

Date: October 20, 2003
To: Committee on General Education and Intercollegiate Programs
From: Thomas G. Plymate, Geology Program Coordinator
Subject: Assessment of GLG 358—Writing II: Reporting Geological Information

PART I. WRITTEN STATEMENT BY PROGRAM COORDINATOR

GLG 358 was designed to develop technical reporting skills (both written and oral) which will be of specific benefit to geology students. GLG 358 is required of all SMSU students in the comprehensive B.S. program in geology. We offer one section of GLG 358 each academic year.

Section A. Goals.

The goals of GLG 358 are as follows:

- Develop ability to find and access detailed geologic information using the *Bibliography and Index of Geology* and other printed bibliographies.
- Develop ability to find and access detailed geologic information using *GeoRef* and other online bibliographies.
- Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts.
- Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
- Develop ability to write with clarity and precision about geologic subjects.
- Develop ability to properly cite sources of geologic information using the styles of the Geological Society of America and the U.S. Geological Survey.
- Develop ability to clearly and precisely abstract a complex body of geologic information.
- Develop ability to clearly and precisely illustrate a subject graphically within a geologic report.
- Develop ability to speak with clarity and precision about geologic subjects in front of an audience.
- Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.

In Part III of this report we illustrate how these course goals support the goals of the General Education program.

Section B. Changes Made.

We have made only one substantive change to the content of GLG 358 since the course was approved for inclusion in the new General Education program. We now require our students to use PowerPoint for their third oral presentation, rather than 35 mm slides. The purpose of the third oral presentation has always been to simulate the type of presentation that is given at a national or regional meeting of a professional geological society. As our alumni have pointed out, most professional presentations at geological societies are now given with PowerPoint rather than 35 mm slides.

Section C. Changes Planned.

In our Spring 2003 Alumni Survey, some respondents suggested it might be useful to include corporate memos as one of the writing formats taught in GLG 358. Consequently, we plan to modify one of the writing assignments for the Spring 2004 section of GLG 358 to utilize this format.

Section D. Use of Assessment Plan.

Both of the changes described above were precipitated by feedback received through our Assessment Plan (PART IV, below).

Section E. Qualifications of Instructors.

Since its conversion to a Writing II course and its inclusion in the new General Education program, GLG 358 has been taught by only one person, Dr. Thomas G. Plymate. There are no plans for anyone other than Dr. Plymate to teach GLG 358 for the foreseeable future. As a former chair of the Committee for General Education and Intercollegiate Programs, Dr. Plymate understands and is committed to incorporating the goals of General Education into this course.

PART II. POLICY STATEMENT/SYLLABUS

We offer only one section of GLG 358 each academic year. The Policy Statement/Syllabus used in Spring 2003 is attached as Appendix IIA. A revised Policy Statement/Syllabus for the Spring 2004 section of GLG 358, which explicitly illustrates the correlation between course goals and General Education goals, is attached as Appendix IIB.

PART III. TABLE CORRELATING COURSE GOALS WITH GENERAL EDUCATION GOALS

The required table is attached as Appendix III.

PART IV. ASSESSMENT PLAN

When GLG 358 was proposed for inclusion in the new General Education program, we included the following statement concerning how the course would be assessed:

Our primary technique for assessing the success and value of GLG 358 is to listen carefully to the feedback we get from our students who have taken the course. This feedback comes in three forms: (1) written responses to the questions asked on the Course Evaluation administered at the end of each semester, (2) verbal responses to questions asked by the department head in his yearly exit interviews of graduating seniors, and (3) informal comments volunteered by alumni, most frequently in response to our departmental newsletter *Geonews*. For more than a decade, feedback concerning GLG 358 has been overwhelmingly positive from all three of these sources. A number of our alumni who are employed as professional geologists have indicated that they consider GLG 358 to be the most useful course of their entire college career.

In Spring 2000, we formalized Item #1 of this Assessment Plan by composing a “GLG 358 Assessment Survey” to be answered by each GLG 358 student at the end of the semester, along with the regular college-level Course Evaluation instrument. This Assessment Survey includes specific questions asking the students for their perception of how effectively this course satisfied its goals. A copy of our GLG 358 Assessment Survey is attached as Appendix IVA. Feedback obtained from administration of this assessment survey over the past four years is summarized in attachment IVB.

