54. Texas A&M University at Galveston

    f. Information Only

    **Texas A&M University at Galveston**
    - Request to add ANTH 330 to Galveston’s course inventory
    - Request to add ENGL 484 to Galveston’s course inventory
    - Request to add GEOL 101 to Galveston’s course inventory
    - Request to add GEOL 106 to Galveston’s course inventory
TEXAS A&M UNIVERSITY
AT GALVESTON
REQUEST TO ADD ANTH 330, ENGL 484, GEOL 101 AND GEOL 106 TO GALVESTON’S COURSE INVENTORY
Texas A&M University  
Departmental Request for a New Course  
Undergraduate + Graduate + Professional  
* Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type:  
   - ☑ Undergraduate  
   - ☐ Graduate  
   - ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Select or Type Department/Program Name Department of General Academics, Mari  
   ANTH 330, FIELD RESEARCH IN ANTHROPOLOGY

3. Course prefix, number and complete title of course:  

4. Catalog course description (not to exceed 50 words):  
   Training for students in formulating and solving anthropological problems through field research; problem oriented field research under supervision.

5. Prerequisite(s):  
   - 6 hours of Anthropology: approval of Instructor.

6. Cross-listed with:  
   - Stacked with:  
   - Cross-listed courses require the signature of both department heads.

7. Is this a variable credit course?  
   - ☑ Yes  
   - ☐ No

8. Will this course be repeated within the same semester?  
   - ☐ Yes  
   - ☑ No

9. Will this course be submitted to the Core Curriculum Council?  
   - ☑ Yes  
   - ☐ No

10. How will this course be graded?  
    - ☑ Grade  
    - ☐ S/U  
    - ☐ P/F (CLMD)

11. This course will be:  
    - a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    - b. elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.A. Maritime Studies

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix | Course # | Title (excluding punctuation)
   - ANTH 330 | Field Research in ANTH
   - Lec. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
   - 9.00 | 4502010001 | 1230 | 15 | 16 | 0 | 1 | 0 | 2 | 9 | 8

Approval recommended by:  
JoAnn DiGeorgio-Lutz  
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:  
Associate Director, Curricular Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 07/14
MEMO TO:    Cari Bishop-Smith
FROM:      Paula Morris
DATE:      October 30, 2014
RE:        Request for New Course; ANTH 330 Field Research in Anthropology

This course is in the TAMU Catalog. We request that it be added to the TAMUG inventory for the 2015-16 catalog. Permission to teach this course is attached to the Course Request form.
Hi Fred,

You have my approval to add ANTH 330 to the course listings at TAMU-Galveston. Please let me know if you need anything else.

Best regards,

Cynthia Werner
Associate Professor & Head
Department of Anthropology
Texas A&M University
Anthropology 330 Field Research in Anthropology
General Course Syllabus
Five-Week Summer Session course
Variable credit hours 1-9

Professor Name email@tamug.edu 409-740-xxxx
Office hours: on-site 9:00 am daily

Course Description:

Training for students in formulating and solving anthropological problems through field research; problem oriented field research under supervision. Prerequisites: 6 hours of anthropology; approval of instructor.

Project Narrative (required for Study Abroad courses)

Students pursuing careers in archaeology must have field experience in order to be successful. Most graduate schools require that students have field experience or strongly favor candidates that do. This section of the syllabus is used to describe the nature of the fieldwork and its scholarly significance. Field courses are almost always offered in a shortened semester (i.e. 2-week intercessional; 5 week summer).

Learning Outcomes:

- Demonstrate proficiency with topographic maps, compasses, and global positioning systems (GPS).
- Identify archaeological artifacts, features and sites from a geographic region.
- Create a map of an archaeological site.
- Conduct an excavation (specifically, how to set up the excavation grid, excavate in stratigraphic and arbitrary levels, record finds, screen for artifacts, draw archaeological plans and profiles, take digital photographs, etc.).
- Explain -- in general terms -- the "prehistory" of a region to your friends, family, and acquaintances.
- These learning outcomes might be modified for non-archaeology related fieldwork.

