

**GENERAL OCEANOGRAPHY**  
**Geology 105 – Summer Session II - 2013**  
**Sections 80 & 81**  
**San José State University**  
**(Ver. 2 – 6/7/13)**

<b>Instructor:</b>	Don Reed (yes, I am a doctor, Ph.D., and full professor, but just call me "Don")
<b>Office Location:</b>	305 Duncan Hall
<b>Telephone:</b>	<u>(408)-924-5036 (not the best way to reach me, see below)</u> . Voicemail will be checked once a day on Mon., Wed. and Fri.; We can also talk over Skype: dred100 or (415) 877-1842;
<b>Email:</b>	<u>Use Canvas <b>Inbox for all communication</b></u> , as it is the best way to reach instructor. Email to the instructor in Canvas Inbox will be checked twice a day, once every morning by 8:30 AM and again in afternoon at 4 PM, Monday through Friday. Email sent after 4 PM on Fridays <u>will</u> not be answered until Monday morning at 8:30 AM.
<b>Video Conference:</b>	By request and appointment any day through Skype Video Chat, WebEx, Facetime or Google Video chat in Gmail
<b>Office Hours at SJSU:</b>	Only by appointment as I am not at university during summer
<b>Online Office Hours:</b>	TWTHF 11:00-12:00 <u>or by appointment; phone and videoconference available</u>
<b>Course Website:</b>	<a href="https://sjsu.instructure.com/">https://sjsu.instructure.com/</a> or <a href="http://www.sjsu.edu/at/ec/canvas/index.html">http://www.sjsu.edu/at/ec/canvas/index.html</a>
<b>Prerequisites:</b>	Completion of all core GE courses, completion of WST test, completion of, or co-registration in, 100W, and passing score on ELM Test and Math 7 (Intermediate Algebra) or equivalent.  Students must have access to a computer with speakers and a high-speed connection to the Internet (for example, DSL, Cable or Satellite).
<b>GE/SJSU Studies Category:</b>	Area R: Earth and Environment

### ***Course Use of Canvas***

We will use Canvas at <http://www.sjsu.edu/at/ec/canvas/index.html> for accessing weekly assignments, called expeditions, electronic discussions, email, submitting graded assignments, and taking quizzes and the final exam.

Information on using Canvas can be found at:  
[http://www.sjsu.edu/at/ec/canvas/student\\_resources/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources/index.html)

## **Required Work Expectation in All SJSU Classes**

The following paragraph is now required in the greensheets for all classes at SJSU, whether held in classroom, online laboratory or in a seminar.

*"Success in a university course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."*

Summer courses are highly compressed into only 5 weeks, therefore the SJSU policy on work expectation, stated above, requires that students spend an **average of 27 hours each week on any course offered during the brief summer session**, whether held in a classroom or online.

Here is the calculation for summer classes:

45 hours per unit x 3 units = 135 hours over semester

135 hours divided by 5 weeks = 27 hours per week

## **Course Description**

This course will focus on the scientific examination of the impact of the oceans on global society, and human impacts on the oceans, through web-based exercises, and online discussions. This course meets Area R for SJSU Studies requirements. Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units.

## **SJSU Studies Area R Student Learning Objectives**

All SJSU Studies Area R courses require that students achieve the following learning outcomes ([http://www.sjsu.edu/ugs/docs/GE/GE\\_Guidelines\\_S09\\_revisions.pdf](http://www.sjsu.edu/ugs/docs/GE/GE_Guidelines_S09_revisions.pdf)):

*Learning Outcome #1* - Students will be able to demonstrate an understanding of the methods and limitations of scientific investigations of the global ocean;

*Learning Outcome #2* - Students will be able to distinguish between science and pseudo-science; and

*Learning Outcome #3* - Students will apply a scientific approach to answer questions about the earth and environment,

Students will achieve these outcomes by demonstrating their understanding of:

- 1) the connection between the ocean and global society, including the sustainability of marine resources and threats posed by geohazards,
- 2) the ocean ecosystem and its life forms,
- 3) the interactions between the ocean and climate,
- 4) oceanography as a global science of special interest to diverse societies of the Pacific Rim, including the multicultural population of California

## ***Nature of Weekly Work***

Students will learn about the ocean by viewing online media about the oceans, watching mini-lectures on the scientific basis behind these news or documentary segments, and by undertaking virtual oceanographic research activities, called expeditions.

The expeditions, which replace classroom lectures, are web-based exercises that guide students through the subject matter by viewing text, graphics, animations, and short segments of newscasts in streaming audio/video. Students work their way through an expedition by viewing the webpages and YouTube videos.

