NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

OSU Extended Campus – Syllabus
GEO 307 NATIONAL PARK GEOLOGY AND PRESERVATION (3 CREDITS)

Read the syllabus before beginning the class. Save the syllabus for reference during the term.

Course Catalog Description: National parks as classrooms to study geological processes and the importance of preserving natural landscapes.

Prerequisites: There are no prerequisites for this course.

Baccalaureate Core: Successful completion of this course fulfills OSU’s Baccalaureate Core course requirements in the Synthesis category under Science, Technology, and Society.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Course Rationale: The course presents parks as natural classrooms to learn about geological features and the processes that form them, as well as society’s need to preserve such features and make them accessible to the public. A site is established as a national park, monument, seashore, or other unit of the National Park Service because it displays a special aspect of the cultural or natural history of the United States. The mission of the National Park Service is to protect such features and make them accessible to the public. Geologic features are an important part of this heritage, not only because they help us understand Earth’s history, but also because they are the landscapes upon which our country’s cultural and natural history take place.

GEO 307 National Park Geology and Preservation provides an overview of the diverse aspects of geology preserved in national parks. It shows geology in context to students of all disciplines. Students are exposed to national park geology through plate tectonics, a conceptual framework describing how that Earth works. It illustrates how mountains, volcanoes, earthquakes, and other geological phenomena result from processes that occur within or on the surface of the Earth. We will see how processes occurring at plate boundaries and hotspots result in the dramatic landscapes seen in national parks. We will also introduce other geologic concepts such as types of rocks, geologic time, and the record of Earth history and change recorded in rocks using examples from national parks. These tools allow us to understand why landscapes and rocks in a given park are similar to those in some parks yet differ from those in others; and to appreciate why the preservation of geologic features within national parks helps us understand natural science and how it relates to society and the environment.

National parks have two purposes: 1) to preserve features of scientific and cultural importance; 2) to make those features available for the education and enjoyment of the public. Those two purposes are often at odds; the National Park Service is continually caught in the conflict between the need for preservation and the right
of access. The course also covers the history of the “national park idea” and provides a platform to discuss conflicts that arise from the dual mandate to preserve and provide for the public enjoyment.

**Instructor:** Dr. Kaplan Yalcin
Office: 250 Wilkinson Hall, OSU Main Campus
Phone: 541-737-1230
Fax: 541-737-1200
E-mail: yalcink@geo.oregonstate.edu (this is the BEST way to contact me)

Note: when sending an email, include a descriptive subject line with the course number (for example, GEO 307 Week 1 Quiz if you have a question about the first quiz). Use your OSU email account to send emails. These procedures will allow me to help you more quickly.


**Other Required Reference Materials:** National Park Service, 2011, *National Park System Map and Guide*, Washington, D.C.: U.S. Government Printing Office - – a pamphlet produced by the National Park Service showing (in both map and table form) all of the approximately 400 sites within the National Park System. It’s the map that’s most useful for locating the parks we will cover in this class.

**NOTE:** For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

**Canvas:** This course is entirely online and accessed by logging in to OSU’s Canvas system: [http://oregonstate.instructure.com](http://oregonstate.instructure.com). All course materials (lectures, assignments, exams) are distributed online via Canvas. The course will only appear in Canvas to those who have registered for it. For technical assistance, call 1-800-667-1465 or go to [http://ecampus.oregonstate.edu/services/technical-help.htm](http://ecampus.oregonstate.edu/services/technical-help.htm).

Although every effort has been made to ensure that course materials are compatible with a variety of hardware and platforms, internet access and Canvas compatibility is the responsibility of the student. Extensions for missed deadlines due to personal computer or internet access issues will not be granted. If your computer or internet connection fails, simply go to a campus computer lab, local library, or other public place where internet is available to access the course in Canvas.

**Required software:** To view the course lectures, you will need Microsoft PowerPoint. Students will also need Word or access to some other MS Office compatible word processing program. Alternatives to this are the free Microsoft PowerPoint Viewer for Windows and for MAC. Also available for free download is OpenOffice, a suite of productivity tools that reads and writes to Microsoft Office files and allows users to open and save Word and PowerPoint files on their preferred platform. The free Adobe Reader will also be useful for opening supplemental readings and other documents posted on Canvas as PDF files.