In Spring 2003 we formalized Item #3 of this Assessment Plan as part of a survey we conducted of all 350 individuals who have graduated from our B.S.—Geology program since its inception. Of the 104 alumni who responded to that survey, thirty-three (31.7%) specifically identified GLG 358 as one of the individual courses that had proved to be most useful in preparing them for their career.

PART V. ENROLLMENT DATA

GLG 358 was designed and has always been intended to serve a very limited audience: comprehensive B.S. majors in geology. Some of our non-comprehensive B.S. geology majors use this course for their Writing II requirement as well, and from time to time we have had one or more students with a geology minor and a closely related major. Enrollments for the past six years are as follows:

Spring 1998	11
Spring 1999	8
Spring 2000	6
Spring 2001	7
Spring 2002	12
Spring 2003	7

xc: Dr. James Skinner, Head
Department of Geography, Geology, and Planning

Appendix IIA – Policy Statement and Course Outline for Spring 2003

DEPARTMENT OF GEOGRAPHY, GEOLOGY, AND PLANNING

GLG 358

Instructor: Thomas G. Plymate

Writing II: Reporting Geological Information

Office: Temple 104

Spring 2003

**Office Hours: 9:00-10:00 MWF;
11:00-12:00 TTh**

Catalog Description:

GLG 358 Writing II: Reporting Geological Information. 3(1-4) S. Prerequisite: 30 hours and GLG 314 and GLG 332; and either ENG 110 or placement. Techniques and strategies for locating and accessing technical geological information. Preparation of technical reports and presentations on geologic topics with emphasis on the styles and formats of the Geological Society of America and the United States Geological Survey.

Required Texts and Supplemental Materials:

The following texts are required for this course:

- Hansen, W.R. (ed.), 1991, *Suggestions to Authors of the Reports of the United States Geological Survey (7th ed.)*, United States Government Printing Office.
- Bates, R.L. and Jackson, J.A. (eds.), 1984, *Dictionary of Geological Terms (3rd ed.)*, American Geological Institute.
- Walsh, J. Martyn and Walsh, Anna Kathleen, 1987, *Plain English Handbook (9th ed.)*, Random House.
- Hacker, D., 2000, *A Pocket Style Manual (3rd ed.)*, Bedford Books.
- A good dictionary of the English language.

The following supplemental texts will be available for GLG 358 in the back of Temple Hall 331:

- Bates, R.L., 1988, *Writing in Earth Science*, American Geological Institute.
- Cochran, W., Fenner, P., and Hill, M. (eds.), 1979, *Geowriting: A Guide to Writing, Editing, and Printing in Earth Science (3rd ed.)*, American Geological Institute.
- Willis, H. and Klammer, E., 1986, *A Brief Handbook of English (3rd ed.)*, Harcourt Brace Jovanovich
- Pearlman, D.D. and Pearlman, P.R., 1996, *Guide to Rapid Revision (6th ed.)*, Allyn & Bacon.

Course Objectives:

This course is designed specifically to develop technical reporting skills (both written and oral) which will be of benefit to the geology student throughout his/her educational and professional careers.

Course Requirements:

There will be ten writing assignments, varying in length from 100 to 2500 words. The due dates for these assignments are spaced more-or-less evenly throughout the semester; there is no single "term paper" or "portfolio" due at the end of the course. Each student will also be required to make oral presentations summarizing three of their papers. These oral presentations will vary in length from 5 to 12 minutes.

Appendix IIA – Policy Statement and Course Outline for Spring 2003

Grading:

Each of the 13 assignments (10 writing assignments, 3 oral presentations) will be given a letter grade. At the end of the semester, the letter grades will be converted to numbers as follows: A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50. Each student's course grade will then be determined according to the standard 90-80-70-60 fixed scale by whichever of the following "plans" yields the higher grade:

Plan A—Raw Average: Your course grade will be based on the simple, unweighted average of your grades on the thirteen assignments.

Plan B—Weighted Average: Your course grade will be based on a weighted average of your grades on the thirteen assignments using the following weighting factors:

Papers 1, 2, & 3 and Oral Presentation I	x1
Papers 4, 5, 6, & 7 and Oral Presentation II	x2
Papers 8, 9, & 10 and Oral Presentation III	x3

Missed Deadlines:

You have one "free late" in this course; you may use it either on a writing assignment or on an oral presentation. If you use your "free late" on a writing assignment, that paper will be accepted without penalty for up to one week after its original due date. Similarly, if you use your "free late" on an oral presentation, you can reschedule that presentation for any time up to one week after the original date with no penalty. After you have used your one "free late", no excuse, no matter how legitimate, will be sufficient to justify missing a deadline. The penalty for the second missed deadline is 50% of the grade for that assignment. The penalty for the third missed deadline is a grade of "0" for that assignment. The penalty for a fourth missed deadline is a grade of "F" for the course.

