Introduction to Oceanography

GEOL 1445

Semester, year

SECTION INFORMATION

The syllabus should have the

· course name and abbreviation, section number, and synonym (e.g., Engineering Physics I, PHYS 2425-011-39130)

· campus, room, and time of day

INSTRUCTOR INFORMATION

The following instructor information should be on the syllabus:

- *instructor's name*
- *phone number(s) (instructor's office phone or Voice Box for adjunct instructors)*
- *office hours and location of office or means of accessing virtual office hours*
- *information on how conferences outside of office hours can be arranged*
- *ACC e-mail address*
- *other avenues for contacting the professor, as appropriate (through BlackBoard, e.g.)*

As a general rule, instructors should avoid interacting with students through social media or providing personal phone numbers.

COURSE DESCRIPTION

- **Credit Hours: *4***
- **Classroom Contact Hours per week: *3 (for a 16-week class)***
- **Laboratory Contact Hours per week: *3 (for a 16-week class)****

Description of basic biological, chemical, geological, hydrological, and physical features and processes of the oceans including origin, evolution, uses, and resources; A student may not receive credit for both GEOL 1345 and GEOL 1445.

COURSE RATIONALE

This course is designed to give a basic understanding of the science of oceanography, and to provide a greater appreciation of oceanic processes and their impact on the global environment. Students learn critical thinking and empirical reasoning skills that can be applied to any career or pursuit.

PREREQUISITES

Reading and math proficiency as proven by a passing score on appropriate assessment tests or by exemption through transcripted hours from another college or other approved means. One year of high school science is also required.

STUDENT LEARNING OUTCOMES

Course-Level
Upon successful completion of this course, students will be able to:

- describe the scientific method and apply it an oceanographic context
- describe Earth's hydrologic and atmospheric system and explain how they interact
- explain the theory of plate tectonics and how it explains the origin, distribution, and geological and physical features of the ocean basins
- demonstrate knowledge of the properties of seawater and apply methods for studying it
- demonstrate knowledge of the size, composition, origin, and distribution of common types of marine sediment
- explain the causes, locations, and behaviors of ocean waves, currents, and tides and their influence on coastal zones
- demonstrate knowledge of common marine organisms, their habitat, interaction and factors influencing productivity
- identify, locate, and interpret features of marine charts and maps

General Education
As a Core Curriculum course, students completing this course will demonstrate competence in:

- **Critical Thinking** - gathering, analyzing, synthesizing, evaluating and applying information
- **Interpersonal Skills** - interacting collaboratively to achieve common goals
- **Quantitative and Empirical Reasoning** - applying mathematical, logical and scientific principles and methods
- **Written, Oral and Visual Communication** - communicating effectively, adapting to purpose, structure, audience, and medium.

REQUIRED TEXTS/MATERIALS

Textbook
Pinet, Paul R., 2021. Invitation to Oceanography (eighth edition): Sudbury, Massachusetts, Jones and Bartlett Publishers, 598 p. ISBN: 9781284164695

Laboratory Manual
Chauffe, Karl M., and Jefferies, Mark G., 2007. Laboratory exercises to accompany Invitation to Oceanography 4th edition; Sudbury, Massachusetts, Jones and Bartlett Learning, 212 p. ISBN: 9780763742997

INSTRUCTIONAL METHODOLOGY

This course is taught in the classroom in a lecture and laboratory format.

OPEN LABS

Information about the location and time of open laboratory sessions should be included.

STUDENT TECHNOLOGY SUPPORT

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at Student Technology Access.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit Student Technology Access.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit Student Technology Access

GRADING SYSTEM

Grading criteria should be clearly explained in the syllabus. The criteria should specify the number of exams and other graded material (exercises, term papers, homework, assignments, projects, etc.), and the weight assigned to them. Instructors should discuss the format of exams (multiple choice, short answer, essay, matching, combination, etc.). Guidelines for other graded materials, such as homework or projects, should also be included in the syllabus. Having explicit detail in this section helps to more easily resolve issues with student grades should they arise. Links to grading and evaluation rubrics could also be included here.

COURSE POLICIES

Faculty should detail their course policies. Many of these policies are defined by departments and will therefore be the same across all courses of that discipline.

Attendance/Class Participation

Each instructor should clearly express their attendance and class participation policies. The instructor also needs to be explicit about whether the class is synchronous or asynchronous, and what activities, e.g., discussion boards, have mandatory participation. If the course has a

laboratory component, clear guidance is needed on how the laboratory activities will be conducted.

If there are specific policies for field or laboratory activities, they could be included here. Some suggested wording is:
"Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class."

Or for online courses:
"Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class."

And to cover situations where classes are cancelled because of weather, pandemic, or other emergencies:
"The student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor."

Withdrawal Policy

This should be clearly stated. The College defines withdrawals as occurring after the official reporting date of the semester, typically the 12th class day. In addition, the Legislature has mandated the Rule of Six (see below). There may also be financial aid issues.

Some possible wording might be:
"It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date. **The Final Withdrawal Date for this semester is [insert date here]**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals."

Missed Exam and Late Work Policies

Each instructor should clearly express their policies with regard to missed exams, late homework or laboratory exercises, etc. Again, this helps immensely when dealing with student grade disputes.

Incompletes

This policy should also be clearly stated. Recommended wording is:

"An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion, while following any rules or guidelines set by the department. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor and given on the "Report of Incomplete" form. This date is often about three weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.

2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.

4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.

5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted."

COURSE OUTLINE/CALENDAR

The syllabus should contain a course outline for the lecture (and laboratory), outlining what students will be doing on what days, identifying test dates and other due dates. Instructors are encouraged to add a statement of variance, such as:
"Please note that schedule changes may occur during the semester. Any changes will be announced in class and posted as a Blackboard Announcement (or other resource faculty is using to communicate)."