Textbook and other resource materials:


Grading Policies:

Your command of course skills and concepts will be evaluated by your ability to master and demonstrate the skills mentioned above in the field, your willingness to work hard in the field, to share in camp duties, to deal in a mature manner with your instructors and your peers, the thoroughness and accuracy of your forms and field-notes, and the quality of your final excavation and laboratory reports.

Specifically, your course grade will be determined by the instructors' assessment of your:
- Participation and positive attitude (10%)
- Demonstration of archaeological skills in the field (30%)
- Evaluation of written field-notes, and excavation forms (30%)
- Final excavation summary & laboratory analysis (30%)
Each of these categories will be subjectively graded by the professor, with feedback given throughout the project. I use a standard grading scale (A=90-100, B=80-89, C=70-79, D=60-69, F=below 60).

**Academic Integrity Statement and Policy**

"An Aggie does not lie, cheat or steal, or tolerate those who do."

For more information see [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Absences**

Information concerning absences is contained in the University Student Rules Section 7 ([http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf](http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf)). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit [http://www.tamug.edu/counsel/services/dssprocedures.htm](http://www.tamug.edu/counsel/services/dssprocedures.htm).
Example daily itinerary for a 6 credit-hour archaeology field school summer course

Base on a July 2015 calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/7-7/11</td>
<td>Independent study and travel. Students will be required to complete reading and homework assignments to prepare for their trip. Travel arrangements will be made by study abroad. Pre-travel meetings may be required.</td>
</tr>
<tr>
<td>7/13</td>
<td>Orientation; full day of lectures (6 hours plus breaks)</td>
</tr>
<tr>
<td>7/14</td>
<td>Field Day. All field days will have the same basic pattern. Students leave by bus for the field at 7:30 am, returning at 3:30 pm. The bus-ride is only about 10 minutes, but the hike from the bus to the field site is about 2.5 miles. During the day there are 2 15-minute breaks and a 30 minute lunch. The rest of the time students will be excavating or carrying out functions necessary to the complete documentation of the site. Upon returning to the camp by bus, students will commence with lab work until all the the day’s data is processed (cleaned, catalogued, and stored). Students will have the remainder of the day free, except that they must maintain their archaeological notebooks and keep up with reading assignments.</td>
</tr>
<tr>
<td>7/15</td>
<td>Field Day</td>
</tr>
<tr>
<td>7/16</td>
<td>Field Day</td>
</tr>
<tr>
<td>7/17</td>
<td>Field Day</td>
</tr>
<tr>
<td>7/18</td>
<td>No planned activities</td>
</tr>
<tr>
<td>7/19</td>
<td>No planned activities</td>
</tr>
<tr>
<td>7/20</td>
<td>Field Day</td>
</tr>
<tr>
<td>7/21</td>
<td>Field Day</td>
</tr>
<tr>
<td>7/22</td>
<td>Day Trip to Visby for a visit to a regional museum. Students hear lectures on archaeology by local experts.</td>
</tr>
<tr>
<td>7/23</td>
<td>Field Day</td>
</tr>
<tr>
<td>7/24</td>
<td>Field Day</td>
</tr>
</tbody>
</table>
7/25  No planned activities

7/26  No planned activities

7/27  Field Day; mid-term progress reports

7/28  Field Day

7/29  Half-day trip to area archaeology sites. Field Day on return.

7/30  Field Day

7/31  Field Day

8/1  No planned activities
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/2</td>
<td>No planned activities</td>
</tr>
<tr>
<td>8/3</td>
<td>Field Day</td>
</tr>
<tr>
<td>8/4</td>
<td>Field Day</td>
</tr>
<tr>
<td>8/5</td>
<td>Half-day trip to area archaeology sites. Field Day on return.</td>
</tr>
<tr>
<td>8/6</td>
<td>Field Day</td>
</tr>
<tr>
<td>8/7</td>
<td>Field Day</td>
</tr>
<tr>
<td>8/8</td>
<td>No planned activities; Final lab reports and field notebooks due by 5:00pm.</td>
</tr>
<tr>
<td>8/9</td>
<td>Depart for home.</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ✑ Undergraduate ☐ Graduate ☐ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of General Academics/Maritime Studies Program
3. Course prefix, number and complete title of course: ENGL 484 INTERNSHIP
4. Catalog course description (not to exceed 50 words):
Directed internship in a public or private organization to provide students with on-the-job training and applied research experience appropriate to career objectives. Must be taken satisfactory/unsatisfactory.