Each paper will be assigned with very specific requirements for length, references (type and minimum number), illustrations (type and minimum number), and format. If your paper does not conform to these specifications it will be returned for rewriting and it will be counted as a missed deadline.

Proofreading:

You are expected to proofread each of your papers thoroughly and carefully before handing them in. All uncorrected typographical errors will be graded as spelling errors. (Note: It is acceptable to correct typographical errors in pencil, and you are encouraged to do so.)

Attendance Policy:

You are expected to attend all of your courses regularly. I will record attendance in this course every day. Your attendance will not figure directly into the computation of your grade for this course, but it will be virtually impossible for you to learn the material of this course without attending regularly.

Dropping This Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping, you will receive a failing grade and will be financially obligated to pay for the class.

Course Assessment

Like all General Education courses, GLG 358 will be assessed periodically to determine how effectively it is meeting the goals and objectives of the General Education Program. To help in that assessment, at the end of the course I will ask for your feedback on a questionnaire about the strengths and weaknesses of this course.

Appendix IIA – Policy Statement and Course Outline for Spring 2003

Academic Dishonesty (Cheating and Plagiarism):

All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student detected participating in any form of academic dishonesty in this course will be subject to sanctions as described in the *Student Academic Integrity Policies and Procedures* ([http://www.smsu.edu/acadaff/Academic Integrity.html](http://www.smsu.edu/acadaff/Academic%20Integrity.html)); also available at the Meyer Library Reserves Desk, and in abbreviated form in the *SMSU Undergraduate Catalog*. It is your responsibility to read and understand SMSU's *Student Academic Integrity Policies and Procedures*.

In writing, the most prevalent type of academic dishonesty is plagiarism. Plagiarism is a very serious offense and will be dealt with accordingly in this course. The first occurrence of plagiarism by a student in this course will result in a grade of "0" being assigned for the paper in question. A second occurrence by the same student will result in an automatic "F" for the course.

A good definition of plagiarism is "to take and use as one's own the writings or ideas of another" (*The American Heritage Dictionary of the English Language*, 1969, p. 1001). Willis and Klammer (1986, p. 307-308) offer a very clear discussion of what constitutes plagiarism and the most effective ways to avoid it.

Students with Disabilities:

Any student with a physical or learning disability should arrange to meet with the instructor as soon as possible to discuss any potential problems that can be foreseen with this course.

Any student who wishes further information about services available to students with disabilities should contact Disability Services (DS), Plaster Student Union, Suite 405, (417) 836-4192 (voice); (417) 836-6792 (TTY) <http://www.smsu.edu/disability>. Students are required to provide documentation of disability to DS prior to receiving accommodations. DS refers some types of accommodation requests to the Learning Diagnostic Clinic (LDC). The LDC also provides diagnostic testing for learning and psychological disabilities. A fee is charged for testing. For information, contact the LDC (417) 836-4787; <http://www.smsu.edu/contrib/lcd/>."

Affirmative Action Statement:

SMSU is an equal opportunity/affirmative action institution, and maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against.

If you have a concern about possible discrimination in the teaching or grading of this course, I would prefer you first try to seek an amicable resolution by bringing your concern to my attention or to the attention of the Department Head. However, at all times, it is your right to address inquiries or concerns about possible discrimination to the Equal Opportunity Officer, Office of Human Resources, Carrington 128, (417) 836-4252.

Appendix IIA – Policy Statement and Course Outline for Spring 2003

COURSE OUTLINE—GLG 358—Spring 2003

WRITING ASSIGNMENTS:

