

# ERSC302

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## Course Summary

### Description

**Course Description:** Description: Geomorphology is the study of the physical features of the Earth's crust. The study of geomorphology helps us understand not only about the earth as it is today, but also as it may have been in the past. Climate change and global warming are hot issues in current events these days, but how do scientists determine the climate is actually changing? Through observation of what we see today, and comparison to what we "see" in the past. This allows us to determine if the climate of the earth has always been like it is today or whether it's changed over time. With that knowledge we can predict how the climate might change (or not) in the future. If global warming and cooling has happened before, then it might happen again. One way to determine past climatic conditions is to study the landscape. What types of landforms are associated with different climatic conditions? The Midwest used to be the bottom of a vast shallow sea; the northern part of our continent was sculpted by glaciers that no longer exist. Understanding geomorphology, gives us insight to the landforms we see today that are the result of processes no longer at work on the landscape. Prerequisite: SCIN138

### Course Scope:

Geomorphology is broken down into the study of various geomorphologic processes. Most of these processes are considered to be interconnected and are either erosional, depositional, or both. This course relates geological features to landforms with an emphasis on their origin, evolution, form, and distribution across the physical landscape. Students will learn to recognize the different geomorphologic processes and cycles as they relate to gravity and mass movement, weathering, and deposition, as well as fluvial, glacial and karst landscapes and the affect on the earth's surface by wind, water, and/or ice.

### Objectives

After successfully completing this course, the student will be able to:

- CO-1** Define the terminology associated with the study of geomorphology and the various geomorphic processes that are either erosional, depositional, or both.
- CO-2** Explain geomorphic theory and dynamic processes of geomorphic systems.
- CO-3** Translate the different geologic settings with associated origins of the various landforms and soil types; and how these were formed.
- CO-4** Identify and describe different types of landforms and recognize examples of these landforms in photos, on maps, and on the landscape including: mass wasting, weathering, and plate tectonics and associated structural landforms.
- CO-5** Correlate fluvial, glacial, coastal and karst landscape processes with associated landforms.

**CO-6** Analyze the erosional and depositional processes by which gravity, water, ice, and wind, modify and shape the environment

**CO-7** Predict geomorphic landscape evolution and long-term geomorphology.

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## Outline

### Week 1: Introduction to geomorphologic processes and forms

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Learning Objectives

**CO-1**

**CO-2**

Readings

**Huggett:**

**Chapter 1:** What is geomorphology?

**Chapter-2:** Introducing process and form

Assignment

Forum Post #1

**Introductions in Forum 1** (This must be at least 250 words long and must be submitted before the end of the first week, it is our way of confirming your attendance in the course. See instructions in classroom.)

**Week 1 Quiz** due at the end of Week 1

### Week 2: Geomorphic history and systems

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Learning Objectives

**CO-1**

**CO-2**

Readings

**Huggett:**

**Chapter 3:** Introducing History

**Chapter-4:** The geomorphic system

Assignment

**Week 2 Quiz**

**Forum #2**

### Week 3: Geomorphic Structure

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Learning Objectives

**CO-3**

Readings

**Huggett:**

**Chapter-5:** Plate tectonics and associated structural landforms

**Chapter-6:** Volcanoes, impact craters, folds, and faults

Assignment

**Week 3 Quiz**

**Forum #3**

**Week 4: Processes and Form**

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Learning Objectives

**CO-4**

**CO-5**

**CO-6**

Readings

**Huggett:**

**Chapter-7:** Weathering and associated landforms

**Chapter-8:** Hillslopes

Assignment

**Mid-Term Exam** (covers Weeks 1-4)

**Forum #4**

**Week 5: Processes and Form**

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Learning Objectives

**CO-4**

**CO-5**

**CO-6**

Readings

**Huggett:**

**Chapter-9:** Fluvial landscapes

**Chapter-12:** Aeolian landscapes

Assignment

**Week 5 Quiz**

**Forum #5**

**Week 6: Processes and Form**

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Learning Objectives

**CO-4**

**CO-5**

## **CO-6**

Readings

**Huggett:**

**Chapter-10:** Glacial and glaciofluvial landscapes

**Chapter-11:** Periglacial landscapes

Assignment

**Week 6 Quiz**

**Forum #6**

**Week 7: Processes and Form**

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Learning Objectives

**CO-4**

**CO-5**

**CO-6**

Readings

**Huggett:**

**Chapter-13:** Coastal landscapes

**Chapter-14:** Karst landscapes

Assignment

**Week 7 Quiz**

PowerPoint Research Project

**Forum #7**

**Week 8: Processes and Form**

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Learning Objectives

**CO-7**

Readings

**Huggett:**

**Chapter-15:** Landscape evolution: long-term geomorphology

Assignment

**Final Exam** (covers all material from Weeks 5– 8)

**Forum #8**

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**Evaluation**

Grades for this course will be based upon graded forums, a research project, multiple-choice quizzes, a mid-term exam and a final exam. There are weekly discussion questions that are provided in the forums. The student will respond to the posting of other students. **Quizzes, exams and the PowerPoint research project must be completed as assigned for full credit. These assignments are to be your own, original work, and any plagiarism, cheating or other shortcuts will result in a failing grade for that assignment, and may result in further negative consequences as stated in APUS policy.**

The nature of an on-line course requires a significant amount of independent work. You will be provided with structure, resources, guidance, and instructor experience for learning the course material. You, however, are responsible for managing time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an eight-week course, which means the material must be learned in a short period of time - this requires dedication and diligence on the part of the student. The University requires that each student participate on a weekly basis, which in this course will be necessary to complete all assignments.

