

The Geology of New Zealand - February 2012

Professor Rhawn Denniston

Text and Readings Various journal articles and *The Crack In The Edge Of The World* (Winchester)

Course Meeting Times Feb. 6 – Feb. 27

Grading Scheme

40% Mapping Exercises	15% Mapping Skills	10% Fieldnotes
20% Readings (Discussion & Questions)	15% Responsible Participation	

Grading Assessment

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

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

Readings: Several evenings will be spent reading and discussing papers pertinent to the geological area we are investigating. These readings may also be accompanied by questions that are to be answered before we discuss the papers. You are expected to read and re-read the papers until you understand what you understand and understand what you don't understand (forgive the Rumsfeldism). In other words, even if you had a hard time with the paper, you should work hard to make sense of it (ask me or your peers for help, if necessary), and in the end be able to contribute to the discussion intelligently, either by leading parts of the discussion related to the parts you understood well, or by interjecting into the discussion questions about the parts that you didn't understand. You may be asked to summarize the main points of the paper. These contributions, along with your answers to the written questions, will be factored into your final grade. You will also read Simon Winchester's *The Crack In The Edge Of The World*.

Fieldnotes: At several times during the trip, I will collect your notebooks, review what you've written/drawn, and provide feedback. At the end of the trip, I will collect your notebooks again and assign them a grade. Notes should be detailed, descriptive, thoughtful, and clear. Sketches should be used frequently to illustrate outcrops, work out possible structural models, etc. The notes should contain clear descriptions of locations, rock types, outcrops, etc, such that anyone could use them to retrace your steps and double check your findings. Writing good fieldnotes is a skill that takes practice; go slowly, spend significant amounts of time writing them in the field, and use them to help you think about what you're seeing and how it all fits together.

Responsible Participation: This term refers to meeting your obligations to the group. For example, if your actions routinely cause the group to be delayed, unpleasantly distracted, endangered, etc., your grade will be negatively impacted. Belligerent or dangerous behavior (to yourself or others) will lead to your being dismissed from the class, driven to the nearest airport, and sent home (at your expense). No kidding.

Academic Honesty

I expect your work to be entirely your own. Papers should be written in your own words and should you reflect your own ideas. We'll discuss proper writing and referencing techniques in class but also read the following from the Cornell catalogue:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Compass*, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."

Students with Disabilities

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see cornellcollege.edu/disabilities/documentation/index.shtml. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.