1. Topic: "Why I Decided to Become a Geologist"
Emphasis: Organization of thoughts, mechanics of writing, format
Length: 500-750 words (2 pages)
2. Topic: Assigned by instructor; synthesis of three separate published papers
Emphasis: Extracting the important information from a scientific article, organizing information, citing references according to the GSA/USGS format
Length: 750-1000 words (3 pages)
3. Topic: Chosen by student from a list of suggested topics
Emphasis: Finding references to a particular topic using the *Bibliography and Index of Geology*, organizing information, citing and quoting references according to the GSA/USGS format
Length: 1000-1500 words
4. Topic: Revision of Paper 3
Emphasis: Mechanics of writing (paragraph organization, sentence structure, grammar, punctuation, etc.); comparison of GSA/USGS, MLA, and APA formats for citing references
5. Topic: Resume and cover letters
6. Topic: Chosen by instructor to complement topic of Paper 3
Emphasis: Finding references to a particular topic using *GeoRef*, headings and subheadings, introduction and conclusion, illustrations
Length: 1500-2000 words
7. Topic: Abstract of a published article
Emphasis: The art of abstracting
Length: 100-200 words
8. Topic: Edited and abstracted revision of Paper 6
Emphasis: Editing
Length: 1200-1500 words of text plus 100-150 word abstract
9. Topic: Geologic Report (to accompany mapped quadrangle)
Length: unlimited (but be reasonable!)
10. Topic: Chosen by student
Emphasis: "Putting it all together"
Length: 2000-2500 words

ORAL PRESENTATIONS:

1. Topic: Same as Paper 3
Length: 5 minutes
No visual aids
2. Topic: Same as Paper 6
Length: 8-10 minutes
Illustrated with overhead transparencies
3. Topic: Same as Paper 10
Length: 10-12 minutes
Illustrated with PowerPoint

Appendix IIB – Proposed Policy Statement and Course Outline for Spring 2004

DEPARTMENT OF GEOGRAPHY, GEOLOGY, AND PLANNING

GLG 358

Instructor: Thomas G. Plymate

Writing II: Reporting Geological Information

Office: Temple 104

Spring 2004 (Proposed)

**Office Hours: 9:00-10:00 MWF;
11:00-12:00 TTh**

Catalog Description:

GLG 358 Writing II: Reporting Geological Information. 3(1-4) S. Prerequisite: 30 hours and GLG 314 and GLG 332; and either ENG 110 or placement. Techniques and strategies for locating and accessing technical geological information. Preparation of technical reports and presentations on geologic topics with emphasis on the styles and formats of the Geological Society of America and the United States Geological Survey.

Required Texts and Supplemental Materials:

The following texts are required for this course:

- a. Hansen, W.R. (ed.), 1991, *Suggestions to Authors of the Reports of the United States Geological Survey (7th ed.)*, United States Government Printing Office.
- b. Bates, R.L. and Jackson, J.A. (eds.), 1984, *Dictionary of Geological Terms (3rd ed.)*, American Geological Institute.
- c. Walsh, J. Martyn and Walsh, Anna Kathleen, 1987, *Plain English Handbook (9th ed.)*, Random House.
- d. Hacker, D., 2000, *A Pocket Style Manual (3rd ed.)*, Bedford Books.
- e. A good dictionary of the English language.

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Course Objectives:

This course is designed specifically to develop technical reporting skills (both written and oral) which will be of benefit to the geology student throughout his/her educational and professional careers. The specific goals of this course are as follows:

- Develop ability to find and access detailed geologic information using the *Bibliography and Index of Geology* and other printed bibliographies. (General Education Goals I.B.1, I.C.1, I.C.2, I.D.1, II.A.1, II.A.2)
- Develop ability to find and access detailed geologic information using *GeoRef* and other online bibliographies. (General Education Goals I.B.1, I.C.1, I.C.2, I.D.1, I.D.2, II.A.1, II.A.2)
- Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. (General Education Goals I.B.2, I.B.3, I.B.4, I.C.2, I.C.4, I.D.1, II.A.1, II.A.2, II.A.3, II.A.4, II.A.5)

Appendix IIB – Proposed Policy Statement and Course Outline for Spring 2004

- Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps. (General Education Goals I.B.2, I.B.3, I.B.4, I.C.2, I.C.4, I.D.1, I.D.3, II.A.1, II.A.2, II.A.3, II.A.4, II.A.5)
- Develop ability to write with clarity and precision about geologic subjects. (General Education Goals I.C.3, I.D.1)
- Develop ability to properly cite sources of geologic information using the styles of the Geological Society of America and the U.S. Geological Survey. (General Education Goal I.D.1)
- Develop ability to clearly and precisely abstract a complex body of geologic information. (General Education Goal I.D.1)
- Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. (General Education Goals I.B.5, I.D.1, I.D.2, I.D.3)
- Develop ability to speak with clarity and precision about geologic subjects in front of an audience. (General Education Goals I.C.3, I.D.1)
- Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience. (General Education Goals I.B.5, I.D.1, I.D.2, I.D.3)

Course Requirements:

There will be ten writing assignments, varying in length from 100 to 2500 words. The due dates for these assignments are spaced more-or-less evenly throughout the semester; there is no single "term paper" or "portfolio" due at the end of the course. Each student will also be required to make oral presentations summarizing three of their papers. These oral presentations will vary in length from 5 to 12 minutes.