5. Prerequisite(s):
Cross-listed with: Approval of department head; junior or senior classification
Stacked with: Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from _____ to _____
7. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken _____ times.
Will this course be repeated within the same semester? ☑ Yes ☐ No
8. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No
9. How will this course be graded? ☐ Grade ☑ S/U ☐ P/F (CLMS)
10. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.A. Maritime Studies

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
ENGL 484 INTERNSHIP

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
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<td>3.00</td>
<td>2301010001</td>
<td>1230</td>
<td>15</td>
<td>0100298</td>
</tr>
</tbody>
</table>

Approval recommended by:
JoAnn DiGeorgio-Lutz
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Faculty Committee Date

Department Head or Program Chair (Type Name & Sign)
(if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

RECEIVED
By Curricular Services at 6:16 pm, Nov 19, 2014
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of General Academics/Maritime Studies Program
3. Course prefix, number and complete title of course: ENGL 484 INTERNSHIP
4. Catalog course description (not to exceed 50 words):
   Directed internship in a public or private organization to provide students with on-the-job training and applied research experience appropriate to career objectives. Must be taken satisfactory/unsatisfactory.

5. Prerequisite(s):
   Approval of department head; junior or senior classification
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ Yes  ☐ No  If yes, from _______ to _______
7. Is this a repeatable course? ☑ Yes  ☐ No  If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? ☐ Yes  ☑ No
8. Will this course be submitted to the Core Curriculum Council? ☑ Yes  ☐ No
9. How will this course be graded? ☑ Grade  ☐ S/U  ☐ P/F (claw)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.A. Maritime Studies

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpg.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    ENGL  484  INTERNSHIP

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FYCE Code
    3.00  0.00  0.00  3.00  2301010001  1230  15 - 16  0 1 0 2 9 8

    Approval recommended by:
    JoAnn D'Georgo-Lutz  (Type Name & Sign)  Date
    Chair, College Review Committee

    Department Head or Program Chair (Type Name & Sign)  Date
    (if cross-listed course)
    Dean of College

    Submitted to Coordinating Board by:
    Chair, GC or UCC
    Date

    Associate Director, Curricular Services
    Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8291 or sandra.williams@tamu.edu.
Curricular Services – 07/14
MEMO TO: Cari Bishop-Smith
FROM: Paula Morris
DATE: October 31, 2014
RE: Request for New Course; ENGL 484, INTERNSHIP

This course is in the TAMU Catalog. We request that it be added to the TAMUG inventory for the 2015-16 catalog year. Permissions are attached.

There is no Syllabus for this course as it is an Internship. Attached is the Application used by College Station.
Begin forwarded message:

From: Nancy Warren <nwarren@tamu.edu>
Date: October 31, 2014 at 1:58:35 PM CDT
To: JoAnn DiGeorgio-Lutz <jdiorgo@tamu.edu>
Subject: RE: ENGL 484 Internship

Hi JoAnn,

I expect this will be fine, but let me consult with my undergraduate director just to be sure. She will probably also know what paperwork we would need in lieu of a syllabus, if any.

All the best,

Nancy

---

From: JoAnn DiGeorgio-Lutz [mailto:jdiorgo@tamu.edu]
Sent: Friday, October 31, 2014 1:57 PM
To: Nancy Warren
Cc: MAST
Subject: ENGL 484 Internship

Hi Nancy,

We communicated earlier in the year when our department was searching for an English Instructor to replace a faculty member who had to leave suddenly.

Presently our department would like to add to our inventory of classes here on the Galveston campus. I am writing to ask approval for us to offer ENGL 484—the English internship. We are presently redesigning our Maritime Studies (MAST) program in our department and there are students who have expressed an interest in an English internship and we do offer the English minor.

I noticed that ENGL 484 does not require a syllabus. Can you please tell me what you would require for us to offer ENGL 484 on our Galveston campus.

