Professor Deen’s ES Home page:
- [https://www2.palomar.edu/users/pdeen/ES_100/eshome.htm](https://www2.palomar.edu/users/pdeen/ES_100/eshome.htm) You will find useful information including homework assignments, study guides, and more.


Text Website: [http://highered.mheducation.com/sites/0073524107/student_view0/index.html](http://highered.mheducation.com/sites/0073524107/student_view0/index.html)
The publisher’s companion website is free and contains a variety of practice quizzes, animations, and links to internet resources!

Class Blackboard Page: Access through Palomar e-Services. I will post grades on Blackboard. Occasionally, I will post information related to lectures and assignments under the “Content” section.

Earth Revealed Series: This series of 1/2-hour programs is available on-line and serves as a supplement to the textbook: [http://www.learner.org/resources/series78.html](http://www.learner.org/resources/series78.html). Students are encouraged to watch all of these videos. Appropriate videos for each section are listed on the student study guide.

COURSE OBJECTIVES
Earth Science 100 is a survey course that will provide a foundation to understand Earth and its processes. Many people go about living on this planet without a thought about how their everyday lives are shaped by this planet and its place in the universe. Earth is a living machine that shapes our lives every day whether we realize it or not—just ask the people of Japan and Louisiana! The objective of this course is to develop an understanding of the components of the Earth sciences and their interaction as a system in space and time. The components include geology, geography, meteorology, oceanography, and astronomy. We will discuss topics ranging from natural resources to natural disasters, rock cycles to carbon cycles, and ice ages to comets. Understanding the world around us is important. Some topics include:
- How valuable could a rock be?
- Could San Diego get hit with a Japan-sized tsunami?
- What is El Niño?
- Did a meteorite impact really kill off the dinosaurs?

Because of the diversity of the subject matter, it is not possible to cover all areas with equal emphasis or in a comprehensive manner. The main point is to gain an understanding and appreciation of the dynamic processes and inter-related systems that shape our planet.

Note: This course was specifically developed to satisfy the science requirement for students in the Liberal Studies Program at CSUSM. Although it is transferrable for all students, activities and assignments may be designed with these future teachers in mind.

CLASS ATTENDANCE
To do well in a class in sunset watching, you must be present to watch the sunset! You are expected to attend every class and to be on time. Your grade will reflect your attendance. Exam material will be from class lecture, activities, and discussions. In-class activities may be collected for credit and cannot be “made-up”. If you are absent, please call/e-mail me or contact a friend in the class to get notes. If you are absent 3 consecutive days, I will drop you from the class.
## COURSE SCHEDULE (subject to change)

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Dates</th>
<th>Topic</th>
<th>Textbook</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12 &amp; 1/14</td>
<td>Introduction to Earth Science</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1/21</td>
<td><strong>Holiday</strong> / Earth in Space (Scantrons due 1/21)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1/26 &amp; 1/28</td>
<td>Earth in Space / Near-Earth Objects</td>
<td></td>
<td>2, 3</td>
</tr>
<tr>
<td>4</td>
<td>2/2 &amp; 2/4</td>
<td><strong>Exam #1 (Ch 1, 2, &amp; 3)</strong> / Plate Tectonics</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>2/9 &amp; 2/11</td>
<td>Plate Tectonics</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>2/18</td>
<td><strong>Holiday</strong> / Earthquakes</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>2/23 &amp; 2/25</td>
<td>Volcanoes</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>3/2 &amp; 3/4</td>
<td><strong>Exam #2 (Ch 4, 5, 6)</strong> / Rocks and Minerals</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>3/9 &amp; 3/11</td>
<td>Rock Cycle (includes Weathering)</td>
<td></td>
<td>7, 9 (part)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Spring Break 3/16 through 3/21</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/23 &amp; 3/25</td>
<td>Geologic Time</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>3/30 &amp; 4/1</td>
<td><strong>Exam #3 (Ch 7, 8, 9)</strong> / Landslides / Streams and Floods</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>4/6 &amp; 4/8</td>
<td>Streams and Floods / Groundwater</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>4/13 &amp; 4/15</td>
<td><strong>Exam #4 (Ch. 11, 12, &amp;13)</strong> / The Atmosphere</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>14</td>
<td>4/20 &amp; 4/22</td>
<td>The Atmosphere</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>4/27 &amp; 4/29</td>
<td>Ocean Circulation / El Niño Southern Oscillation</td>
<td></td>
<td>13, 15</td>
</tr>
<tr>
<td>16</td>
<td>5/4 &amp; 5/6</td>
<td>Weather Systems / Severe Storms</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Mon 5/11—Last Class Meeting—Severe Storms**  
**Mon 5/18 8:00-9:50—Exam #5 (Ch. 13, 14, 15)**