Grading:

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Appendix IIB – Proposed Policy Statement and Course Outline for Spring 2004

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Dropping This Class

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Course Assessment

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Appendix IIB – Proposed Policy Statement and Course Outline for Spring 2004

Affirmative Action Statement:

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If you have a concern about possible discrimination in the teaching or grading of this course, I would prefer you first try to seek an amicable resolution by bringing your concern to my attention or to the attention of the Department Head. However, at all times, it is your right to address inquiries or concerns about possible discrimination to the Equal Opportunity Officer, Office of Human Resources, Carrington 128, (417) 836-4252.

Appendix IIB – Proposed Policy Statement and Course Outline for Spring 2004

COURSE OUTLINE—GLG 358—Spring 2004 (Proposed)

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Emphasis: Extracting the important information from a scientific article, organizing information, citing references according to the GSA/USGS format
Length: 750-1000 words (3 pages)
3. Topic: Chosen by student from a list of suggested topics
Emphasis: Finding references to a particular topic using the *Bibliography and Index of Geology*, organizing information, citing and quoting references according to the GSA/USGS format
Length: 1000-1500 words
4. Topic: Revision of Paper 3
Emphasis: Mechanics of writing (paragraph organization, sentence structure, grammar, punctuation, etc.); comparison of GSA/USGS, MLA, and APA formats for citing references
5. Topic: Resume and cover letters
6. Topic: Business memos
7. Topic: Abstract of a published article
Emphasis: The art of abstracting
Length: 100-200 words
8. Topic: Chosen by instructor to complement topic of Paper 3
Emphasis: Finding references to a particular topic using *GeoRef*, headings and subheadings, introduction and conclusion, illustrations, abstract
Length: 1500-2000 words
9. Topic: Geologic Report (to accompany mapped quadrangle)
Length: unlimited (but be reasonable!)
10. Topic: Chosen by student
Emphasis: "Putting it all together"
Length: 2000-2500 words

ORAL PRESENTATIONS:

1. Topic: Same as Paper 3
Length: 5 minutes
No visual aids
2. Topic: Same as Paper 8
Length: 8-10 minutes
Illustrated with overhead transparencies
3. Topic: Same as Paper 10
Length: 10-12 minutes
Illustrated with PowerPoint

Appendix III – Correlation Between Course Goals and General Education Goals

General Education Course Review

GLG 358—Writing II: Reporting Geological Information

GENERAL EDUCATION GOAL	COURSE GOAL
Part One: Intellectual Abilities and Dispositions	
A. Conceptual and Practical Understanding of Modes of Learning, Problem-Solving and Creative Inquiry	
B. Information-Gathering, Reasoning, and Synthesizing Abilities	
1. Skill in formulating questions and in setting goals for inquiry.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies.
2. Knowing how and when to make generalizations and value judgments.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
3. Skill in generating and evaluating observations and evidence.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
4. Skill in making deductive inferences.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
5. Ability to use relevant quantitative methods.	<ul style="list-style-type: none"> • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
C. Reflective, Creative, and Critical Dispositions	
1. Striving to be well informed and open-minded.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed

Appendix III – Correlation Between Course Goals and General Education Goals

	<p>bibliographies.</p> <ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies.
2. Looking for multiple possibilities and being able to deal with ambiguity.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
3. Striving to achieve one's best with persistence and imagination.	<ul style="list-style-type: none"> • Develop ability to write with clarity and precision about geologic subjects. • Develop ability to speak with clarity and precision about geologic subjects in front of an audience.
4. Willingness to make choices and to evaluate those choices.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
5. Intellectual self-awareness: being conscious of one's own thinking process, including the cultural and social contexts of that thinking.	
D. COMMUNICATION SKILLS	
1. Writing and speaking with clarity and precision for diverse audiences.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps. • Develop ability to write with clarity and precision about geologic subjects. • Develop ability to properly cite sources of geologic information using the styles of the Geological Society of America. and the U.S. Geological Survey.