Thanks

JoAnn

JoAnn DiGeorgio-Lutz, Ph.D.
Professor of Political Science and Department Head
Department of General Academics/Maritime Studies
Texas A&M University Galveston Campus
APPLICATION FOR INTERNSHIP COURSE

1. I request enrollment in
   ENGL  [ ] 484
   LBAR  [ ] 484
   for the  [ ] Fall  [ ] Spring  [ ] SSI  [ ] SSII  [ ] 10W  Semester  Year [ ]
   for 3 hours of S/U credit.  [ ] To be taken with other courses  [ ] To be taken "in absentia"

2. The purpose of this internship is (describe briefly the position or activity):

3. What follows is the basis upon which the S/U will be determined:

   By the last week of classes of the term of the internship,

   a) the student will submit a one-to-two page letter from the internship supervisor indicating whether the student performed the duties assigned according to expectations, whether the quality and quantity of work were satisfactory, and whether the student exhibited a professional demeanor;

   b) the student will submit a portfolio, preferably electronically, of work produced during the internship. If the internship involves working with confidential documents, the student will submit a journal with a minimum of 15 dated, one-page, typed entries reflecting on his/her activities and experiences in the setting;

   c) the student will submit an eight-to-ten-page typed final report following MLA conventions wherein the student describes the areas of training and duties; analyzes how the Internship is or is not contributing to career goals; reflects on how academic preparation has or has not been an asset; indicates how the experience might affect future course selection or attitudes towards courses.

Name of Applicant _____________________________  UIN of Applicant _____________________________

Major _____________________________ Classification [ ]  Signature of Faculty Supervisor _____________________________

Signature of Applicant _____________________________  Signature of Director of Undergraduate Studies _____________________________
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Marine Sciences
3. Course prefix, number and complete title of course: GEOL 101 Principles of Geology
4. Catalog course description (not to exceed 50 words):
   Principles of Geology. (3-3) Credit 4. Physical and chemical nature of the Earth and dynamic processes that shape it; plate tectonics, Earth’s interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 103 or GEOL 104.

5. Prerequisite(s): none
   Cross-listed with: 
   Cross-listed courses require the signature of both department heads:

6. Is this a variable credit course? ☐ Yes  ☑ No
   If yes, from _______ to _______

7. Is this a repeatable course? ☐ Yes  ☑ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? ☐ Yes  ☐ No
   If yes, this course may be taken _______ times.

8. Will this course be submitted to the Core Curriculum Council? ☑ Yes  ☐ No

9. How will this course be graded? ☑ Grade  ☐ S/U  ☐ P/F (CLNU)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       Marine Sciences and Ocean and Coastal Resources
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       all other majors at TAMUG

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    GEOL  101  Principles of Geology
    
    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    3.00  3.00  4.00  4006010002  1810  15  16  0  1  2  9  8

Approval recommended by:

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Effective Date  

RECEIVED: Forms requiring this form should be directed to Sandra Williams at 845-8291 or sandra.williams@tamu.edu
By Curricular Services at 6:16 pm, Nov 19, 2014
Curricular Services - 07/14
Kyeong Park

From: Michael M. Tice [mtice@geos.tamu.edu]
Sent: Thursday, October 09, 2014 12:50 PM
To: Kyeong Park
Subject: Re: Approval for adding GEOL 101 and 106 to our catalog

Kyeong,

Thanks to you and Pete for making the changes. Our departmental UCC has officially approved these. I will contact some folks who teach these often and get them in touch with Pete directly.