**Outline of Topics Covered:**
- Week 1: Fundamentals of Geology
- Week 2: Parks at Convergent Boundaries: Subduction Zones
- Week 3: Parks in Transform and Divergent Settings
- Week 4: Parks of the Colorado Plateau
- Week 5: Midterm Exam
Week 6: Parks Shaped by Glaciers
Week 7: Parks over Hotspots: Hawaii and Yellowstone
Week 8: Building North America: Shield and Platform, Collisional Mountains, and Terrane Accretion
Week 9: History of the National Parks
Week 10: Discussion of Student Projects
Week 11: Final Exam

Learning Outcomes: Students taking GEO 307 will be expected to:
1. Use basic geological concepts to interpret the materials and landforms observed in national parks
2. Incorporate plate tectonics to compare and contrast the landscapes of different national parks
3. Articulate, through writing, the reasons why sites are designated as national parks, monuments, and seashores, and the role of geology in determining that status;
4. Discuss preservation and access issues in national parks, and how geological features and processes are important to resource management policy.

Students taking this baccalaureate core class in science, technology, and society will be expected to:
1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines. National parks are landscapes formed by geologic processes on which our natural and cultural history has played out. The study of National Park geology and preservation exists at the intersection of geology, geography, biology, resource management, policy, and law, and we will see many examples of intersections between these subject areas in this course.
2. Analyze the role of science and technology in shaping diverse fields of study over time. Through class lectures and readings we will see how our ideas about how the Earth works have changed with the discovery of plate tectonics. Students will develop an understanding of the occurrence and distribution of geologic processes in both space and time, and use that knowledge to understand the landscape we see today and how it will change in the future. We will also see examples of how the national park idea has evolved over time to guide development and management of the National Parks for not only the current generation, but also future generations.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support. Students taking this course will articulate and demonstrate understanding of park geology and management issues through writing on assignments and exams. Students will also develop informed positions on current issues related to national park geology and preservation through knowledge gained in class lectures and readings.

Assessment Methods: Student proficiency in the above course and baccalaureate core learning outcomes is assessed on quizzes and exams, which always include an essay component, as well as in discussion board participation. Additional, a term project requires students to recognize and interpret geologic processes during a visit to a park or other protected area of their choice, and effectively communicate their observations through a class presentation and discussion.

Course Organization: Students in GEO 307 will work through 8 one-week lessons grouped into weekly modules in canvas. Each week includes reading, taking notes, and answering review questions on three to four lectures (presented as PowerPoint with accompanying audio to facilitate students taking their own notes on the material) and assigned portions of the text and a Canvas quiz over that week’s material that includes both multiple choice and essay questions. Students will also participate in weekly discussion boards through Canvas on an instructor chosen topic related to national park geology and preservation.
From the lectures, readings, and discussions, students will develop an understanding of geologic processes and the ability to observe those processes in park landscapes which they will demonstrate by visiting a park or protected area of their choice and preparing a PowerPoint presentation to share with the class (Week 10). Last but not least there are two exams: a midterm (Week 5) and cumulative final (Week 11). Exams are proctored, timed and only available for a limited time through Canvas (see course schedule). You must arrange for a proctor in order to take the midterm and final exam. Permission to take an exam outside of the scheduled window must be arranged well in advance. Proctors are not needed for the weekly quizzes.

Each week will end on Sunday at 10 pm (Pacific Time). All assignments must be submitted through Canvas by 10 pm Pacific time on the Sunday ending the week they are assigned (see course schedule).

See the Course Schedule for each term posted in the Start Here module for all specific deadlines. All deadlines are exact and late work is not accepted. For discussion board participation, no points will be awarded if not completed within the weekly time window for completion; in other words it is not possible to “make-up” discussion board participation. For quizzes and exams, permission for an extension must be arranged in advance (i.e., before the due date) with the instructor and will only be granted in cases where circumstances beyond the student’s control prevent timely completion of the assignment. Extensions on the term project are not possible because the term projects form the basis for the week 10 class discussion.

Course Requirements and Grading: There are eight weekly quizzes (no quiz in weeks 5 (midterm) or 10 (student projects)), a midterm exam and cumulative final exam, a term project, and a weekly grade for discussion board participation. These are weighted according to the following table:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (8 @ 20 points each)</td>
<td>160</td>
<td>26%</td>
</tr>
<tr>
<td>Discussion Board Participation (8 weeks @ 10 points each)</td>
<td>80</td>
<td>13%</td>
</tr>
<tr>
<td>Term Project</td>
<td>130</td>
<td>21%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>16%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>24%</td>
</tr>
<tr>
<td>Total Points</td>
<td>620</td>
<td></td>
</tr>
</tbody>
</table>