By participating and completing these expeditions, students will meet Area R GE learning outcomes 1 and 3 – see list under “Course Goals and Student Learning Objectives” in this greensheet)

Keeping a detailed record of observations in experiments or field projects is an important part of all scientific investigations, in order for other scientists to replicate research results for experimental verification during peer review. Consequently, expedition worksheets, which are to be downloaded as Adobe Reader pdfs from the Assignment area of Canvas, provide an effective resource to record and document your research and learning in the class. Taking notes, making diagrams and answering questions in the worksheets serve to highlight the most important information in the class and therefore provide a valuable resource for preparing graded assignments (required discussions, quizzes, essays and the final exam).

**The completed worksheets are not turned in and therefore points are not awarded simply for completing an expedition.**

By successfully compiling the research results from the virtual expeditions on the expedition worksheets, students will meet GE Area R learning outcome 1 and 3 – see list under “Course Goals and Student Learning Objectives” in this greensheet.)

## ***Dropping and Adding***

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on dropping class can be accessed at: <http://summer.sjsu.edu/academic-information-and-procedures/how-to-drop/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## ***Required Reading Assignments***

There is no textbook, instead reading assignments will be assigned each week and downloaded from course website.

## ***Other equipment / material requirements***

Colored Pencils (necessary for completing diagrams in expedition worksheets)  
Calculator (necessary for online work and exams)

## ***Assignments***

### ***Area R Writing Requirements***

All SJSU Studies GE courses are required to have at least 3000 words of written assignments, which is about 10-11 pages. SJSU course regulations also specify that this requirement be spread across more than one assignment in order to give appropriate feedback on the quality and form of writing. Writing assignments will be used to promote reflective processes and critical analysis while being assessed for grammar, clarity, conciseness and coherence. Students will share their learning through electronic discussions and peer review the writing of other students in their learning group for quality and accuracy. Students should use feedback from each writing assignment to improve the quality of the subsequent writing assignment.

The required writing assignments in this class will distributed over the following assignments:

- Four one-page answers to weekly essay questions described below (minimum 1100 words)
- Three one-page learning outcome essays described below (minimum 1000 words)
- Two to three page description of proposed research project in final exam, including related expedition discussions (900-1000 words)

One objective of the assignments listed above is to assess the quality of student writing (not the ability to use quotations). Consequently, students shall not copy material from any publication, including web sites, even if enclosed in quotation marks. Students will be assessed on their ability to learn, integrate, and synthesize the material and then present their acquired knowledge in their own words.

### ***Electronic Discussion Boards (200 points – 20% of course grade)***

Students will participate in required discussions to share their learning each week. The requirements for the discussions vary from expedition to expedition, so students should consult the last webpage of each expedition for detailed instructions on specific discussions.

In the first four weeks of the course, students will design multiple-choice questions each week, two per assigned expedition, and submit these questions and the answers to their assigned weekly learning group discussion. Students

are then required to provide an anonymous peer review of the questions and answers submitted by other students in their learning group. Grading will be based on the quality and clarity of the questions, connection to the material in the expeditions, the accuracy of the selected answers and ability to address the Area R required learning outcomes.

Also in the first four weeks of the course, students will post one essay-style question, without an answer, based on either the material covered in the expeditions or reading assignments. The question will then be assigned to another student in their learning group for peer-review for quality and clarity, and be answered by that student in approximately 200-250 words. The answer will be returned to the original student author for review and grading. By composing, answering and peer reviewing these essay questions, students will meet GE Area R learning outcomes 1 and 3 – see list under “Course Goals and Student Learning Objectives” in this greensheet.

The twice-weekly deadline for posting in required discussions is given in course schedule, and typically Thursday by 11 PM and again on Saturday by 11 PM.

### ***Learning Outcome Essays (240 points – 24% of course grade)***

Students will compose three one-page essays, approximately 300-350 words each, in which they will place the material in the course in the context of the required learning outcomes #1 and #2 in all Area R courses. These essays will be assigned in Weeks 1, 2 and 3 of the course. By completing in these essays students will meet GE Area R learning outcomes 1 and 2 – see list under “Course Goals and Student Learning Objectives” in this greensheet.

### ***Online Multiple–Choice Quizzes (420 points - 42% of course grade)***

Student will complete four “open book/open notes” online quizzes lasting approximately 35 minutes each. Each quiz will consist of 15 multiple-choice questions, many of which will be based on the multiple-choice questions submitted by students to the required learning group discussions in the previous week.

Students may take the quizzes anytime within a 12-hour period, from 11 AM to 11 PM on Monday of each week.

Students must work alone during the quizzes and use only their own work to answer the questions. Students may not use information from students in this class or previous classes. Any violation of these instructions will result in a failing grade on exam (0 points) and considered a violation of the SJSU Policy on Academic Integrity.