- Mike

---- Original Message ----
> From: "Kyeong Park" <parkk@tamug.edu>
> To: "Michael M. Tice" <mtice@geos.tamu.edu>
> Cc: "John R. Giardino" <rick@geos.tamu.edu>, "Pete van Hengstum" <vanhenp@tamug.edu>, "Melanie Lesko" <leskom@tamug.edu>
> Sent: Wednesday, October 8, 2014 10:57:19 AM
> Subject: RE: Approval for adding GEOL 101 and 106 to our catalog
>
> Dear Mike,
>
> Thanks for your email. We intend to duplicate your 101 and 106.
> Pete van Hengstum who will be teaching the courses at TAMUG updated
> syllabi such that the student learning outcomes are now identical.
> Pete also likes to meet and talk with the faculty members at College
> Station who teach 101 and 106. It'd be great if you connect Pete
> (vanhenp@tamug.edu, 409-740-4919) to them.
>
> Thanks a lot for your help.
>
> Kyeong
>
>
> ---- Original Message ----
> From: Michael M. Tice [mailto:mtice@geos.tamu.edu]
> Sent: Tuesday, October 07, 2014 5:48 PM
> To: Kyeong Park
> Cc: John R. Giardino
> Subject: Re: Approval for adding GEOL 101 and 106 to our catalog
>
> Dear Dr. Park,
>
> I am Mike Tice, and I am the chair of the department UCC in College
> Station. Our committee met today and had a question for you about your
> proposed 101 and 106 courses. Are these intended to duplicate our 101
> and 106 for the purposes of the A&M core? If so, they will need to
> duplicate our learning outcomes. I have attached syllabi for those
> courses to this email. The learning outcomes are up-to-date and
> approved by all university committees, although the schedule of topics
Geology 101

Course Instructor:
Dr. Pete van Hengstum, Assistant Professor
vanhenp@tamug.edu
OCSB 357, 1.409.740.4919
Office hours by appointment

Principles of Geology

Instructional Assistant Professor
Mr. Charlie Coleman
colemanc@tamug.edu
1.409.740.4516
SAGC 701
Office hours by appointment

Teaching Assistant:
TBA

Objectives: The purpose of this course is to introduce the geologic and geomorphologic processes that shape Earth’s surface and subsurface environments through time. The course begins by establishing competency in the primary rock types and their associated geologic processes through a detailed examination of the rock cycle. This establishes the basic framework for a more detailed examination of surface and subsurface processes. Particular emphasis is placed on how geologic processes impact global human populations. Laboratory exercises establish how to identify common rocks and minerals through hand-sample analysis, and develop competency in basic geologic skills (e.g., interpreting maps and aerial photographs, and differentiating geologic depositional environments).

Term, Meeting Times, and location: TBA.
Prerequisites: None

Textbooks

Learning Outcomes
Students who successfully complete GEOL 101 will demonstrate knowledge of the following general themes in the geological sciences1.
- Rocks and other materials record the 4.6 billion year history of the Earth. A variety of rock types are distributed throughout the Earth’s surface and interior.
- The Earth is a complex system of interacting rock, water, air, and life.
- The Earth is continuously changing through geological, hydrological, physical, chemical, and biological processes that are explained by laws.
- Plate tectonics is a unifying theory that explains many dynamic features of the Earth.
- Water plays critical roles in a wide range of surface and subsurface Earth processes.
- Life evolves on a dynamic Earth and continuously modifies the Earth.
- Humans depend on the Earth for resources.
- Natural hazards pose risks to humans.

1 Learning outcomes are modified from Earth Science Literacy Principles, published by the Earth Science Literacy Project (http://www.earthscienceliteracy.org).
Humans significantly alter the Earth.

Students will learn how to use and express the above bodies of geological knowledge through individual and group lab exercises that will also develop the following core skills. Students will be assessed on both knowledge and skills in exercises and tests in lab. (For instance, students may be asked to work in groups to identify specific rocks that would record information about the tectonic history of a region, analyze a map showing the distribution of their selected rocks, and then report their findings in writing.)

- Think critically about geological problems by 1) identifying data and areas of uncertainty, 2) distinguishing between data that are relevant and irrelevant to specific problems, and 3) logically testing hypotheses.
- Communicate about geological problems by 1) organizing written and oral discussions in order to emphasize relevant data and provide a logical flow to a well-supported conclusion, and 2) supporting written text with well-chosen diagrams or illustrations.
- Use empirical and quantitative skills to solve geological problems by 1) constructing and analyzing graphs, 2) describing three-dimensional structures or surfaces from two-dimensional representations (e.g. maps or projections), and 3) identifying patterns or trends from historical data.
- Work in teams to solve geological problems by 1) recognizing different points of view, 2) designing and executing plans to test or reconcile opposing hypotheses, and 3) identifying and reporting areas of uncertainty that prevent consensus.

**Grading:** A: 100-90, B: 90-80, C: 70-80, D: 60-70, F: <60
Lecture: Room PMEC 151
Midterm Exam 1: 15%
Midterm Exam 2: 15%
Final Exam: 25%
Mineral Quiz*: 4%
Rock Quiz*: 4%
Landform Quiz*: 4%
Structure Quiz*: 4%

*Grades allocated for missed quizzes from excused absences are rolled into final.

Laboratory: Room 405 SAGC
Assignments 24%
Participation 5%
# Course Outline: Lecture & Laboratory

<table>
<thead>
<tr>
<th>Week of</th>
<th>Day</th>
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*This syllabus is a guideline, which may be partially modified as needed through the course.*
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☑ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Marine Sciences
3. Course prefix, number and complete title of course: GEOL 105 Historical Geology
4. Catalog course description (not to exceed 50 words):
   Historical Geology. (3-3) Credit 4. Hypothesis of the Earth’s origin; age dating of geologic materials; development and
   history of life; plate tectonic reconstructions, history, and paleoclimatology, with emphasis on the North American plate.

5. Prerequisite(s):
   GEOL 101 or equivalent
   Cross-listed with: Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ No □ Yes
   If yes, from _______ to _______

7. Is this a repeatable course? ☑ No □ Yes
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? ☑ No □ Yes

8. Will this course be submitted to the Core Curriculum Council? ☑ Yes □ No

9. How will this course be graded? ☑ Grade □ S/U □ P/F (CLAD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)
      all majors at TAMUG

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

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Approval recommended by: 

Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu.
Curricular Services - 07/14

RECEIVED By Curricular Services at 6:17 pm, Nov 19, 2014
Kyeong Park

From: Michael M. Tice [mtice@geos.tamu.edu]
Sent: Thursday, October 09, 2014 12:50 PM
To: Kyeong Park
Subject: Re: Approval for adding GEOL 101 and 106 to our catalog

Kyeong,

Thanks to you and Pete for making the changes. Our departmental UCC has officially approved these. I will contact some folks who teach these often and get them in touch with Pete directly.

- Mike

----- Original Message ----- 
> From: "Kyeong Park" <parkk@tamug.edu>
> To: "Michael M. Tice" <mtice@geos.tamu.edu>
> Cc: "John R. Giardino" <rickg@geos.tamu.edu>, "Pete van Hengstum" <vanhenp@tamug.edu>, "Melanie Lesko" <leskom@tamug.edu>
> Sent: Wednesday, October 8, 2014 10:57:19 AM
> Subject: RE: Approval for adding GEOL 101 and 106 to our catalog
>
> Dear Mike,
>
> Thanks for your email. We intend to duplicate your 101 and 106.
> Pete van Hengstum who will be teaching the courses at TAMUG updated
> syllabi such that the student learning outcomes are now identical.
>
> Pete also likes to meet and talk with the faculty members at College
> Station who teach 101 and 106. It'd be great if you connect Pete
> (vanhenp@tamug.edu, 409-740-4919) to them.
>
> Thanks a lot for your help.
>
> Kyeong
>
>
> -----Original Message-----
> From: Michael M. Tice [mailto:mtice@geos.tamu.edu]
> Sent: Tuesday, October 07, 2014 5:48 PM
> To: Kyeong Park
> Cc: John R. Giardino
> Subject: Re: Approval for adding GEOL 101 and 106 to our catalog
>
> Dear Dr. Park,
>
> I am Mike Tice, and I am the chair of the department UCC in College
> Station. Our committee met today and had a question for you about your
> proposed 101 and 106 courses. Are these intended to duplicate our 101
> and 106 for the purposes of the A&M core? If so, they will need to
> duplicate our learning outcomes. I have attached syllabi for those
> courses to this email. The learning outcomes are up-to-date and
> approved by all university committees, although the schedule of topics
Geology 106

Course Instructor:
Dr. Peter J. van Hengstum, Assistant Professor
vanhenp@tamug.edu
OCSB 357, 1.409.740.4919
Office hours by appointment

Teaching Assistant:
TBA

Historical Geology

Objectives: The aim of this course is to provide students with a solid foundation on how the earth has changed through geologic time, with an emphasis for the how the major earth systems have co-evolved (lithosphere, atmosphere, cryosphere, hydrosphere, and biosphere). An important theme to the course will be the initiation of major global biogeochemical cycles (e.g., carbon cycle), how these cycles can be disrupted, and what was outcome of these disruptions. Students will learn how earth’s structure has changed through time, the early atmosphere and oceanic development and evolution, the linkage between life form evolution and earth system processes, and environmental changes associated with repeated global climate and sea-level changes through geologic time.