Course Grades: Letter grades are based on your point total according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt; 92%</td>
</tr>
<tr>
<td>A-</td>
<td>&gt; 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&gt; 88%</td>
</tr>
<tr>
<td>B</td>
<td>&gt; 82%</td>
</tr>
<tr>
<td>B-</td>
<td>&gt; 80%</td>
</tr>
<tr>
<td>C+</td>
<td>&gt; 78%</td>
</tr>
<tr>
<td>C</td>
<td>&gt; 72%</td>
</tr>
<tr>
<td>C-</td>
<td>&gt; 70%</td>
</tr>
<tr>
<td>D+</td>
<td>&gt; 68%</td>
</tr>
<tr>
<td>D</td>
<td>&gt; 62%</td>
</tr>
<tr>
<td>D-</td>
<td>&gt; 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

If at any time you are concerned about how you are doing in the class or have any questions about the course, the material or anything related to geology and national parks please contact me.

Incompletes: Final grades are based on the work completed at the end of term. Students should not expect an incomplete if the course is not completed by the end of the term except in extreme and unusual circumstances and even then only if the following two conditions are met: 1) the student has a passing grade at the time the request for an incomplete is made and 2) the student has already completed at least 75% of the coursework.

You will need to put effort into this class to do well. This class is designed for students who want to learn, are willing to take responsibility for their learning, and understand how this course relates to their education, their degree program, and their personal goals. More information on what you need to do to complete each of the course requirements is found in the following sections.
Discussion Boards: Active participation in this course is an essential part of your grade, and is accomplished through the discussion board in Canvas. Discussion board participation is an opportunity for you to express ideas and information in a forum comparable to a classroom discussion. **Discussion board questions or topics are posted weekly by the instructor.** You can earn up to 10 points for participation per week by posting an original contribution, asking insightful questions, or responding to your classmates ideas on the week’s topic.

The questions should be provocative enough that discussion occurs naturally, but in order to encourage participation every student will be required to (1) post an original response to the question by 10 pm Wednesday and (2) post at least two substantive responses to a classmate’s post by 10 pm Sunday. Your grade for each discussion is based on the degree to which your posts contribute to the class discussion. Although the discussion board is informal, please use correct spelling, grammar, and punctuation so that everyone can understand your ideas. Remember to be respectful of the opinions and viewpoints of others.

Quizzes: Quizzes consist of ten multiple choice questions and two essay questions on the current week’s lectures. The quiz must be taken in Canvas by 10 pm Pacific Time on Sunday of that week and has a 35 minute time limit. Quizzes are open book/open note and are not proctored.

However, quizzes are not homework assignments. They are short exams. You are expected to have practiced answering questions about the material before you take the quiz. You are not allowed to use your notes, the textbook, or the canvas lectures during an exam, and exams are proctored to prevent students from doing so. As a result, you should take the quizzes the same way - otherwise your quiz scores would not reflect how you can expect to do on the exams. Think of the weekly quizzes as short exams for that week's material. Practice answering the review questions until you are confident in your ability to answer them without help from your notes, the textbook, or the canvas lectures. Only then are you ready to take a quiz.

You have 35 minutes to take a quiz. If you have any time remaining after answering all the questions, you may refer back to your notes if you were unsure about any particular question. Just remember that any quiz question that you find you need some help from your notes to answer is a question you were not prepared to answer, and would likely miss on an exam. If you find that the time limit for a quiz makes you feel rushed, make yourself better prepared for quizzes (see section on preparing for quizzes and exams) – with more preparation the time limit will become less and less of a factor. Extra time on quizzes can only be given to students with a documented need for extra time and must be arranged through the university’s DAS office – see http://ds.oregonstate.edu/home/

**Turn in only your own work in your own words** on all course assignments, including the quizzes. To do otherwise is plagiarism and will not be tolerated. A few students in past terms have chosen to answer essay questions on quizzes by copying directly from the lectures. Because all quiz and exam questions come from the lecture material, this is easy enough to do. However, answers copied word for word from the lectures will receive a zero because they demonstrate no understanding of the material on the part of the student. You would also be cheating yourself of a valuable learning opportunity to get feedback on your comprehension of the material before the exams.

**Feedback on Quizzes and Exams:** After the due date for the quiz or exam has passed and the quiz or exam has been graded, you can view the quiz again through the Canvas gradebook. Additional explanation (feedback) will be made available for commonly missed questions. Take notes on the questions you missed to help study for exams.
**Exams:** Exams are proctored, timed and only available for a limited time through Canvas (see course schedule). **You must arrange for a proctor in order to take the midterm and final exam.** The time limit for the midterm is 80 minutes, and 110 minutes for the final. Permission to take an exam outside of the scheduled window must be arranged well in advance. Proctors are not needed for weekly quizzes.

