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# Course Syllabus

## GEL 1010 Physical Geology

### Spring 2021

**Sec.001 - 30100: MW 10:00 - 12:15am Synchronous Meeting Time**  
Microsoft Teams Meeting Code: **cqavl22** [Meeting Link](#)

**Sec.003 - 30101: Asynchronous Course - No Meeting Time**

### COURSE(S) ADMINISTERED THROUGH THE CANVAS PLATFORM

Please log in through your MSU DENVER account!

Ancillary Course URL: <http://college.earthscienceeducation.net/GEOL/index.html>

#### Professor

**Uwe Richard Kackstaetter, Ph.D. (Dr. "K")**  
Office: Home Office

#### Office Hours

**Teams call-in Office Hours: M, T, W, R 12:30 - 1:30pm**  
**Other times by appointment!**

#### Contact

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**This syllabus may be modified at any time without prior notice.**

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**Course Description**

This course introduces the basic theories, concepts, and assumptions used in geology, utilizing both lecture and laboratory components. It includes earth's internal systems from core to crust as well as the dynamics of the lithosphere with its processes, products, and effects on the environment. Students will learn to identify common rocks and minerals. A field trip is required. This course fulfills the General Studies Natural and Physical Science requirement.

Credits: 4

**Guaranteed Transfer (GT) Pathways Course**

The Colorado Commission on Higher Education has approved GEL 1010 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SC1 category. For transferring students, successful completion with a minimum C? grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

**Course Outcomes and GT Pathways Content Criteria and Competencies**

1. Discuss and explain the science and common principles of geology: a) Explain relevant terminology in context with geologic theory (GT-SC Content Criteria 1&2; GT Competency: Inquiry and Analysis, 4a, 6a; GT Competency: Quantitative Literacy, 1a, 2a).
2. Describe and identify common rocks and minerals: a) Use appropriate tools, procedures, and interpretive techniques; b) Apply knowledge and appropriate procedures to field observations (GT-SC Content Criteria 1&2; GT Competency: Inquiry and Analysis, 4a, 5a, 5b, 6a; GT Competency: Quantitative Literacy, 1a, 2a).
3. Identify sedimentary, igneous, and metamorphic structures and relate them to geologic processes: a) Translate observations from the field and from samples into applicable explanations of environmental processes and geologic events; b) Recognize the importance of geologic time in geologic process interpretations (GT-SC Content Criteria 1&2; GT Competency: Inquiry and Analysis, 4a, 5a, 5b, 6a; GT Competency: Quantitative Literacy, 1a, 2a).
4. Utilize topographic and geologic maps to locate and identify geologic structures and landforms: a) Interpret map data correctly in order to ascertain foundational geomorphological and structural concepts (GT-SC Content Criteria 1&2; GT Competency: Inquiry and Analysis, 4a, 5a, 5b, 6a; GT Competency: Quantitative Literacy, 1a, 2a).
5. Understand the theory of plate tectonics and how it relates to the distribution of major landforms, geologic hazards, and resources: a) identify the connection between plate boundaries and: i) mountain building events; ii) geohazard zones; iii) mineral belts; iv) sedimentary basins (GT-SC Content Criteria 1&2; GT Competency: Inquiry and Analysis, 4a, 5a, 5b, 6a).
6. Exhibit proficient use of technology by using the internet to locate reliable sources for current weather observations, forecasts, and timely information on inclement weather, while recognizing the limitations or uncertainty in the data (GT-SC Content Criteria 1&2; GT Competency: Inquiry and Analysis, 4a, 5a, 5b, 6a; GT Competency: Quantitative Literacy, 1a, 2a).
7. Discuss the local geology and geologic history using examples from the greater Front Range: a) Interpret clues in the field coupled with knowledge obtained to discuss local geology (GT-SC Content Criteria 1&2; GT Competency: Inquiry and Analysis, 4a, 5a, 5b, 6a).

**Natural and Physical Science General Studies Description**

The Natural and Physical Sciences involve discovering knowledge in natural or physical sciences, applying scientific thinking and reasoning, and critically thinking about the use of scientific information.

**Student Learning Outcomes**

1. Explain the foundational knowledge of a particular field of natural or physical science
2. Apply principles and techniques of scientific thinking.
3. Evaluate the credibility of scientific information and interpret the impact of its use or misuse in society.

