling.

Policy on Late Work

All work is to be completed within the scheduled time frame. If you have a college-sanctioned excuse for missing class or an assignment deadline, notify me immediately.

Academic Honesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."

Students with Disabilities

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see cornellcollege.edu/disabilities/documentation/index.shtml. Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

Course Objectives - The course seeks to provide students with an introduction to the study of geology with an emphasis on environmental issues. The course responds to the following four liberal arts objectives cited in Cornell's *Educational Priorities and Outcomes*:

- **Knowledge:** integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences and social sciences.
- **Inquiry:** Students will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.
- **Reasoning:** Evaluate evidence, interpret data; and use logical, mathematical and statistical problem-solving tools.
- **Communication:** Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue.