



GEOS212: Introduction to Oceanography (Generic)

**Section 001 & Section 002 (In Person or Live Online)
Section 003 & Section 004 (Online: Synchronous (Live Online) or Asynchronous)**

**In-person (all lectures): BLDG, Rm; Tues/Thurs 11-12:15pm
On Zoom (all lectures); Tues/Thurs 11-12:15pm
ZOOM LINK: 831 1767 XXXX; password = XXXX
Recorded Lectures (through D2L): Available Tues/Thurs @ ~2pm**

Notice: This class is taught in the in-person and online, synchronous, and asynchronous formats. **We prefer synchronous participation** (classroom or Zoom) for all students who can attend the lectures in person – participating in the show is part of the fun. All students, however, can participate live or remotely, synchronously or asynchronously, as needed. All material, assignments, exams and opportunities are identical which ever format you choose.

Description of Course

This course provides an introduction to our amazing Ocean: its shape and depth and how these evolve, the water and what is in it, how the water moves, how the oceans influence weather and the global climate, how the ocean is critical to the planet's life support system, how ocean life has evolved, and some of the different marine communities that exist today.

Instructors and Contact Information

| | |
|----------------------|---|
| Professor | Joellen Russell Department of Geosciences Gould-Simpson 309 Office Hrs: Tues 12:15-1pm Gould-Simpson Atrium |
| Sr. Lecturer | Paul Goodman Department of Geosciences Gould-Simpson 305 Office Hrs: Tues 12:15-1pm GS Atrium & Wed 7-8pm (Zoom) |
| Teaching Assistants: | TBA TBA |
| | TBA@arizona.edu TBA@arizona.edu |

MAIN CONTACT POINT – ua.oceanography@gmail.com

Class Website: <https://d2l.arizona.edu/d2l/home/1701833> (D2L)

University of Arizona Land Acknowledgment ([UA Land Acknowledgment](#))

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. The University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Course Format and Teaching Methods

This course is taught both synchronously and asynchronously. Material is delivered primarily in lectures as powerpoint presentations, animations, video segments, and class discussion. We also offer optional study groups and review sessions for homework and exam preparation.

- **Synchronous: We will meet on Tuesday and Thursday in person (Bldg-Rm) and live-online through Zoom from 11a-12:15p (Tucson time)** to deliver lecture material.
- **Asynchronous: Lectures will be recorded and will be made available through D2L for asynchronous viewing.**
- **"Attendance"** is recorded by completing a short review on D2L **prior to the next lecture.**
 - **Synchronous (Classroom or Live-Online) participation is preferred, but optional:**
 - Attend if you can, but if you feel sick, stay home.
 - If illness will cause you to miss more than one week of class, you should contact the Dean of Students Office DOS-deanofstudents@email.arizona.edu to share documentation about the challenges you are facing.

LECTURE OUTLINES, SLIDES, PODCASTS

- A lecture outline that includes key slides from the lecture will be posted on the class web site (at D2L) by 5pm the afternoon prior to each lecture. We strongly encourage you to have a copy with you during lecture to take notes on.
- Lecture slides are posted to D2L after each lecture.
- A podcast of each lecture will be posted on D2L. The recording will include audio from the lecture as well as any material displayed through the computer (PPT, movies, etc.). Zoom recordings include the instructor as well as the powerpoint and may include the chat transcript.
- All assignments, homework, quizzes and extra credit will be submitted through D2L.
- **Exams will be given through D2L with options of specific days & times for each exam**
 - **one make-up exam opportunity** for each exam is listed in the schedule
 - permission of the instructors is required to take the make-up.

It is the responsibility of all students:

1. Attend lectures live (in person or Zoom) or watch on D2L. Recordings of the lectures are available through Panopto shortly after class ends and convenient links will be posted every Tuesday and Thursday by 2pm in the content section of D2L.
2. Complete the assessments, homework and quizzes **by their due dates** posted in the schedule. **No late material or emailed submissions are accepted for any reason!**
3. Bring your questions and concerns to our attention by contacting us via email at ua.oceanography@gmail.com, or during office hours.
4. **DO YOUR OWN WORK** – *avoid the appearance of cheating*. We take this very seriously and will report any incidents.
5. **IMPORTANT NOTE:** Lecture recordings may only be used at the discretion of the instructor. **Students must access content through D2L only.** Students may not modify content or re-use content for any purpose other than personal educational reasons. All recordings are subject to government and university regulations. Therefore, students accessing unauthorized recordings or using them in a manner inconsistent with UArizona values and educational policies are subject to suspension or civil action.

Course Objectives and Expected Learning Outcomes

Our course objectives are to give you an understanding of the following principles:

- The ocean made the Earth habitable.
- The ocean is a major influence on weather and climate.
- The ocean supports a great diversity of life and ecosystems.
- The ocean and humans are inextricably interconnected.
- The ocean is largely unexplored.

These are the principles established by [Ocean Literacy](#): ideas that everyone should understand about the ocean. Upon successful completion of this course, you will be able to:

- Understand the water cycle and the sediment cycle
- Articulate the central role of the ocean in the climate of Earth
- Explain the forces that cause the water in the ocean to be in ceaseless motion
- Characterize common features and organizing principles of marine communities
- Discuss the impacts of human society on the ocean
- Gather and assess information from maps and other data visualization tools

Our main **goals** for this class are to:

- enhance your appreciation for the significance and beauty of the oceans
- inform you about how the ocean and the health of the ocean affects your daily life so that you become better informed citizens
- help you do well in this course
- facilitate your success as a student at the University of Arizona

Absence and Class Participation Policy

- To do well in this course, you should attend and/or watch all of the lectures, participate and take careful notes! This will provide you with the information you need to do well on quizzes, homework assignments and exams.
- All material presented in lecture or as part of homework is fair game for the exams.
- If you miss a live lecture, you should watch the podcast (found under Content on D2L).
- **Attendance** will be established by completing the "lecture assessment" on D2L associated with each lecture (see the LECTURE ASSESSMENTS section below).
- The UA's policy concerning Class Attendance, Participation and Administrative Drops is here: <https://catalog.arizona.edu/policy/registration-tuition-fees/registration-enrollment/change-schedule>
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/policies/attendance-policies-and-practices>

Artificial Intelligence (AI) Policy (ChatGPT and others)

Motivation:

- In this course, generative artificial intelligence/large-language-model tools, such as ChatGPT, Google, Bing, etc. **may be used as personal, background material, but may not be submitted as your own work.**
- We generally consider AI to be no different from asking a question to your neighbor down the hall – you are welcome to ask your questions, but **don't let AI answer the question for you.**
- For most of the assignments in this class, **you should not think of AI as a "smart friend"** with respect to actual information about the ocean.
- AI has received little training about the ocean; **AI only knows what it learned from the web**, until a person takes the time to point out AI's errors.
- **Most of the "information" about our ocean on the web comes from literature, the media and the movies**, and has little to no basis in reality – think "[Sharknado](#)" – and very few people take the time to correct AI misconceptions about these issues.
- Generative AI and the large language model tools it uses to "learn" may create biased, illogical, or false information and non-existent sources. AI expects to see patterns across the web, so it will often make up or "hallucinate" patterns in information, sources, references, etc. that often reflect misconceptions and biases of the data on which they were trained and the human-written prompts used to steer them.
- **NEVER, NEVER let AI draw or label a map for you** – AI-generated maps and images are nearly always incomplete and/or incorrect, and they are **VERY EASY TO IDENTIFY**. Submission of an AI-generated map will automatically constitute a violation of our AI policy (see below).
- **You are responsible for checking facts**, finding reliable sources for, and making a careful, critical examination of any work that you submit. **Most AI delusions are easy to identify.**
- As a public service, if an AI suggests an answer that is obviously false or based on incorrect information, please take the time to tell the AI that it was wrong and why.