**Required Course Materials**

1. Kackstaetter, U.R., 2016, **Physical Geology Laboratory E-Manual**, Free Edition download at <http://earthscienceeducation.net/PUBS/geolabmanual.html>
2. **Rock & Mineral ID Kit** (available through the Bookstore for a nominal fee)
3. Kackstaetter, U.R., 2021, **Colorado Front Range Self-guided Geology Field Trips** download at <http://earthscienceeducation.net/PUBS/FieldTripGuide.pdf>
4. FREE OPEN SOURCE COLLEGE LEVEL INTRODUCTORY GEOLOGY TEXTBOOKS:
  - a. Earle, S., 2019, **Physical Geology 2<sup>nd</sup> ed.**, *Vancouver Island University*
    - i. Download in various e-formats or read online at <https://opentextbc.ca/physicalgeology2ed/>
  - b. Johnson, C., Affolter M.D., Inkenbrandt, P., and Mosher, C, 2017, **An Introduction to Geology**, *Salt Lake City Community College*
    - i. Read interactive chapters ONLINE at <https://opengeology.org/textbook/>

**Grading in Physical Geology**

	Max. Points
13 Module Participation Quizzes (Lectures, Books, Lab Manuals) 10 pts ea	130
Mineral ID Lab Practical Exam	100
Rock ID Lab Practical Exam	100
Mineral Online Exam	50
Rock Online Exam	50
Geo Time & Correlation Online Exam	50
Geo. Structure & Map Online Exam	50
Geo. Hazards Online Exam	50
Lab Assignments (See Below) 20pts. Ea.	200
GROUP FIELD PROJECT: Outdoor Geology	
Mineral and Rock Collection Story Book	200
Group Project Time and Contribution Sheet	20
<b>TOTAL</b>	<b>1000</b>

**Final Grade Distribution Scale by Points**

<b>A+ &gt; 990</b>	<b>A = 900-990</b>	<b>A- = 895-899</b>
<b>B+ = 870-894</b>	<b>B= 800-869</b>	<b>B- = 795-799</b>
<b>C+ = 770-794</b>	<b>C = 700-769</b>	<b>C- = 695-699</b>
<b>D+ = 670-694</b>	<b>D = 600-669</b>	<b>D- = 500-599</b>
<b>F = ≤ 500 points</b>		

**Checking Your Course Grade**

All exercises and grades are processed through CANVAS. Please log in to see your grade updates as they become available.

**Grading and Assessment Overview****NOTE: THE FOLLOWING GRADE PENALTY APPLIES FOR LATE WORK -10% / Day**

Assignment / Assessment	Delivery Method	Restrictions / Notices	Total Points
Module Participation Quizzes (Lectures, Books, Lab Manuals)	CANVAS Quizzes pertaining to each teaching module. Grade is cumulative throughout the semester.	Open Book, Notes, Resources Must be taken alone Can be taken twice with scores averaged up to the deadline.	130 [10 pts/ea.]
Virtual Mineral ID Practical Exam	CANVAS virtual practical examination of mineral sample identification and lab procedures.	Open Book, Notes, Resources Must be taken alone Can be taken twice with scores averaged up to the deadline.	100
Virtual Rock ID Practical Exam	CANVAS virtual practical examination of rock sample identification and lab procedures.	Based on samples and materials included with your Rock / Mineral ID kit!	100
GEL1010 Mineral Online Exam	CANVAS Online Exams covering associated teaching modules.	Open Book, Notes, Resources Must be taken alone Can be taken twice with scores averaged up to the deadline.	50
GEL1010 Rock Online Exam			50
GEL1010 GeoHazards Online Exam			50
GEL1010 GeoTime Online Exam			50
GEL1010 GeoStructure Online Exam			50
<a href="#">"MINERAL &amp; ROCK COLLECTION STORY BOOK" Group Field Project</a>	Group assignment collecting minerals & rocks and going out into the field for observation and discovery.	For exact details see the <a href="#">project rubric and description and explanation</a> .	200
Group Project Time & Contribution Sheet		Everyone in the group will receive the same grade. "Freeloaders" will receive a ZERO.	20
<a href="#">LABS</a>			200
<a href="#">Lab Exercise 1 in Lab Manual: Crystal Systems</a>		Lab Exercises are inside the <a href="#">Laboratory Manual</a> for this course. Download, complete and submit electronically through CANVAS as indicated.  20 points each!  Must be turned in by deadline in order to receive full credit. See the course CANVAS page for deadlines!  <i>Note: Completing the Lab Exercises will prepare you much better for the exams in this course.</i>  No Retakes possible	
<a href="#">Lab Exercise 2 in Lab Manual: Mineral Identification</a>			
<a href="#">Lab Exercise 3 in Lab Manual: Igneous Rock Identification</a>			
<a href="#">Lab Exercise 4 in Lab Manual: Sedimentary Rock Identification</a>			
<a href="#">Lab Exercise 5 in Lab Manual: Metamorphic Rock Identification</a>			
<a href="#">Lab Exercise 6 in Lab Manual: Crustal Rock Densities</a>			
<a href="#">Lab Exercise 7 in Lab Manual: Earthquakes</a>			
<a href="#">Lab Exercise 12 in Lab Manual: Stratigraphic Correlation</a>			
<a href="#">Lab Exercise 15 in Lab Manual: Cross Sections</a>			
<a href="#">Lab Exercise 16 in Lab Manual: Dipping Geologic Structures</a>			
<b>TOTAL POINTS</b>			<b>1000</b>