Any request for a change in the date and time of a quiz for personal circumstances, must be emailed or called in to instructor before the start of the quiz period. Students who do not take quiz within scheduled period and do not

contact the instructor in advance of opening of the quiz will be assessed a late penalty of 25 points for each 24-hour period after scheduled end of quiz.

***Final Exam (140 points – 14% of course grade)***

Students will apply a scientific approach to a current scientific question dealing with the ocean by designing a modest research program.

Students will begin working on the final exam by participating in the required discussions in the expeditions leading up to the final exam. These discussions will help students focus on potential ideas to develop in more detail on final exam.

The final exam is open book and open notes, but students may not directly copy the work of a previous study. The final exam will consist of two essay questions, which in combination require about 800-900 words of writing.

Grading of exam will be based on writing quality, critical and creative thinking, and scientific knowledge of the topics covered in this class.

The exam will be submitted for an originality check at [www.turnitin.com](http://www.turnitin.com). By completing this assignment, students meet GE Area R learning outcomes 1 and 3 – see list under “Course Goals and Student Learning Objectives” in this greensheet.)

***Due Dates and Late Policy on All Graded Assignments***

The due dates for all assignments can be found on the course home page in Canvas and in Course Schedule section of this greensheet. The following deductions will be assessed for all work submitted after the due dates given in course schedule:

0-6 hours late – 5% deduction of total points possible

6-24 hours after deadline – 10% deduction of total points possible

25-48 hours after deadline – 20% deduction of total points possible

Late submissions will not accepted if more than 48 hours after deadline

## **Grading Policy (1000 points)**

Grades in the class are based on combination of assignments, listed individually below, resulting in a total of 1000 points. **No extra credit is available in the class.** Keep track of scores on required assignments to determine your grade at anytime during course.

<b>Assignment</b>	<b>Score (possible)</b>
<i>Participation in Required Discussions (200 pts.)</i>	
Week 1 (multiple-choice=20 pts; essay=30 pts.)	_____ (50)
Week 2 (multiple-choice=20 pts; essay=30 pts.)	_____ (50)
Week 3 (multiple-choice=20 pts; essay=30 pts.)	_____ (50)
Week 4 (multiple-choice=20 pts; essay=30 pts.)	_____ (50)
<i>Learning Outcomes (240 pts.)</i>	
Essay Learning Outcome #1	_____ (80)
Essay Learning Outcome #2	_____ (80)
Essay Learning Outcome #3	_____ (80)
<i>Quizzes (420 pts.)</i>	
Week 1	_____ (105)
Week 2	_____ (105)
Week 3	_____ (105)
Week 4	_____ (105)
<i>Final Exam (140 pts.)</i>	
Top Ten Posting	_____ (20)
Question/Hypothesis Posting	_____ (20)
Final Exam – Your Research Project	_____ (100)
<b>Total Points at end of course</b>	<b>_____ (1000)</b>

**Letter grades are not assigned individual assignments, but can be estimated using the percentage of points awarded out of the total points possible and by applying the scale below.**

100-92% A	79.9-78% C+	61.9-60% D-
91.9-90% A-	77.9-72% C	Below 60% F
89.9-88% B+	71.9-70% C-	
87.9-82% B	69.9-68% D+	
81.9-80% B-	67.9-62% D	

The percentage scale above can also be used to determine course letter grade at anytime in the course by calculating the percentage of total points earned out of total points available on all graded assignment at that time.

At the end of the course, letter grades will be based on the following scale:

1000-915 = A	814-795 = B-	694-675 = D+
914-895 = A-	794-775 = C+	674-615 = D
894-875 = B+	774-715 = C	614-595 = D-
874-815 = B	714-695 = C-	594 or less =F

## ***University Policies***

### **Academic Integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

**“Word for Word” copying from articles or web sites, or using quotations, does not meet the Area R writing requirement and is therefore forbidden in this class.** As in any university work, students can use ideas and concepts from web sites or hardcopy materials, if the source is properly cited. Instances of academic dishonesty will not be tolerated in this class. Cheating on exams or plagiarism (presenting the work of another as your own, such as using outside web sites for information during exam, or the use of another person's ideas in writing assignments without giving proper credit) will result in a “0” grade, plus additional point penalties, generally negative point deductions of the magnitude of specific assignment (e.g. 100 pt. assignment, -100 point score on assignment) and sanctions by the University. For this class, all assignments, including electronic discussions, are to be completed by the individual student unless otherwise specified. Students who provide information about quizzes and exams, or material for writing assignments, to other students will also be subject to the penalties described above. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors. Quizzes and exams are assignments to be completed alone; evidence of collaborating with another person while taking the quiz or exam will result in an “F” in the class and submission of Academic Integrity Violation Report to the university.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Canvas Resources**

For students experiencing technical problems with Canvas (eg. unable to log in, need password re-set, etc.), please contact San Jose State University's Information Technology Support Services (ITSS) at 408-924-2377, or email at [helpdesk@sjsu.edu](mailto:helpdesk@sjsu.edu). ITSS is located on the first floor of the Academic Success Center in Clark Hall, if students wish to speak with someone in-person. See page 1 of this greensheet for link to Canvas Student Resources.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. These specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Course Schedule**

The course schedule is subject to change with fair notice through announcements on course home in Canvas.