Appendix III – Correlation Between Course Goals and General Education Goals

	<ul style="list-style-type: none"> • Develop ability to clearly and precisely abstract a complex body of geologic information. • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to speak with clarity and precision about geologic subjects in front of an audience. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
2. Making use of computers and other technological tools	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
3. Interpreting and communicating visual information	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps. • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
<u>Part Two:</u>	
<u>Knowledge and Understanding</u>	
A. UNDERSTANDING THE NATURAL WORLD	
1. Knowledge of the physical Universe, including its origin and the physical laws governing it.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
2. Knowledge of living systems, including their nature, organization, and evolution.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed

Appendix III – Correlation Between Course Goals and General Education Goals

	<p>geologic information using <i>GeoRef</i> and other online bibliographies.</p> <ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
3. Understanding the history and methods of scientific inquiry and alternative explanations of the natural world.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
4. Understanding the multiple influences on scientific inquiry and the consequences of science and technology.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
5. Understanding the ways human choices affect the earth and living systems and the responsibilities of individual citizens and communities to preserve global resources.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
B. UNDERSTANDING OF CULTURE AND SOCIETY	
1. Knowledge of the many expressions of culture, including <ul style="list-style-type: none"> • Understanding the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time. • Ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race • Familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact • Awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure. 	
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities.	
3. Ability to trace the impact of technology on societies and cultures for diverse audiences.	

Appendix III – Correlation Between Course Goals and General Education Goals

4. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship.	
5. Understanding the role of government regulation and of legal requirements, political processes, and financial and economic influences on decisions of individuals and society.	
C. SELF-UNDERSTANDING	
1. Understanding the nature of our humanness and how human beings are like and different from the other beings with whom they share the planet.	
2. Knowledge of individual physical, emotional, intellectual, social and creative development as well as ability to use such knowledge to improve personal well-being.	
3. Knowledge of individual physical, emotional, intellectual, social, historical, spatial, and cultural matrices into which the individual is born; and the influence of the unique set of experiences which the individual encounters.	
4. Ability to perceive one's own being not only from cognitive perspectives but also from those perspectives which come from exposure to and creative vision of the arts – to imagine the possibilities the future holds and to develop responsible goals for interactions with others, modes of personal expression, and roles in improving the world.	

Appendix IVA – GLG 358 Assessment Survey

GLG 358 -- Assessment Survey

1. To what extent do you feel that GLG 358 has increased your ability to find and access detailed geologic information?
 - a. to a very great extent
 - b. to a significant extent
 - c. somewhat
 - d. not significantly
 - e. not at allPlease elaborate:

2. To what extent do you feel that GLG 358 has increased your ability to interpret detailed geologic information?
 - a. to a very great extent
 - b. to a significant extent
 - c. somewhat
 - d. not significantly
 - e. not at allPlease elaborate:

3. To what extent do you feel that GLG 358 has increased your ability to write with clarity and precision?
 - a. to a very great extent
 - b. to a significant extent
 - c. somewhat
 - d. not significantly
 - e. not at allPlease elaborate:

4. To what extent do you feel that GLG 358 has increased your ability to speak with clarity and precision in front of an audience?
 - a. to a very great extent
 - b. to a significant extent
 - c. somewhat
 - d. not significantly
 - e. not at allPlease elaborate:

5. To what extent do you feel that GLG 358 has increased your ability to communicate visual information?
 - a. to a very great extent
 - b. to a significant extent
 - c. somewhat
 - d. not significantly
 - e. not at allPlease elaborate:

6. How useful do you feel that the knowledge and skills acquired in GLG 358 will be in your career as a geoscientist?
 - a. very useful
 - b. fairly useful
 - c. somewhat useful
 - d. not very useful
 - e. not at all usefulPlease elaborate:

7. For your specific educational goals and objectives, how would you compare the usefulness of GLG 358 versus a second composition/writing course taught through the English Department?
 - a. GLG 358 is much more useful.
 - b. GLG 358 is somewhat more useful.
 - c. about the same
 - d. GLG 358 is somewhat less useful.
 - e. GLG 358 is much less useful.Please elaborate:

Appendix IVB – Response to GLG 358 Assessment Survey

GLG 358 Assessment Survey Results

Question 1. To what extent do you feel that GLG 358 has increased your ability to find and access detailed geologic information?