Exams are a mix of multiple choice and essay questions and are very similar to the weekly quizzes. Exams are based exclusively on the lectures. This means that if a topic in the textbook is not covered in the lectures, you will not be tested on it. Instead, the textbook is suggested as a resource to help you understand the lectures. Exams are closed book/ closed note and you are not allowed to access the internet or any other part of the course in Canvas (such as the lectures) during the exam.

**Preparing for Quizzes and Exams:** Take notes on the lectures, guided by the objective and review questions included with each lecture. Make sure your notes answer these questions. Then, practice, practice, practice for quizzes and exams until you are able to answer the objective and review questions in each lecture without help from your notes, the lectures, or the textbook. If you can answer the review questions without using your notes, the lecture outlines, or textbook, you have mastered the material and will do well on the quizzes and exams. If you cannot, make sure you can do so before the quiz or exam if you want to do well in the class. When preparing for exams also make sure to review your weekly quizzes. Post questions about the material to the general discussion board.

**Exam Proctoring Information:** Proctored exams are necessary to ensure the integrity of assessments in courses such as GEO 307 where students are tested on the information provided in the course lectures. **You must arrange for a proctor in order to access the exam.** However, the proctoring process is straightforward and flexible.

First, identify a suitable proctor in your area and make an appointment directly with that person to take your midterm and final exam. Check the course schedule posted in Canvas once the term begins for the dates the midterm and final will be open in Canvas. Exams will be available for a minimum of three days and you may take the exam at any time during that window. Permission may be granted to take an exam on an alternate date in extenuating circumstances if arranged well in advance with the instructor.

Acceptable exam proctors include college or university testing centers, college or university instructors, public librarians, school teachers, administrators, or counselors, educational service offices on military installations, and work supervisors (if your employer is paying for you to take this course). Unacceptable exam proctors include co-workers, friends, and relatives. Students who can come to Corvallis can take their proctored exams during testing sessions provided by extended campus, while students elsewhere can use testing centers at their nearest university or community college (see list of testing centers at [http://ecampus.oregonstate.edu/services/proctoring/](http://ecampus.oregonstate.edu/services/proctoring/)). In person testing is required for this class, online proctoring using ProctorU is not allowed.

Once you have chosen your proctor and made an appointment with them, fill out the exam proctoring form at [http://ecampus.oregonstate.edu/services/proctoring/](http://ecampus.oregonstate.edu/services/proctoring/). You will need to include the contact information for your proctor. This step is necessary so that ecampus can send your proctor the information for your exam, such as the access code. When you arrive for a proctored exam, your proctor will check your identification. You will then login to the course in Canvas, navigate to the exam, and your proctor will enter the password to open the exam. The exams in Canvas work the same way that the weekly quizzes do. You are allowed 80 minutes for the midterm; 110 minutes for the final.
Term Project: Students will choose, read about, and visit a park or protected area (national park, national monument, state park, wildlife refuge, wilderness area, special conservation area, etc.). During your visit, be sure to take photos with your digital camera to illustrate significant aspects of the area’s geology, biology, or history to share with the class, and (if possible), talk with area rangers or visitor center staff and ask questions about the area’s geology and significance as well as management strategies, challenges, and issues.

Based on their reading and visit, students will students will produce a 15-20 slide PowerPoint presentation to share with the class about the geology of the area, including a discussion of why the area was selected for special protection (i.e., what is its geologic, biologic, cultural, and/or historical significance) and current management issues facing the park or protected area (i.e., managing visitor use, wildlife, endangered species, wildland fire, threats posed by natural hazards, air or water pollution, climate change, etc.).

Due dates for term project-related assignments occur throughout the term:
Week 2: Choose a Park (10 points)
Week 3: Turn in a reference list for your park (10 points)
Week 6: Turn in a plan for your park visit (15 points)
Week 9: Presentation due (85 points)
Week 10: Discussion of student presentations on the discussion board (10 points)

You may work ahead of these due dates to accommodate your schedule. See the weekly folders in Canvas for more information about each assignment.

General Discussion Board: Please post questions about the course, assignments, lecture content, etc. to the general discussion board if other students are likely to benefit from the answer to that question (otherwise, communicate with the instructor privately via email). I check the discussion board frequently and will reply by posting answers to your questions within 24 hours (usually less). This procedure allows the entire class to benefit from the questions and answers provided- chances are if you have a question others have the same question.