Expeditions will go online each Monday by 11 AM and need to be completed by the due date listed in course schedule on next page. However, this schedule varies, so please consult schedule on next page.

<b>Week</b>	<b>Expedition Topics, Assignments, Readings, and Due Dates/Times</b> Reading assignments are to be downloaded from Canvas Assignment Area
<p style="text-align: center;"><b>1</b> 6/3-6/7</p>	<p><b>Expedition #1</b> Introduction - Complete by <u>Thurs. June 6 @ 11 PM</u>  <b>Expedition #2</b> Marine Resources - Complete by <u>Thurs. June 6 @ 11 PM</u>  <b>Expedition #3</b> Declining Marine Fisheries - Complete by <u>Thurs. June 6 @ 11 PM</u>  <b>Expedition #4</b> Fisheries Science – Complete by <u>Sat. June 8 @ 11 PM</u>  <b>Expedition #5</b> Fisheries Management – Complete by <u>Sat. June 8 @ 11 PM</u></p>
<p style="text-align: center;"><b>2</b> 6/10-6/14</p>	<p><b>Week 1 Quiz</b> – Available Mon. June 10 from 11 AM to 11 PM  <b>Learning Outcome #1 Essay</b> due by Wed. June 12 at Noon.  <b>Expedition #6</b> The Bottom of the Ocean - Complete by <u>Thurs. June 13 @ 11 PM</u>  <b>Expedition #7</b> Commotion Beneath the Ocean - Complete by <u>Thurs. June 13 @ 11 PM</u>  <b>Expedition #8</b> Boundaries Beneath the Sea - Complete by <u>Thurs. June 13 @ 11 PM</u>  <b>Expedition #9</b> Japan’s Killer Quake – Complete by <u>Sat. June 15 @ 11 PM</u>  <b>Expedition #10</b> Tsunami – Complete by <u>Sat. June 15 @ 11 PM</u></p>
<p style="text-align: center;"><b>3</b> 6/17-6/21</p>	<p><b>Week 2 Quiz</b> – Available Mon. June 18 from 11 AM to 11 PM  <b>Learning Outcome #2 Essay</b> due by Wed. June 19 at Noon.  <b>Expedition #11</b> The Briny Deep - Complete by <u>Thurs. June 20 @ 11 PM</u>  <b>Expedition #12</b> Supporting the Marine Ecosystem - Complete by <u>Thurs. June 20 @ 11 PM</u>  <b>Expedition #13</b> Diving into the Canyon - Complete by <u>Thurs. June 20 @ 11 PM</u>  <b>Expedition #14</b> Dive Inside Undersea Volcanoes– Complete by <u>Sat. June 22 @ 11 PM</u>  <b>Expedition #15</b> Carbon Dioxide and the Ocean – Complete by <u>Sat. June 22 @ 11 PM</u></p>
<p style="text-align: center;"><b>4</b> 6/24-6/30</p>	<p><b>Week 3 Quiz</b> – Available Mon. June 24 from 11 AM to 11 PM  <b>Learning Outcome #3 Essay</b> due by Wed. June 26 at Noon.  <b>Expedition #16</b> Global Circulation - <u>Thurs. June 27 @ 11 PM</u>  <b>Expedition #17</b> Tracking Drifter Buoys - <u>Thurs. June 27 @ 11 PM</u>  <b>Expedition #18</b> Ocean – The Climate Regulator - <u>Thurs. June 27 @ 11 PM</u>  <b>Expedition #19</b> Where the Water Goes - Complete by <u>Sat June 29 @ 11:00 PM</u>  <b>Expedition #20</b> Changing Sea Level - Complete by <u>Sat June 29 @ 11:00 PM</u></p>
<p style="text-align: center;"><b>5</b> 7/1-7/5</p>	<p><b>Week 4 Quiz</b> – Available Mon. June 24 from 11 AM to 11 PM  <b>Expedition #21</b> The Gulf Oil Spill - Complete by <u>Mon. July 1 @ 11:00 PM</u>  <b>Expedition #22</b> Top Ten – Complete by <u>Tues. July 2 @ 11:00 PM</u>  <b>Expedition #23</b> Your Question/Hypothesis – Complete by <u>Wed. July 3 @ 11:00 PM</u>  <b>Final Exam:</b> Available <b>Fri. July 5 at 12 PM to Sun. July 7 at 11 PM</b></p>