

17-UNC copy

FFORMAT 6

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department

Geology and Geophysics

College/School

CNSM

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

GROUP (medium or large class) (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 1 ongoing, integrated group project with 5-8 students
- C 2 presentations (minimum of 5 minutes per member)
- D Question & Answer period for both presentations
- E Group and Individual grading
- F Instructor Evaluation/Feedback on all presentations

PUBLIC (medium or large class) (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 3 presentations (minimum of 5 minutes each)
- C Question & Answer period for both presentations

PUBLIC (small class) (Regularly enrolling less than 12 students)

- A 15% of the final grade based on oral communication
- B 2 presentations of 20 minutes with Question & Answer or
3 presentations of 10 minutes with Question & Answer
- C Instructor Evaluation/Feedback on all presentations

The attached syllabus must clearly reflect the following basic elements for the ORAL COMMUNICATION

Syllabus: GEOS F3170

Professor: Patrick S. Druckenmiller

Office: Museum of the North, Rm. 30 (by appointment only; must check in at front desk)

Phone: 474-6954

Email: psdruckenmiller@alaska.edu

Office hours: TBA or by appointment

TA: TBA

Office: TBA

Phone: TBA

Prerequisites: GEOS E101, GEOS E112, or permission of the instructor

Course objectives: The primary objective of this course is to gain a theoretical framework and practical experience in sociological research methods. Additionally, you will learn effective techniques for

Support Services: All efforts will be made by the instructor to assist students seeking support in this class, either during regular office hours or by appointment. If needed, the instructor will assist the student in arranging additional support, including ASUAF tutoring services (474-7355), or through other instructors on campus.

Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (474-7043) to provide reasonable accommodation to students with disabilities. Please let me know at the start of the course if accommodations should be provided.

LECTURE AND LAB SCHEDULE

Date	Topic
1/25 1/26	Lect. 1: Introduction and goals; paleontology as a discipline Lab 1: Fossil preparation I
2/1 2/2	Lect. 2: Conservation methods in paleontology Lab 2: Fossil preparation II
2/8 2/9	Lect. 3: Preparing scientific figures/illustrations Lab 3: Photographing macrofossils in the field and lab
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
2/16	Lab 4: Light microscopy and microphotography
2/22 2/23	Lect. 5: Elements of an oral presentation II Lab 5: The art of scientific illustration
2/29 3/1	Lect. 6: Scientific descriptions; Codes of Nomenclature Lab 6: Fossil identification and description
3/7 3/8	Lect. 7: Museum resources I: Curation Lab 7: Oral presentations I: professional meeting format (with video)
3/12-16	NO CLASSES – SPRING BREAK

4/18

Lect. 12: Recording data in the field

4/19

Lab 12: Collecting field data; field trip to the Permafrost Tunnel

4/25

Lect. 13: Other methods and future trends in paleontology

4/26

Lab 13: Oral presentations II: classroom format

5/2

Lect. 14: Fossils as a public resource; legality and philosophy

5/3

Lab 14: Oral presentations II: classroom format

5/9-12

FINAL EXAMS

GEOS F3170
Paleontological Research and Laboratory Methods

PRESENTER: _____

CONTENT:

1. Was sufficient background information provided to enable comprehension of the scene and

significance of the work?

2. Was the presentation pitched correctly for the intended audience (a general paleo audience)?

3. Was the talk well organized? Did it flow well?

4. Was there appropriate balance to the presentation (Introduction; Body of the Talk; Conclusions)?

5. Was the talk presented in a clear, audible and well-modulated voice?

6. Was the presentation delivered with energy and enthusiasm?

7. Was the pace of the talk appropriate for adequate comprehension?