a. to a very great extent (4)	AVERAGE RESPONSE FROM GLG 358 STUDENTS 2000: 3.57 2001: 3.83 2002: 3.89 2003: 3.83 2000 through 2003: 3.78
b. to a significant extent (3)	
c. somewhat (2)	
d. not significantly (1)	
e. not at all (0)	

Comments:

- Until this semester I did not realize how easy it is to find information on all areas of geology, nor did I know where to begin looking
- I could use the library more effectively.
- The class forced me to go to the library and find information on several topics.
- I never really used the library before
- Coming into this class, I had no idea how to do geologic research. I feel very confident now.
- Assignments require a great deal of research materials from the library.
- I really know how to find detailed information about specific topics now.
- Before this class I was familiar with the library, but definitely not to the extent I am now.
- I had no idea how to conduct research. I anticipate having a great advantage over other graduate students next year.
- To be honest, I never really searched for detailed geologic information before this class. Dr. Plymate's library tour and handout made it relatively easy.
- GLG 358 has helped me use the resources in the library by showing me where they are and how to use them.
- GLG 358 has taught where and how to find important information in our library and from other sources.
- Before this class I was unsure as to where I needed to go in the library to find geology information. Now I know exactly where to find information and how to find it.
- I think this class increased my ability to find the references I need to do significant writing.
- This class has made me more aware of the resources within our library, as well as broadened my knowledge of referencing scientific journals.
- I learned a lot about researching and utilizing library resources.
- I am able to find journal articles and government documents, which I couldn't do well in the past.
- I am well acquainted with the QE section of the library now.
- I now know more about how I can find sources for reports.

Appendix IVB – Response to GLG 358 Assessment Survey

Question 2. To what extent do you feel that GLG 358 has increased your ability to interpret detailed geologic information?

a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)	AVERAGE RESPONSE FROM GLG 358 STUDENTS 2000: 3.29 2001: 3.67 2002: 3.33 2003: 2.50 2000 through 2003: 3.22
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Comments:

- I have been able to read very technical articles on geology and put that in terms which my fellow classmates can understand.
- It exposed me to realms of geology I didn't know existed.
- By reading papers, interpreting data became easier as time went by.
- I had to try to understand the geologic information before I could write a paper or discuss the material.
- Needed various sources and had to put it all together.
- This was very useful because I'd never really read the actual literature before.
- The level of subjects covered forces in-depth analysis of material.
- It was tough, but I learned a lot of good geologic information through extensive research.
- Writing/presenting different geologic topics in this class has provided me with the opportunity to read and interpret journal articles.
- This class forced me to decide what information was most significant in each article I read.
- I had no real experience with detailed geologic information before this class.
- Detailed geologic information takes a degree of prior knowledge of the subject to fully understand. This class has taught me how to find this supplemental information that can help a person better understand a geologic paper.
- Not only did we get to read several geologic papers, we also got an explanation for what they mean. I feel that I can now go read a scientific paper and understand it much better than I did before I had this class.
- I feel that this class helped me in my methods of processing concepts of geology that I am already comfortable with.
- Wasn't sure I had enough geologic experience when I entered the class. Now I know I do.
- It has helped me to critique journal papers better.
- I'm used to reading several papers at once.

Appendix IVB – Response to GLG 358 Assessment Survey

Question 3. To what extent do you feel that GLG 358 has increased your ability to write with clarity and precision?

a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)	AVERAGE RESPONSE FROM GLG 358 STUDENTS 2000: 3.57 2001: 3.83 2002: 3.33 2003: 3.67 2000 through 2003: 3.57
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Comments:

- I think my writing skills have increased greatly from this course.
- I learned to report data in a more logical manner.
- I learned more about presenting information precisely and clearly.
- The professor lets very little slide.
- I thought I was a descent writer, but I found a few errors I made.
- We diagram sentences and find better ways to present ideas to an audience.
- Especially technically.
- It was much more beneficial than my bull shit freshman comp. class.
- I have found that being a wordy person I have trouble being clear and concise, but this class has taught me that sometimes short and to the point is better.
- My writing has become more concise.
- When we began the course it was obvious that our writing skills were poor. With this course I feel that the rest of the class and I have greatly improved our skills.
- I had a Writing II class in the English Department and it was nowhere near as good as this one.
- I think my writing improves little by little.
- I feel much more confident about my ability to produce a respectable scientific paper.
- I learned a lot about writing concisely and organizing.
- It's amazing how writing all sentences in active voice helps!
- Lectures on effective ways to write materials were very helpful.