- We are willing to give a **small amount of extra credit** upon submission of “erroneous and/or outlandish information or statements about the ocean” created by AI (see Extra Credit below).

AI Policy: If we suspect the unacknowledged use of AI on any submitted assignment, we will assess that assignment with <https://app.gptzero.me/>. Results that are “**highly confident that more than 30% of the text is AI-generated**”, will constitute a violation of our policy.

- **1st Offense:** A **zero on any questions** that exceed our allowable standard (>30%)
- **2nd Offense:** A **zero on the entire assignment**
- **3rd Offense:** We must **report the student to the Dean of Students for a violation of the UA Code of Academic Integrity**. We will forward all of the submitted assignments, our documentation of the three separate violations, and any email correspondence relating to these violations, as well as any other steps required by the official UA policy

We really DO NOT want to get the Dean of Students involved, but we will if necessary. Please avoid the appearance of cheating; feel free to check your own work if you are unsure.

Makeup Policy for Students Who Register Late

We **do not accept any late assignments, nor do we extend any due dates for individual students**, so we will not extend any deadlines for students who register late. We drop several assessments and quizzes, so don’t worry if you miss the first one or two. We offer **extra credit opportunities to make up** for missed assignments.

Course Communications

- The main contact point for all students should be: ua.oceanography@gmail.com.
- All information for this course is available on D2L. Most material will be posted on the “Course Home” and “Content” pages.
- We provide lecture outlines, lecture slides, review sheets, sample exams, etc. -- there is no need for you to acquire additional study materials (e.g., Notehall, ShareNotes, etc.).

Required Text/Materials

- **World Map:** There is **no textbook** for this class, but you should purchase a copy of the National Geographic **Physical Map of the World**, which is available from the UA bookstore (for \$19.99). Many of the homeworks rely on information presented on *this particular map*. The map is available directly from National Geographic or through Amazon (ISBN: 9780792280880).
- We also have copies of this map in the Study Group room (GS-228A) – see below.
- **SLIDO** (see www.slido.com): we will be using a **free** web-based interactive site called **SLIDO** for polling and feedback. **Slido activities are not graded and are never for credit/points**. The **SLIDO code for this class is #57177**

Study Groups

- Study Group Sessions will be provided in person in Gould-Simpson 228A and/or “Live Online” through Zoom to help you learn the material covered on homework assignments and exams and provide opportunities to work with others and receive help from the TA’s and/or Preceptors who are running your session.
- Study groups are generally held Tuesdays after class (1pm to 6pm), on Wednesdays (8am to 6pm), and on Thursdays before class (8am to 11am). **Times are subject to revision depending on how many Honor’s Preceptors are taking the course.**
- Each session starts on the hour and lasts for about 50 minutes. The link to each session will be available through D2L.
- **Study Groups are entirely optional**, so you need not attend every week even if you have signed up. And you are also free to attend without signing up, so long as there is space in the classroom.
- **NOTE: please make sure you do your own work on each homework assignment.** It is

fine to work with others, but the information you write down must be in your own words and in your own format. **Identical papers (content & format) will receive zero credit.** Repeat offenders of this policy will be reported to the Dean (see CHEATING section below).

Graded Work

- **All assignments will be submitted through D2L, either under the “quizzes” tab or into an “assignment” dropbox; we do not accept paper or email submissions.**
- Grades will be available through D2L.
- All grades will be entered into D2L within one week of the due date – please do not ask about your grade before the week is up.
- Comments on graded material will be available through D2L.
- **Please note the due date** for each assignment posted in the D2L calendar: please get your assignments in early as possible to avoid last-minute technical or human glitches.

***** NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON. *****

- **Missed assignments can be made up for with extra credit**

EXAMS (150 points, 30% of your total grade)

- Three 50-point exams will be given during the semester, and there will **not** be a cumulative final exam during final exam week.
- **Exams will be given synchronously over D2L and proctored through Zoom.**
- There will be three regular opportunities to take each exam including an evening opportunity, during the regular class time, and on Friday of exam week. **You can take the exam during any of these three options, but you may only take each exam once.**
- Each exam covers only material since the previous exam.
- Slides, diagrams, and images shown in class commonly are used during exams! Format will consist of about 50% written answers or map-related and diagram-related matching questions, and about 50% multiple-choice questions that are keyed to diagrams or real-world pictures.
- To help you prepare, a brief study guide and an exam from a previous semester will be available on D2L. We will also have an evening review session on Zoom (from 6:30-7:45pm) prior to each of the evening exam opportunities. During the review sessions, we will go over the practice exam, review some of the main diagrams that you might be asked about, and answer any questions you may have.
- **EXAM #1 will be offered: Wednesday, Feb. XX at 8pm; Thursday, Feb. XX at 11am; or Friday, Feb. XX at 12:30pm;**
- **EXAM #2 will be offered: Wednesday, Apr. XX at 8pm; Thursday, Apr. XX at 11am; or Friday, Apr. XX at 12:30pm;**
- **EXAM #3 will be offered: Wednesday, Apr. XX at 8pm; Thursday Apr. XX at 11am; or Friday, May XX at 12:30m.**
- **MAKE-UP EXAM Policy: **IMPORTANT****
- If you cannot make any of the 3 options for an exam (see above), **you must let us know ahead of time** (send email to: ua.oceanography@gmail.com), **to obtain permission** for the Make-Up Exam. The make-up opportunity for each is listed in the Schedule and below.
- **No other make-up exam opportunities are available.**
- We **strongly encourage** you to take the exam during one of the regular opportunities; although the make-up is no harder than the regular exam, average grades are always about 8-10 points lower for students who wait the extra week and take the make-up.
- **Make-up Exam Schedule:**
 - **Exam #1: Fri, 2/XX, 2pm;**
 - **Exam #2: Fri, 4/XX, 2pm;**
 - **Exam #3: Tue, 5/XX, 11am.**

If you miss all 4 opportunities for an exam, you will receive a zero on that Exam.

HOMEWORK (120 points, 24% of your total grade)

- **Eight** homework assignments are given during the semester. We do not drop any homeworks.
- Assignments emphasize material that will be covered on the exams.
- Each will be worth **15 points**.
- Most of the exercises are based on information gathered from lecture, your world maps and accompanying diagrams.
- You will have one week to complete each homework assignment.
- **All homework is due by Friday at 12 noon (during the daytime, before lunch!).**
 - (if it is 12:01pm, the "Start Homework Now" button will be deactivated)
- **Homework will be given through D2L under the QUIZZES tab.**
 - There will be multiple choice, short answer, matching, simple definitions and/or simple math questions
 - There may also be maps that are provided as part of the assignment that need to be annotated and uploaded when completed.

ONLINE LECTURE ASSESSMENTS (100 points, 20% of your total grade):

- There will be a **5-question lecture assessment after each lecture** that must be completed by the day **after** the lecture (to allow for asynchronous viewing). These assessments are how we acknowledge your **attendance** across all the various formats we offer.
- These questions are designed to ensure understanding of the main concept(s) in each lecture and are typical of questions that appear on exams and quizzes.
- You have until **11:59pm of the day following the lecture** (Wed at 11:59pm or Fri at 11:59pm) to complete the lecture assessment.
- You will receive your score immediately; if you did not get a perfect 5/5, we encourage you to review the material and try again. **You may take each assessment as many times as you need** to ensure that you get the full 5 points each time.
- You will be graded out of 100 points for these assessments (your best 20 assessments, we will drop the 6 lowest scores including any missed assessments).
- **No make-ups or extensions** will be given since we drop the lowest 6 scores.

QUIZZES (80 points, 16% of your total grade)

- **Eleven (11)** quizzes will be given **over the weekends** during the semester on D2L, one after each full week of lecture. We will drop your lowest three (3) scores.
- Each will be worth 10 points, and you will have one chance to correct any errors.
- Unlike the assessments, **you will only be allowed to go through each quiz twice.**
- Quizzes will become available after the lecture podcast is posted on Thursday and due before the following lecture begins on Tuesday at 11am
- **No make-up quizzes will be given** because the lowest three are dropped.
- Questions on the quizzes are similar to those on lecture assessments and on upcoming exams.

PROJECT (50 points, 10% of your total grade)

- You will have an opportunity to work on a project this semester that in some way makes the world a better place.
- Examples are to work with the UA Recycling Club in improving recycling opportunities on campus, help remove invasive species of plants from Saguaro National Monument, refuse every plastic bag/bottle offered this semester and explain to someone each time why this is important, read books to children at the library, make bat boxes, volunteer at the food bank, ride your bike instead of driving your car, etc.
- The project should be **something that you will actually do** this semester, not just a good idea for someone else to do!
- This project fulfills the "Signature Assignment" requirements of the new UA General Education curriculum

The project has three components:

A) Project Proposal (20 points)

- **Describe** your planned activity in a **~750-word** proposal (~1½ pages single-spaced, ~2½ pages double-spaced), due on Friday, February XX at 11:59pm.

- **Proposals should be submitted into the appropriate Dropbox on D2L.**
- Full credit will be awarded only if the proposal is prepared in a professional manner, with correct spelling, grammar, and format (~750 words, 12-point font, 1-inch margins).
- **Each proposal must include:**
 - Title of activity
 - Your name and email
 - Short **description of your project** (one paragraph).
 - Proposal body that **describes the activity in detail** (what will you actually be doing, when, where, for how long, etc.). You should do some research on the topic, with information from at least two outside sources, and **include citations** for sources used. (3-5 paragraphs)
 - Summary that explains why the activity will help make the world a better place (one paragraph).
 - Ideas on how you will **document your efforts**: photos, journal, video, receipts, etc. (1-2 sentences)
 - References (URL's are acceptable for internet –based sources)

B) Project Proposal Returned:

- This proposal will be returned to you with feedback about your proposal and possibly suggestions for improvement by Tuesday, February XX.
- You will then have ~10 weeks to complete the assignment.
- If you choose, **you may resubmit a revised proposal for regrading** with your final report.

C) Project Final Report (30 points)

- Describe how your project turned out in a **~2-3 page** report (~750 words again plus pictures and/or log entries, etc.).
- Use the same format as the project proposal but emphasize what you actually did for your project and whether it was successful.
- You may want to consider addressing the following questions:
 - What did you actually do?
 - Was it a worthwhile activity for you?
 - Did you succeed in making the world a better place?
 - Do you have plans to continue this or other related activities?
- For your report, we encourage you to be honest about how the project actually went: **why you succeeded or failed and what you learned by trying is the most important thing.**
- **You must document your efforts** with photos (selfies or other), video, journal entries, receipts – anything that helps us see your hard work!
- The **final report is due on Tuesday, April XX at 11:59pm** into the appropriate Dropbox.

EXTRA CREDIT (up to 25 points)

There will be several opportunities to earn extra credit during the semester, as described below. **You will be allowed to earn up to 25 total extra credit points (5% of the total)**, where each extra credit point counts the same as an exam or a homework point. Opportunities include:

- **Participate in Class or over Zoom during Lecture!!** We often ask for volunteers to answer a question, describe a process, or help with an explanation. **Participation will be rewarded.**
- **Pretest/Get to know you** (10 points): We like to see how much oceanography students know when they start this course, so we offer an **extra credit pretest** as a quiz on D2L. **Everyone who completes the pretest will get the full 10 points** (no matter how many questions you get right or wrong). As part of the pretest, we would also like for you to tell us a little about yourself so we can try to get to know you this semester. Help make this happen by telling us a bit about your background and interests and consider uploading a picture of yourself to your D2L page. This opportunity is available through **Tuesday, Jan XX at 11:59pm**. The link can be found under "Extra Credit" on the Content page of D2L.
- **Oceanographic Presentations** (over Zoom only, up to 10 points, only one per student): This is an opportunity to earn extra credit points by presenting non-traditional oceanographic information to the class. Your presentation could be (1) a slide show in which you describe the

oceanography or geology of some place that you have visited or lived, (2) a song (performed live!) with oceanographically oriented lyrics, (3) a multimedia depiction of a marine process, (4) a diagram that you have developed which describes a marine feature or process, etc. *Almost* anything goes!! **Note that we need to approve your idea beforehand.** You may work with up to one other person on a presentation, but no more than 2 people can get credit for any presentation. Please email ua.oceanography@gmail.com to get your topic approved and to arrange a time to present.