**PARTICIPATION:**

Participation is evaluated through module quizzes. Each module quiz covers materials from the lecture(s), the lab(s), the book(s), and the lab manual / exercises as applicable. These quizzes are completely OPEN resources (notes, books, manuals, internet, video, etc.) I only ask that you take the quizzes BY YOUR LONELY SELF without the help of any other people. These quizzes have NO time limit and can be completed ANY TIME before the published deadline. Each quiz can be taken TWICE up to the published deadline. The two scores will be averaged.

Important Note: Taking the quiz AFTER the deadline will result in LATE PENALTIES, even for retakes!

**ABSENCES:**

Absences are irrelevant since this hybrid class can be taken asynchronously without any loss of points. However, you are responsible for meeting all the deadlines as indicated.

**FIELD TRIPS (Group Project):**

A self-guided field trip is required for the group project field assignment. A [Fieldtrip guide](#) of where to go can be downloaded from the course website. The [Project Web page](#) shows additional details. Students without adequate transportation should find group project partners that have transportation. Please adhere to mask and social distancing rules when in the field with your group. Students with health concerns should negotiate with their group partners for virtual specimen collection and cell phone collaboration during the field visit. Please let the instructor know if this is the case. All students must adhere to the university liability waiver before engaging in any trip activities.

**LATE WORK:**

General Late Work Penalty is -10% / day processed automatically through the CANVAS grading system!

YOU DO NOT HAVE TO WAIT FOR THE DEADLINE TO TURN IN YOUR ASSIGNMENTS!!! I will accept work any day, any time up to the deadline. Turn things in early and you will not run into trouble with uncooperative electronics or sudden work / family conflicts. *Hint: Turn your work in early and there will be NO problems!*

**EXTRA CREDIT:**

If you do an excellent, top-notch job, some extra credit (up to 10%) is build into assignments, labs, quizzes, and exams at the discretion of the instructor.

Doing additional, unassigned GEL1010 labs for extra credit (up to 20 pts each) will be allowed only UNDER THE FOLLOWING CIRCUMSTANCES (**Read very, very carefully!!!**).

You may select any lab that has NOT BEEN ASSIGNED in the course from

<http://earthscienceeducation.net/PUBS/geolabmanual.html>

1. **You MUST HAVE ALL your assigned lab work and assessments turned in, even if these are so late that they received the minimal grade of 1%.** If you are actually missing ANY labs, exams or quizzes DON'T bother. I am not about to reward students who neglected to do required work and then hope to pull up their grade by throwing something unrelated together. If you miss anything by the end of the semester, all earned extra credit will automatically DISAPPEAR!
2. Any additional lab you want me to consider as **extra credit MUST BE TYPED.** Any required graphics to be inserted must also be **PREPARED ELECTRONICALLY.** Anything hand-written will wander unceremoniously in the e-trash. Don't bother, I won't even look at it.
3. You **MUST RECEIVE a score of at least 80% or 16/20 points** for an extra credit lab to count. Anything below this score WILL NOT COUNT and NO extra credit points will be awarded. I am not wasting my time grading haphazard and mediocre work thrown together at the last minute just to get a few points here or there out of desperation. If you want to do it, INVEST TIME, DO IT RIGHT and make it of the HIGHEST QUALITY POSSIBLE.
4. All extra credit labs **must be marked as such and MUST be submitted electronically through CANVAS in PDF format.** Remember, extra credit labs can NOT be assigned labs!!! Submit ALL extra credit labs by the indicated due date. Absolutely NO LAB will be accepted after this due date.