It is important for you to check your messages and notes posted in the **Announcement Section** of the classroom for each week's work. Any additional suggested readings, internet-work and assignments will be posted on-line at the beginning of each week of the course. Assignment due dates will be posted with assignment directions. You are expected to complete all work on time.

For the purposes of this course, a "week" is defined as the time period between Monday and Sunday. The first week begins on the first day of the course and ends on midnight of the first Sunday following the first day of the course. The last week of the course ends at midnight on Sunday of the last week.

I will be available in the classroom via Messages and the Open Forum. I will check my messages regularly and respond quickly.

Grades for this course will be based upon the following assignments and exams:

### **Forums:**

Participation is mandatory and will count towards the course grade (28%). You are expected to provide a substantial and well-written comment in each session and a similar comment or reflection in reply to at least two other students' contributions. Initial posts after the first week are due on Wednesday and two replies are due by Sunday. Statements such as "I agree" or "good post" will not count as a reply.

The initial post in the first forum (Introduction) must be at least 250 words long. Your response must be submitted before the end of the first week. This is a way of confirming your attendance in the course. See instructions in classroom.

### **Quizzes**

There are weekly quizzes that are set up so that you cannot comfortably and successfully do the exam without first reading and studying the text. The allotted time will be insufficient to look up answers as you go along, and some topics may need a more thorough reading of the text to get the correct answer. Quizzes are due by no later than 11:55 PM **Eastern Time** on the Sunday deadlines.

The quizzes are on-line, open-book, and timed. They may include multiple choice, fill in the blank, and short essay type questions. They are due by the end of each week. You are not to collaborate on quizzes – all work must be your own.

### **Mid-term and Final Exams**

The mid-term exam will cover weeks 1-4 and the final exam will be comprehensive and cover weeks 1-8. These exams are on-line, open-book, and timed. They may include multiple choice, fill in the blank, and short essay type questions. You are not to collaborate on the Mid-term and Final Exams – all work must be your own.

### **PowerPoint Research Project:**

This exercise is designed to have each student conduct research, assess and summarize his or her research findings, and present it in PowerPoint format. This will be just like writing a research paper, except that the

research findings will be presented in outline form in PowerPoint, rather than as a research paper. Just like a research paper, your presentation should include slides that contain a title, introduction to the topic, main body, summary and conclusions, and bibliography. Creative use of properly cited graphics and photos that are relevant to your topic is encouraged. The exercise has three primary purposes: 1) to show you are very familiar with the topic, 2) to become familiar with PowerPoint software as everyone uses it in business these days, and 3) to express your knowledge in a presentation format - efficient and understandable, captivating for your audience. Please check the assignment instructions for the details on the research project.

Goals of this project include encouraging development of research skills, familiarization with presentation of academic material, and practice in communicating research to an "audience". Projects change by class, so the exact topic will be provided in the online classroom.

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

### Grading:

Name	Grade %
Forums	28.00 %
Forum 1	3.50 %
Forum 2	3.50 %
Forum 3	3.50 %
Forum 4	3.50 %
Forum 5	3.50 %
Forum 6	3.50 %
Forum 7	3.50 %
Forum 8	3.50 %
Quizzes	30.00 %
Week 1 Quiz Chapters 1 & 2	5.00 %
Week 3 Quiz Chapters 5 & 6	5.00 %
Week 6 Quiz Chapters 11 & 12	5.00 %
Week 5 Quiz Chapters 9 & 10	5.00 %
Week 2 Quiz Chapters 3 & 4	5.00 %
Week 7 Quiz Chapters 13 & 14	5.00 %
Midterm	12.00 %
Week 4 MIDTERM Chapters 1-8	12.00 %
Final Exam	15.00 %
Week 8 FINAL EXAM Chapters 9 - 15	15.00 %
PowerPoint Research Project	15.00 %
PowerPoint Research Project	15.00 %

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## Materials

**Book Title:** Fundamentals of Geomorphology, 3rd ed. - e-book available in the APUS Online Library; hard copy not available from the APUS Bookstore, please try other sources.

**Author:** Huggett

**Publication Info:** Routledge

**ISBN:** 9780415567756

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**Book Title:** To find the library e-book(s) req'd for your course, please visit <http://apus.libguides.com/er.php> to locate the eReserve by course #. You must be logged in to eCampus first to access the links.

**Author:** N/A

**Publication Info:** N/A

**ISBN:** N/A

### **Required Technology**

- See the Technology Requirements section of the undergraduate catalog for the minimum hardware and software requirements.
- Microsoft Office 365 is available to APUS students for free. To sign up, visit <http://products.office.com/en-us/student>. If you have questions about accessing the software, please contact Classroom support at [classroomsupport@apus.edu](mailto:classroomsupport@apus.edu).

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## **Course Guidelines**

### **Citation and Reference Style**

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### **Tutoring**

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### **Late Assignments**

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

### **Turn It In**

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

### **Academic Dishonesty**

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from

any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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