- **The steps are as follows:**
 - Submit your proposed presentation topic for approval
 - Schedule a time with the instructors or TA's to give your presentation over Zoom before May XX.
 - Upload the PPTX into the correct Dropbox (under the ASSIGNMENTS tab).
 - Give the presentation before May XX.
- **Write a Letter to Your Congressman** (up to 10 points): Write a letter to your congressman or senator (if you don't know who your congressperson or senator is, look it up!) that addresses some impact of our activities on the marine environment. Some examples are dams, climate change, sea level rise, otters, removal of mangroves, off-shore oil drilling, coral bleaching, whaling, seals, etc. Do web research to learn more. Write a 1-page letter (200-250 words) that will influence policy. The letter can be pro or con. This is a professional letter so use a spell-checker! Submit your letter to the appropriate D2L Dropbox by Tuesday, **May XX at 11:59pm.**
- **Documented AI Oceanographic Nonsense** (5 points, 1 per student): Submit an example of an "erroneous, ridiculous and/or outlandish information, a map or a statement about the ocean" created by AI to the correct Dropbox (under the ASSIGNMENTS tab).

Grading Scale and Policies

525 points are possible from exams (150 points), lecture assessments (100 points, drop 6) homework (120 points, no drops), quizzes (80 points, drop 3), project (50 points) and extra credit opportunities (up to 25 points).

Grades are straight A, B, C, D, E calculated by rounded percent out of 500 points:

- A = $\geq 89.5\%$ = 448-525 points
- B = 79.5% to 89.4% = 398-447 points
- C = 69.5% to 79.4% = 348-397 points
- D = 59.5% to 69.4% = 298-347 points
- E = $< 59.4\%$ = ≤ 297 points

Every point counts! We will NOT adjust your grade at the end of the semester even if you miss the cutoff for the next letter grade by only 1 point, so please don't ask!

In order to manage a class of this size and be fair to all students, we rigorously stick to rules laid out in this syllabus. We cannot and will not offer any opportunities to an individual student that are not available to all students.

Dispute of Grade Policy:

It is **YOUR** responsibility to address grading concerns promptly **within 2 weeks of the assignment due date or exam date.** We will post grades to D2L and return materials to you within one week of the due date or exam date. You then have one additional week to ask questions about your graded material and to make sure that the grade posted in D2L. If no grade is posted, it is our assumption that you did not hand in the assignment, so it is your responsibility to let us know if we are in error. **We will NOT alter your posted grade after the 2-week window has passed.** If a week has passed since you handed in an assignment and you do not have a grade or are unhappy with your grade – please contact us at ua.oceanography@gmail.com with your concerns.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, available at <https://www.registrar.arizona.edu/faculty-staff-resources/grading/grading-policies/incomplete> and <https://advising.arizona.edu/policies-procedures/withdrawal> respectively.

Honors Credit

Honors students can earn Honors credit in this course by signing up for Section 002 (Flex/In Person) or Section 004 (Online) of Geos 212. You will earn honors credit by serving as a preceptor in the course, which involves attendance at a **mandatory, once-a-week In Person or Live Zoom meeting on Fridays 1:00-1:50p** and hosting a one-hour-per-week study group in person and/or on Zoom (see above description of study group activities). Please contact Joellen or Paul if you are interested in switching into the Honor's section of this course.

Disability Resource Center (DRC): Accessibility and Accommodations

"Accessibility and Accommodations: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations."