5. While there is NO limit on extra credit labs to be turned in if all the points stated above are met, these labs count toward the LAB Assignment category in CANVAS, which is weighted at 20% of your total grade (= 200 total points in this category). If you already have 80% or 160 points in the category, two additional labs at 20pts each could bring you up to 100% here. Doing more than these two labs would not be beneficial and would not improve your grade further. Also consider if it is worth your time and effort. You usually get much more grade leverage by doing a good job on assigned assessments rather than trying to do it through extra credit.

### **GRADES & GRADING - Be aware of the following:**

**EXAMS:** Exams are completely OPEN resources (notes, books, manuals, internet, video, etc.) I only ask that you take the Exams BY YOUR LONELY SELF without the help of any other people. These Exams have NO time limit and can be completed ANY TIME before the published deadline. Each Exam can be taken TWICE up to the published deadline. The two scores will be averaged.

Important Note: Taking the quiz AFTER the deadline will result in LATE PENALTIES, even for retakes!

For retakes you will get the same exam. Therefore you can copy the correct answers and focus on questions you did get wrong. Unfortunately, some students guess widely on the first take and receive a low grade, hoping now to pull an incredible grade like an A the second time around. This philosophy is fundamentally flawed which can be shown by the following example:

*You get a 28% [F] on the first take of the exam. Now you retake the test and pull an 82% [B]. Take the average  $(28\% + 82\%) \div 2 = 55\%$ , you still have an D- average on the exam.*

Therefore, invest time and study. A higher score the first time around means less wrong questions to make up and a greater probability of a much higher score during the retake. Which means a better chance of a passing grade in the course at the end.

**GRADE CALCULATIONS:** Some students are totally surprised that on their final grade report their course grade actually went down! How can this happen?!? This is totally legit and the result of not having taken advantage of exam retakes. If an exam is NOT retaken, the first score is entered automatically as the second (retake) score at the end of the semester. In a sense, your exam score DOUBLES. This is great if you have a TOP score on your first take, but it will hurt you if your exam score is lower than your course grade average. It is simple math and best explained with an example.

*You get a 71% [C] on an exam and decide NOT to retake it. Your overall course grade is an 80% [B] and you are happy with that. Without a retake the 71% exam grade doubles at the end of the semester. Since 71% is lower than your course average of 80%, doubling 71% will also effectively double your grade deficit of -9% between exam and course grade  $(80\% - 71\%)$ , and your course grade WILL GO DOWN! By how much depends on the value of the exam in question (Was it a 50 pointer Online Exam or a 100 pointer In-Class Exam?). Your overall course grade could now drop below a B.*

You can self-check if your grade is in danger of dropping at the end of the semester: If an exam score is lower than your course grade, retake the exam ASAP or your course grade will go down. If your exam grade is higher than your course grade, you don't necessarily have to retake the exam as in this case your course grade would go up. Of course it would be even higher with an improved retake score.

**A LOWER GRADE ON EXAM RETAKES:** A few students have managed to get a lower score on a retake. While rare, it does happen. How is this possible since you know which questions you got wrong? The answer is relatively simple and here are the possibilities:

1. You inadvertently copy the correct answers to the wrong question (e.g. question 2 to question 3, question 3 to question 4, and so forth) on the retake. Double check to make certain that you copy your correct answers to the right question.
2. Exams with "Multiple Response" questions can be tricky. In "Multiple Response" questions one or multiple responses could be correct. The computer gives you partial credit for correct responses mixed with missed or wrong responses. If you get more "Multiple Response" selections wrong on a retake than you did on the first take, your grade will be lower. Here is an example:

*On a "Multiple Response" question worth 2 points the correct answer choices would be A, C, D and F. During your first take you answered A, D and F, which would be 3 correct but one wrong, because you omitted it. The computer will give you credit for the correct responses (0.5 pts ea) but will subtract -0.5pts for the omitted correct response. Total credit for this answer would be (3x0.5pts) - 0.5pts = 1 out of 2pts. During the retake you answer the same question with choices B, D, E and F. Now you got 2 correct (2 x +0.5pts), 2 incorrect (2 x -0.5pts) and 2 missing (2 x -0.5pts) responses for a total of -1pt, which defaults to NO points received on your retake for this particular question.*

### **LABS:**

This class requires a lot of lab time if you want to be successful. We have created specific lab kits to do hands-on, stay-at-home geology labs.