Term, Meeting Times, and location: TBA.
Prerequisites: None

Textbooks

Learning Outcomes
Upon successful completion of this course, students will:
• Scale the timeline of major events in Earth history.
• Reconstruct past continental configurations.
• Interpret past depositional environments using sedimentary rocks and fossils.
• Correlate stratigraphic successions from different locations.
• Translate stratigraphic data into a time framework.
• Calculate radiometric ages.
• Construct and interpret phylogenetic trees.

Core Objectives
Critical Thinking
• Students will interpret depositional environments based on observations of sedimentary rocks and fossils.
• Students will analyze radiometric measurements to identify outliers when estimating geologic ages.
• Students will assess cause-and-effect feedbacks in Earth history using data from the rock record.

Communications Skills
• Students will present Earth history using distance as a metaphor for geologic time in both written and oral formats.
• Students will build phylogenetic trees showing the evolutionary relationships among biological lineages.
• Students will diagram the distribution of time in a stratigraphic cross-section using Wheeler diagrams.
• Students will display quantitative radiometric age data as scatterplots with all units and quantities clearly labeled.
• Students will orally present and defend group stratigraphic interpretations to the class.

Empirical and Quantitative Skills
• Students will develop and test interpretations of ancient depositional environments from sedimentary rocks and fossils in the laboratory and in the field.
• Students will use geologic materials to construct and interpret geologic maps.
• Students will construct stratigraphic cross-sections based on correlation of geologic successions from multiple locations.
• Students will construct cladograms depicting the degree of evolutionary relatedness of different organisms.

Teamwork
• Students will measure and describe a stratigraphic succession in the field as a group; they will orally present and defend their interpretation to the class.
• Students will develop and test competing hypotheses to explain the properties of sedimentary rocks as a group in lab; they will prepare a scientifically defendable consensus interpretation in written form.

Grading:  A: 100-90, B: 90-80, C: 70-80, D: 60-70, F: <60

Midterm Exam 1:  15%
Midterm Exam 2:  15%
Midterm Exam 3:  15%
Midterm Exam 4:  15%
Final Exam:      15%
Laboratory Exercises: 25%
Course Outline: Lecture & Laboratory

Part 1—Materials, Processes and Principles
Week 1, 2: Review of basic geologic concepts (e.g., rock cycle, Milankovitch orbital forcing), geologic time & dating.
Week 3: Plate tectonics theory, continental tectonics and mountain chains.
Week 4: Sedimentary environments and the fossil record
Week 5: Major chemical cycles.

Part 2—The story of the Earth
Week 6: Hadean and Archean (e.g., Origin of solar system, early atmosphere, oceans, continental crust)
Week 7: Proterozoic Eon of the Precambrian (Ediacaran fauna, Rodina supercontinent)
Week 8: Early and Middle Paleozoic (e.g., Ordovician life and glaciations, Gondwanaland, Devonian Fish, Plant colonization of land, North American tectonic events)
Week 9: Late Paleozoic and the P/T Extinction
Week 10, 11: Mesozoic world (e.g., paleography, diversification of oceanic life, OAEs, dinosaurs, North American Tectonic events) and terminal cretaceous extinction
Week 12-13: Cenozoic life (e.g., recovery of marine life, flowering plants and grassland expansions, horses, marsupials, Tethys Sea), important climatic perturbations (e.g., Paleocene-Eocene thermal maximum)
Week 14-15: The Quaternary (e.g., glaciations, human evolution, American mountain ranges, Younger Dryas, Heinrich events)

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http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf

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