If you have other concerns about accommodations, please come to office hours to discuss how we might tailor the course requirements and activities in order to allow you to fully participate.

If you are not doing as well in the class as you would like, please seek some advice!

- **Academic advising:** If you have questions about your academic progress this semester, or your chosen degree program, please note that advisors at the Advising Resource Center can guide you toward university resources to help you succeed.
- **Life challenges:** If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.
- **Physical and mental-health challenges:** If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202). For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

Shared Values, Inclusiveness, Diversity, Equity

- Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, UA embraces both the principles and the practices of diversity and inclusiveness. These values are expected, respected and welcomed in this course. See <https://www.arizona.edu/purpose-mission-values>
- The University recognizes that many members of its community use names other than their legal or official names first provided to the University (official/legal name) to identify themselves. For some, a chosen or preferred name may be an important component of their identity, especially their gender identity. If you would prefer that a different name from your legal one or the one that appears on the class roster be used in our classroom, please email us at ua.oceanography@gmail.com, so that we can use the best name and pronouns for you. We include group work and in-class discussion, so it is vitally important for us to create an educational environment of inclusion and mutual respect.
- University of Arizona students and employees may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student or employee's preferred name will appear instead of the person's official/legal name in select University-related systems and documents, provided that the preferred first name is not being used for the purpose of misrepresentation. Please see the following link for more information: <http://lgbtq.arizona.edu/use-chosen-or-preferred-names>

Equity & Title IX

- At the University of Arizona, we strive to create a working, learning and living community where all members and visitors feel welcomed and valued. The Office of Institutional Equity (OIE, <https://equity.arizona.edu/>) is committed to supporting a campus culture where all members of

our community have equitable access to academic and professional opportunities and are supported in their individual and collective pursuits and efforts.

- The University of Arizona is committed to removing educational barriers created by sex discrimination and sexual harassment. Sex discrimination under Title IX can include acts of violence based on sex, such as sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, you have options for help at the University. The University of Arizona has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
- Please be aware that UA faculty and instructors who work with students are required to report allegations of sex discrimination to the Title IX Office. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking that involves another student or employee, or that happens on campus or in a UA program, we **must** share that information with the Title IX Coordinator. Although I have to make that notification, *you will have choices* regarding whether or not you want to pursue a formal complaint against anyone on campus. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.
- If you prefer to speak privately, please contact the on-campus resources listed below.

Additional Resources for Students

- UA Academic policies and procedures are available at: <http://catalog.arizona.edu/policies>.
- Student Assistance and Advocacy information is available at: <https://deanofstudents.arizona.edu/support/student-assistance>
- Office of Institutional Equity: <https://equity.arizona.edu>
- Campus Health Counseling and Psych Services (CAPS): <https://caps.arizona.edu/>
- Survivor Support Services (Confidential): <https://survivorsupport.arizona.edu/>
- Campus Health, <https://health.arizona.edu/home>, (520) 621-6490
- University of Arizona Ombuds, <https://ombuds.arizona.edu/>, (520)-626-5589
- Title IX section on sexual assault support & resources (<https://equity.arizona.edu/title-ix>) has more information, as well as a link explaining options if you have a concern, need assistance/support, or would like to file a complaint.

Campus Pantry

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: campuspantry.arizona.edu for open times.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (texting, chatting, making phone calls, web surfing, etc.).

A) Attendance: We strongly encourage you to participate in lectures in real time whenever you can. However, "Attendance" **credit will be earned by completing a "Lecture Assessment" on D2L** for each lecture, so if you have something else to do, you are welcome to watch the lecture recording. Completion of these "Lecture Assessments" is required for a portion of your grade (see grading section above). Please take careful notes during each class (sync or async) as there is no book for the course and not all of the information presented in class is highlighted on the slides! We also use SLIDO (www.slido.com) in class to encourage participation, understanding and engagement.

B) Computers (Laptops/iPads): As long as you are not disrupting the learning environment, the use of laptop computers or iPads/tablets is permitted during class for taking notes or class-related activities.