### **LAB RULES:**

IN CASE LABS AT MSU DENVER REOPEN, THE FOLLOWING APPLIES:

**ALL STUDENTS WORKING IN THE LAB MUST SIGN IN, STATE THE PURPOSE OF THEIR ACTIVITIES AND WEAR AN APPROPRIATE NAME BADGE IDENTIFYING YOU LEGITIMACY TO BE IN THE LAB.** Students must follow instructions of the Lab Assistants and are responsible for thoroughly cleaning their work space and lab equipment used after the completion of the lab exercise. **BE AWARE: LAB INFRACTIONS CONCERNING EQUIPMENT & CLEAN-UP CARRY MINUS POINTS FOR THE COURSE!** ALL students must read and sign the following Liability Waiver:

### **Lab Liability Waiver**

1. All students participating in lab activities taught by the Department of Earth and Atmospheric Sciences should be aware that there is always an element of risk involved when working with equipment, machinery and/or chemicals. These risks involve serious injury or death, especially if safety protocols are not followed and/or equipment, machinery, and chemicals are misused. Instructors and/or Lab Personnel will use all reasonable precautions and students need to exercise prudent behavior during such activities, but even then there exists the possibility of an accident or injury. Since many of these activities are to be undertaken in the field and outside of the classroom without the direct supervision of an instructor, students must be alert and aware of possible risks and dangers when using chemicals, equipment, and/ or machinery with or without supervision.
2. Neither the University, nor the instructor, nor any assigned Lab Personnel shall be liable for any damages, including but not limited to injuries, death, loss of property or profits, or incidental, consequential, exemplary, special or other damages that may result from use of chemical, equipment, and/or machinery used in conjunction with or outside the framework of this college course. This condition also expands to the use of procedures and formulations given in LAB texts.
3. The associated LAB instructions and described analytical procedures are intended for use by mature persons following the safety instructions precisely. Neither the author, nor the instructor, nor the University does accept liability or responsibility for any injury or damage to persons or property incurred by performing the experiments described in the LAB texts, nor for the content of any outside material referred to in class or manual, including linked websites.
4. **EXPLICIT SAFETY RULES & REGULATIONS:**
  - a. You **MUST** wear Safety Goggles when working with chemicals or using equipment or machinery.
  - b. You **MUST** read and follow instructions precisely.
  - c. Do **NOT** misappropriate chemicals, equipment or machinery other than its intended and prescribed use.
  - d. You must take care not to ingest, inhale, taste or otherwise orally contact chemicals or reactive products. **NO FOOD / DRINK IN LAB AREA!** You **MUST** wash hands after each experiment.
  - e. Some tests may include open flames. You **MUST** take precautions in hair and clothing to avoid accidental or intentional contact of persons and property with flames and fire.
  - f. You **MUST** take care when transporting equipment to avoid spillage and unintended contact with property and persons.
  - g. Students who violate any of the above rules, policies and stipulations which are written in this document or implied through instruction and professional laboratory behavior or who fail to conform to directives



from the instructor or lab personnel **may be immediately dismissed from the course.** They may also be subject to a failing grade, be required to withdraw from the course, and be subject to disciplinary action by the University.

- h. All participants **MUST SIGN** the following **LIABILITY WAIVER**.

In consideration of my being permitted to participate in this activity, I, the undersigned hereby release and hold harmless: the Trustees of the Metropolitan State Universities of Denver, the Earth and Atmospheric Sciences Department, and respective employees, from all claims, losses, damages, or expenses because of property damage or personal or bodily injury incurred or caused by me during or in conjunction with the above mentioned activity or activities. In filling out this form, I acknowledge that I fully understand the risk that is inherent with on and off campus laboratory procedures and/or equipment and/or machinery use. The undersigned also indicate with their signature that they will follow appropriate safety rules and regulations. Furthermore, I have fully read and understand the department policies and my liability and do accept the restrictions.

**General Knowledge Prerequisites!****I require the following from students in GEL1010**

Even though this course is a general education course and does not list mandatory course prerequisites, it is assumed that you have acquired the following general knowledge skills in the sciences, language, and math through your public education and similar venues. It is the students FULL responsibility to make-up ANY deficiencies in these areas, preferably before enrolling in the course. I will NOT teach, lecture, or tutor any student in these basic High School skills and general knowledge subjects and no further instruction on the topics listed below will be given.