**Note:** Most chapters are not covered in total. Use the study guide for each exam as an outline to read the portions of each chapter that you will be responsible for understanding.

### GRADING

<table>
<thead>
<tr>
<th>Distribution of Points</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Exams (5) – 500 points / 77%</td>
<td>90–100%</td>
<td>A → superior understanding of the topic</td>
</tr>
<tr>
<td>➢ Assignments &amp; In-Class Activities – 150 points (approximate) / 23%</td>
<td>80–89%</td>
<td>B → accurate grasp of the topic</td>
</tr>
<tr>
<td></td>
<td>67–79%</td>
<td>C → acceptable, but commonplace understanding of the topic</td>
</tr>
<tr>
<td></td>
<td>55–66%</td>
<td>D → limited understanding of the topic</td>
</tr>
<tr>
<td></td>
<td>&lt;55%</td>
<td>F → little or no grasp of the topic</td>
</tr>
</tbody>
</table>

**Note:** Grades will be posted on the class Blackboard site. Please check the site regularly to monitor your progress. Contact me if you think any score is in error.

### Exams

Exams consist of a combination of approximately 40 true/false and multiple choice questions. You will have approximately 40 minutes to complete each exam; exams will be followed by lecture time. Exams will cover the chapters indicated on the schedule.

- Students must submit 5 clean (don’t put your name on them!) 100-question (50 answers per side) scantron forms (#882) to me by January 21. I will distribute these in class on exam days.
- Bring a #2 pencil to exams.
- You may use a one-sided half-sheet of paper (5.5” x 8.5”) with notes for each exam. Note sheet must be turned in with the exam; up to 5 points of extra credit will be added to raw score.
You must take all exams. In the extraordinary event that you miss taking an exam at the designated time, you may make up one missed exam.

✓ You must contact the instructor the day of the exam and arrange to take the exam before the next class meeting (if extenuating circumstances makes this impossible you must also provide any information the instructor deems appropriate before a make-up exam can be scheduled).
✓ Any other missed exam will be assigned a zero.

Assignments
Assignments are designed to help you better understand course material and prepare for exams. Assignments may include reading journal articles, watching videos, investigating a topic on the Internet, or completing a handout from class. Information associated with assignments is considered part of the course content; questions associated with this information may be a part of each exam.

- Most assignments will be valued at 10 points.
- All content must be in the students own words, unless appropriately referenced. No plagiarism allowed (this includes other students' work!).
- All papers must be typewritten; handouts with fill-in questions may be neatly handwritten. If I cannot read your paper with ease, I will return it to you without credit.
- Assignments are considered due at the beginning of class on the day specified.
  - If you walk in late I will deduct 2 points from your assignment.
  - If you are absent on the day an assignment is due, I will accept it via e-mail sent by the time class begins. However, you must turn in a hard copy upon your return for me to grade.
  - With one exception (see coupon) I will not accept late assignments for any reason.

In-Class Activities
Activities performed in class are designed to reinforce lecture material and to foster a higher level of understanding. Activities will generally be small group-based, often using “Checkpoints” in the textbook or related worksheets. To better complete these activities, all students should bring their textbook to class. Worksheets or activities may be collected for 2-5 points of credit; only students who participate in class may receive credit. Information in these activities is often used as test material.