C) Cell phones: You may use your phone for web-based activities like SLIDO. The use of cell phones

for voice or text communication in the classroom, however, is a distraction to the learning environment and is therefore **prohibited**. If you have to make or receive a call/text during class, please step into the hallway and return when you are done.

D) Audio/Video Recording: The **recording** of any portion of a lecture with a camera, cell phone, laptop, iPad, tape recorder, etc., is **expressly prohibited**. **The University of Arizona retains the rights to all lectures and will prosecute any unauthorized publication and/or recording.** Contact Joellen or Paul (ua.oceanography@gmail.com) before you record any part of any lecture.

Disruptive Behavior Policy

UA Policy on Disruptive Behavior in an Instructional Setting:

See <https://deanofstudents.arizona.edu/disruptive-student-behavior> and <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting> for the complete policy.

- **Disruptive Behavior is Prohibited:** "Disruptive behavior" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University.
- Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

UA Policy on Threatening Behavior By Students:

See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students> for the complete policy.

- **Threatening Behavior is Prohibited:** "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.
- The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself.

Notification of Objectionable Materials

This course may contain material of a mature nature, which may include explicit language, depictions of unsettling animal behaviors and/or violence, and/or human cruelty. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Code of Academic Integrity

Policies of the University of Arizona

- See <https://deanofstudents.arizona.edu/policies/code-academic-integrity> for complete policy.
- Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>.
- The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.
- *Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other

course rules are subject to the Code of Academic Integrity and may result in course sanctions.

- Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.
- Violations of the UA Code of Academic Integrity are serious offenses at the University of Arizona. As your instructors, we will deal with alleged violations in a fair and honest manner. As students, you are expected to do your own work and follow class rules on all tests and assignments unless we indicate differently. **Avoid the appearance of cheating!** Alleged violations of the UA Code of Academic Integrity will be reported to the Dean of Students Office and may result in sanction(s) (i.e., loss of credit on assignment, failure in class, suspension, etc.)

Policies of the Department of Geosciences, University of Arizona

- Unless specified in the assignment, all work and all words used to describe the results of an assignment must be your own. No material, paragraphs, sentences, phrases, measurements or drawings may be copied from another student or from any external source. If external material that is used, usually for a specific reason, it must be accompanied by a citation of the source.
- Geosciences encourages discussion among students because this facilitates learning. Any ideas and concepts may be discussed openly, but each student is still responsible for their own work to be turned in for grading. Identical paragraphs, sentences, phrases, or notations on a map/illustration cannot be used by two or more students. The best way to avoid this is for students to discuss the assignment but then summarize their discussion in their own words to produce the work to be turned in for grading, and not share electronic files using e-mail, flash drives or other methods.
- Group work, teamwork and discussions are encouraged! Students may work in parallel on the same material (a homework exercise or the class project) but must turn in **individual work for grading**. It is essential that each student submit the assignment in their own words. Copying of another's work is prohibited.
- All incidents of cheating or plagiarism or facilitation of the same on any assignment, quiz or exam will be reported to the Dean of Students' office and the College of Science. The University's procedure and forms give students an opportunity to explain to the instructor, and to comment upon (or rebut) any accusations in writing before the forms are turned in. But the forms can be turned in, reporting the cheating incident, even if the student fails to meet with the instructor or does not countersign the paperwork.
- Instructors in the Department of Geosciences set a high standard for themselves as educators, and they expect that students, both in general education and majors' classes, will do the same for their own education. Cheating and plagiarism will be caught and will not be tolerated.
- UA Code of Academic Integrity: The above policies are a statement of what students and faculty should expect within Department of Geosciences, or in general education courses offered by the Department. It does not replace the UA's Code of Academic Integrity (see previous section).

UA Nondiscrimination and Anti-harassment Policy

UA Policy on Nondiscrimination and Anti-harassment

- See <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy> for the complete policy.
- UA is committed to creating and maintaining an environment **free of discrimination**.
- Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement (This version is dated XX/XX/XX)

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.