

The Geology of New Zealand - February 2019

Professor Rhawn Denniston

Text and Readings Various journal articles and “The Great Quake: How the Biggest Earthquake in North America Changed Our Understanding of the Planet”

Grading Scheme

20% Mapping Exercises	15% Mapping Skills	15% Fieldnotes
15% Readings (Discussion)	15% Responsible Participation	20% Final Exam

Grading Assessment

Mapping Exercises: Each of you will construct two types of maps for each exercise: field maps, which will contain raw data, notes, wrinkles, mud, etc., and final maps, which will be based off of your field maps and which will be colored, inked, and clean. Collecting data and assembling your field maps can be, at times, partly a group exercise. You will be mapping *en masse* some of the time, and asking questions of your peers is expected and encouraged. However, I expect your final maps, as well as cross-sections, and field notebook entries, to be done independently. If and when you have questions about these exercises, ask me. Each of you has had a varying amount field and/or geological experience. Therefore, we will start slowly, tackling shorter projects and working more or less as a group. As the class progresses, however, you will be expected to work more and more on your own. I encourage each of you to discuss your performance with me at any time if you feel you need immediate or additional feedback. It is important to note that your grade in this course will not be measured (curved) against the other members of this class.

Mapping Skills: In order to assess your progress, I will accompany each of you individually in the field at various times, asking you questions and observing your mapping skills. Regardless of your level of expertise at the start of the class, each of you should be competent mappers by the course’s end. If one member of your group is a particularly good mapper, other members of the group may rely overly much on the measurements, observations, and interpretations of that person and thus not use the time in the field to hone their own skills. Don’t fall into this trap. Your mapping skills grade will be based solely on my personal observations of your work in the field.

Readings: Several evenings will be spent reading and discussing papers pertinent to the geology of New Zealand. These readings may also be accompanied by questions that are to be answered before we discuss the papers. You are expected to read and re-read the papers until you understand what you understand and also recognize what you don’t understand. In other words, even if you had a hard time with the paper, you should work hard to make sense of it (ask me or your peers for help, if necessary), and in the end be able to contribute to the discussion intelligently, either by leading parts of the discussion related to the parts you understood well, or by interjecting into the discussion questions about the parts that you didn’t understand. You may be called on to summarize the main points of the paper. These contributions will be factored into your final grade.

Fieldnotes: At several times during the trip, I will collect your notebooks, review what you’ve written/drawn, and provide feedback. At the end of the trip, I will collect your notebooks again and assign them a grade. See my separate handout on writing effective field notes.

Responsible Participation: This term refers to meeting your obligations to the group. For example, if your actions routinely cause the group to be delayed, unpleasantly distracted, endangered, etc., your grade will be negatively impacted. Belligerent or dangerous behavior (to yourself or others) will lead to you being dismissed from the class, driven to the nearest airport, and sent home (at your expense). No kidding. But just as importantly, you must be an active and responsible contributor to the success of the group. Do your dishes, clean up after yourself, be supportive and positive towards each other, etc. Don’t whine. If you have a problem, work to solve it maturely and responsibly. Each student should identify a single good, simple recipe for a dish they know and like

and be prepared to cook it for the group. Bring the recipe with you. Part of your participation grade will be based on showing up with the requisite gear (see the gear list posted to Moodle).

Academic Honesty

I expect your work to be entirely your own, in your own words, and reflecting your own ideas. I take this very seriously. From the Cornell catalogue:

*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 acknowledgment 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. 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.