Other Questions? Contact your instructor by phone (541-737-1230) or email (valcink@geo.oregonstate.edu). Email is the best way to reach me because I am online a lot more than I am sitting by the phone. Include a descriptive subject line with the course number, for example “GEO 307 Week 1 Quiz” if you have a question about the first quiz.

Because this is an online class, all communication will take place via the Canvas discussion board (a public forum open to everyone in the class) or private email and/or other communication directly between student and instructor. I will respond quickly to email or the discussion board, usually within the same day or first thing the next morning. Office hours or on-campus help is not normally available to ensure equal access for all students in the course regardless of where they are located. If you have found that face to face interaction is essential for you to succeed in a course, then you should not take this course online. GEO 307 is offered on-campus during the fall term each year. However, if you do come to the Corvallis campus I encourage you to stop by my office in 250 Wilkinson Hall to introduce yourself as I enjoy meeting as many of my online and distance-education students as possible.

Email: I will use your OSU ONID email address to contact you should the need arise, such as a problem with your quiz. If you have not done so, set up your ONID email account using your OSU ID number and pin at http://onid.oregonstate.edu/docs/gettingstarted/signup.shtml. If you do not regularly check your ONID email account, set it to automatically forward emails to your preferred email address (see frequently asked questions on the ONID web page).
Responsibilities of Students and Instructor: Teaching and learning is a partnership between student and instructor. Both student and instructor have certain responsibilities in this partnership that they must fulfill for the teaching (what the instructor does) and learning (what the student does) to be successful. If either student or instructor fails to carry out their responsibilities in this partnership, the student will not be successful in the class. Following is a partial list illustrating these responsibilities:

Responsibilities of Instructor:
- Make clear statements of course and lesson objectives
- Provide course materials (lectures, readings, etc) directly related to these objectives and keep the course materials as current as possible with ongoing revisions and updates
- Provide assessments (quizzes, exams) and other graded activities (discussion, writing assignments, etc) that have clear connections to the course objectives and provide students different ways to demonstrate the degree to which they understand the content covered in the course
- Provide feedback on graded work that is both useful and timely
- Be accessible and available to students who want extra help

Responsibilities of Students:
- Be familiar with the course structure and the policies by which the course is taught
- Become personally invested in their education (time, money, commitment) and accountable
- Dedicate regular amounts of time to the class on an ongoing basis throughout each week
- Complete all assignments on time and always put forth their best effort. Review the results of graded work and learn from both successes and failures.
- Ask the instructor questions when clarification is needed

Netiquette and Acceptable Use Policy: The same standards of civility and conduct that apply in a classroom environment also apply to online courses. In this class, Canvas is our classroom and you must interact with your classmates and instructors through Canvas in the same way you would interact in a classroom. In particular, the Canvas discussion board is a place to ask questions, not post complaints. The instructor will moderate student-student communication on Canvas. Any discussion board posts that, in the instructor’s judgment, do not contribute to a productive learning environment or maintain classroom standards of civility will be removed. In such cases the instructor will either communicate with the student privately via email or refer the student to ecampus. If a student has acted in a disrespectful manner towards other students, the instructor may penalize that student’s discussion board grade. First offense will result in loss of participation points for that discussion board topic. Second offense will result in loss of participation points for that discussion board topic and all future discussion board topics.

All use of Canvas will be transparent and take place in a public forum open to all – the Canvas discussion board. Private or offline communication through Canvas is not allowed because Canvas is our classroom for an online class – as such discussions must be open and accessible to the entire class including all students and the instructor. If you have a question or concern that you are not comfortable sharing with the class, please email the instructor directly.

Students with Disabilities: Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss
accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

**Academic Conduct:** Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:
- cheating - use or attempted use of unauthorized materials, information or study aids
- fabrication - falsification or invention of any information
- assisting - helping another commit an act of academic dishonesty
- tampering - altering or interfering with evaluation instruments and documents
- plagiarism - representing the words or ideas of another person as one's own

The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society. Our rules are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action. Behaviors that create a hostile, offensive or intimidating environment based on gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office.

**Course Evaluation:** We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available towards the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

**TECHNICAL ASSISTANCE:**
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
- COURSE DEMO
- GETTING STARTED

**REFUND POLICY INFORMATION**
Please see the Ecampus website for policy information on refunds and late fees.