Basic Office Software

Know how to properly use and command MS Word, MS Powerpoint, MS Excel. Graphing with Excel, putting figures / pictures into Word documents, compiling a short presentation using PowerPoint are expected skills in my course.

English Language

Students should be able to write in short, clear, concise sentences when answering questions. Proper syntax becoming to a college student is expected. In many instances you will also be graded on professionalism which includes expressing yourself accordingly in writing. Unless otherwise instructed, always use third person when writing for the sciences. Usage of "I", "we", "my", "mine", "our", is uncommon in technical writing and needs to be avoided.

Basic Mathematical Operations

Students should be able to do the following mathematical operations without any further instructions:

- Round answer to significant digits. (*If you have problems with this, watch the [video](#)*)
- Doing unit conversions (e.g.; continental drift happens at about 5.5cm/yr. How fast would this be in mph?)
- Percent calculations (e.g.; you measure 2.58g/cm<sup>3</sup>. The actual density is 2.65g/cm<sup>3</sup>. What is your percent error?)
- Using **units** in ALL your operations (*I am real stickler about that!*)
- Solving equations for an unknown value; manipulating equations (basic Algebra)
- Basic Geometry: surface areas, volumes, circumferences, areas, angles
- Scientific notations (e.g.; 1.8×10<sup>-9</sup>m/s) & scientific prefixes (milli-, mega-, terra-, micro-, etc.)
- Metric system & conversions within (µg, mg, g, kg, t, µm, mm, cm, m, km, m<sup>2</sup>, km<sup>2</sup>, cm<sup>3</sup>, m<sup>3</sup>, km<sup>3</sup>)
- Weights & Measurements (Both American and Metric)
- Operating a scientific calculator (e.g.; know how to switch between degrees and radians, know how to use the arctangent function)  $\theta^\circ = \arctan(\text{rise/run})$  *Warning: NO cell phone calculators are allowed!*

Graphing

You are required to be able to differentiate between bar, line and scatter graphs and know how and when each one needs to be constructed. Students should be able to hand-draw curved graphs without being sloppy. Be able to extrapolate values from any graph given, no matter the scale and type.

Physics

Students should be familiar with basic Newtonian laws of motion and understand terms such as velocity, acceleration, inertia, mass vs. weight, force, gravitational constants, kinetic energy, potential energy. Being able to work with the following basic physics equations is a must (Middle School Physics!):

$$v=d/t \quad a=d/t^2 \quad a=(v_f-v_i)/t \quad F=ma \quad I=mv \quad KE=1/2mv^2 \quad PE=ma_g\Delta h \quad a_g=9.8m/s^2 \text{ or } 30ft/s^2$$

Chemistry

Background in basic High School chemistry is essential. Students should know element names and associated symbols, how to read atomic weight and atomic mass from the periodic table, difference between covalent, ionic, metallic and hydrogen bonding, meaning of chemical formulas and subscripts. Students also need to understand pH and the difference between oxidizing and reducing environments. Furthermore, a working knowledge of solutions, solubility, mixtures, homogenous and heterogenous systems, and precipitation is a must.

### Geography

Students should know basic physical geography, which includes the location of countries, major mountain ranges, and major rivers.

### Drawing & Drafting

While the world is moving rapidly to electronic PC drafting, sketching results by hand is a essential skill in geology. Students must be able to use a drawing compass and a protractor. Sketching curves through data points is another required skill.

### Citations

Students should know how to properly format and include citations in their work. I highly recommend the FREE citation tracker and database [ZOTERO](#). It will automatically incorporate into your search engine and MSWord, can grab sources from the web at the click of a button and will make citing and creating correctly formatted references a breeze.

**COLLEGE OF LETTERS, ARTS, AND SCIENCES SYLLABUS STATEMENTS** – Spring 2021

The complete syllabus statement from the College of Letter, Arts, and Sciences can be downloaded from  
<https://www.msudenver.edu/media/content/collegeoflettersartsandsciences/forms/CLASSyllabusPolicyStatementSpring2021.pdf>

The COVID-19 addendum to the syllabus statement from the College of Letter, Arts, and Sciences can be downloaded from  
<https://www.msudenver.edu/media/content/collegeoflettersartsandsciences/forms/SyllabiAddendumforCOVID.pdf>

Important University Dates for Spring 2021 can be downloaded from  
<https://www.msudenver.edu/media/content/collegeoflettersartsandsciences/forms/DeadlineDatesSpring2021.pdf>