WORK EXPECTED
This is a 3-unit course transferable to a CSU or UC school. Although the process may be different, the expectations for learning are the same. As in most any entry-level course, you will be expected to learn a whole new vocabulary centered on the scientific description of Earth and its processes. Plan to spend at least 3 hours studying for each hour of in-class time (if science "isn't your subject", or your reading skills are weak, it will take more). In other words, you will spend 3 hours per week attending class plus approximately 9 hours per week of "quality time" devoted to studying for this class per week!! (Don't expect to "cram" at the last minute before exams...trust me, it won't work.) You should not only have a basic understanding of the meaning of vocabulary words but also be able to draw a visual image of the word and how it fits into the overall scope of the topic--ask yourself what, where, when, why, and how. For some tips on studying, see “Study Skills and Simple Strategies Suggested by Successful Students” on the class web site. As part of your study time, visit the textbook website to check out animations and practice quizzes (you'll see some familiar questions on exams).

The chapters listed on the course schedule are considered reading assignments. For optimal learning, read the assigned chapter prior to class. You must also bring your text to class, as I will refer to it during class. You will want to make note of specific diagrams that were discussed, as their content will show up on exams. Also bring a few colored pencils and a highlighter to each class to use in your notes and text. Your textbook will also be essential to complete many "Checkpoints."
Course Student Learning Outcomes (SLO's)
Successful students should be able to meet the following Student Learning Outcomes:
1. Describe the dynamic processes involved in tectonic plate motions, including the characteristic processes and landforms associated with tectonic plate boundaries.
2. Describe the frontal components, weather patterns, and general motions of a midlatitude cyclone.

Note: Students must also be able to describe and explain many, many other terms, concepts, and processes in order to successfully complete this class.

The above SLO's are a response to mandates by an educational bureaucracy that seeks to do meaningful things, but ends up generating work for faculty, administrators, and a host of new bureaucrats. The result of such a process is nebulous at best. Any student wishing to investigate SLO's can visit the website:
http://www2.palomar.edu/slo/default.html

Students with Disabilities
If you have a disability that requires some accommodation, please speak with the instructor and provide documentation within the first two weeks of class. Reasonable accommodation will be made.

CLASSROOM ETIQUETTE
My job is to facilitate student learning. The classroom must have an environment where all students can focus and learn. To that end, students must respect the following:
• **Be on time.**
• **Be prepared.** Make sure to have your textbook and note-taking materials ready for each class. Have any assignments ready to turn in before you walk in the door.
• **Be polite and respectful.**
  o Turn off and put away all electronic devices before class begins.
  o If you have a question, don’t have a conversation with your neighbor, raise your hand and ask me. Others may have the same question and thank you later for asking!
  o Do not expect to come and go during class time.
  o Do not eat in the classroom—the mess and smell of food is distracting.
  o Pay attention and focus on the information and task at hand.
  o Do not start putting your books/papers away before I have dismissed class.
  o In all ways, make sure you are not a distraction to other students in the class. **Note:** If you are being distracted by another student’s behavior or inappropriate use of technology, you have the right to inform the instructor, who will take action.
• **Be honest.** Students must conduct themselves in accordance with the Student Code of Conduct as published by Student Affairs on the Palomar College website. This applies to all forms of plagiarism and cheating. Any incidents will result in an “F” on such assignment/exam. I reserve the right to deal with any violations as set out by the Dean of Student Affairs.
• **I reserve the right to ask a student to leave due to any improper or distractive behavior.** Before you return to class, you must contact me and come for a conference in my office.

ADD/WITHDRAWAL INFORMATION
Only students who are officially registered may participate in this class. If you are given a permission code to add this class, you must officially add the class prior to the next class meeting. The deadline for adding any class using a permission code is **January 25.** Under no circumstance will students be allowed to add this class after the add deadline.

<table>
<thead>
<tr>
<th>Through Jan 25</th>
<th>Jan 26 through March 14</th>
<th>March 15 to end of semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use E-Services to drop classes. No notation or grade will appear on your record.</td>
<td>Use E-Services to drop classes. A &quot;W&quot; will appear on your record.</td>
<td>No drops are allowed. An evaluative grade (A, B, C, D, F, FW) or &quot;I&quot; must be given.</td>
</tr>
</tbody>
</table>

Please note that it is the student's responsibility to initiate the procedure of withdrawing from a course; I will not do this for you. Although you officially do not need to inform me of your withdrawal, I would appreciate the chance to talk to you before you do so.