Appendix IVB – Response to GLG 358 Assessment Survey

Question 4. To what extent do you feel that GLG 358 has increased your ability to speak with clarity and precision in front of an audience?

a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)	AVERAGE RESPONSE FROM GLG 358 STUDENTS 2000: 3.14 2001: 3.67 2002: 2.89 2003: 3.17 2000 through 2003: 3.18
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Comments:

- I have has a public speaking course, but this course has enhanced my public speaking skills even more. I am starting to reach that point where I feel comfortable and less nervous.
- The more technical the material the more tense and flustered I become.
- I became less nervous with every presentation.
- I still need more work.
- I am much more at ease and confident with my speaking abilities. A professional manner was expected from us at all times.
- Progression from simple to complex presentations was beneficial.
- It was much more beneficial than my bull shit Com 115 course. I'm still waiting for my refund.
- Public speaking class was unable to help me. I just don't like talking in front of people.
- This is something I will never be good at until I am completely interested in my topic.
- GLG 358 has helped me overcome speaking in front of an audience.
- My first presentation was not that good. I was extremely nervous. But the more I did it, the more relaxed and better I got.
- Practice makes perfect.
- Still nervous, but feel better prepared.
- These were my first presentations.
- That will only come with lots and lots of practice.
- Repeated presentation helped handling stresses associated with speech.

Appendix IVB – Response to GLG 358 Assessment Survey

Question 5. To what extent do you feel that GLG 358 has increased your ability to communicate visual information?

a. to a very great extent (4)	AVERAGE RESPONSE FROM GLG 358 STUDENTS 2000: 3.29 2001: 3.67 2002: 3.33 2003: 3.67 2000 through 2003: 3.47
b. to a significant extent (3)	
c. somewhat (2)	
d. not significantly (1)	
e. not at all (0)	

Comments:

- The use of overheads has helped a great deal in visually communicating the content in our speeches.
- Some visual aids speak for themselves.
- I learned a lot from grading others on those types of things.
- The use of maps and charts in appropriate places has been learned.
- Especially being able to describe what was on overheads and through use of PowerPoint.
- I have never used PowerPoint, but now I have a working knowledge of the program. I know now how to prepare slides that look professional and illustrate my message.
- GLG 358 has given me new ideas on how to verify my visual aids.
- The use of various visual aids in this course has helped me gain experience in presenting.
- Visual information is easier for the audience to understand and is explained much easier too.
- I had never been required to use many visual aids. I now feel I have broadened my skills greatly.
- Learning how to utilize PowerPoint and overheads was very helpful.
- PowerPoint and overheads were good practice.
- I hadn't used PowerPoint before this class, so that was useful.
- Having opportunity to go through oral, overhead, and PowerPoint was surely useful.

Appendix IVB – Response to GLG 358 Assessment Survey

Question 6. How useful do you feel that the knowledge and skills acquired in GLG 358 will be in your career as a geoscientist?

a. very useful (4) b. fairly useful (3) c. somewhat useful (2) d. not very useful (1) e. not at all useful (0)	AVERAGE RESPONSE FROM GLG 358 STUDENTS 2000: 3.57 2001: 4.00 2002: 3.78 2003: 3.67 2000 through 2003: 3.75
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Comments:

- This course will be a big benefit for me in grad school.
- Reporting data is just as essential as the collection of data.
- I'm not sure how much writing and speaking I will be doing.
- Very useful. I understand the processes involved in presenting a paper.
- The basis of how my ideas will be presented.
- It will be very useful.
- Beyond extremely useful!
- Very practical in our chosen field.
- I have learned an extensive amount of information through this course.
- Learning to write reports as a scientist is very important, especially for a future career as a geoscientist.
- I feel that this has been an appropriate culmination of my undergraduate studies. This class forced me to use what I learned in all my other GLG courses.
- Every job in the geosciences I've looked at states that candidates must have good writing skills.
- Everything learned and taught will some day be a necessity in my career. I will at least have some experience.
- Very, very useful. Knowing how to interpret a scientific paper is very useful. I will definitely use this course as a reference in my future career. I will remember a lot.
- I feel that it will provide the minimum skills for my career.
- My confidence in conveying geologic information to educated individuals has increased greatly thanks to this course.
- Almost all of the materials can be applied to my future career.

Appendix IVB – Response to GLG 358 Assessment Survey

Question 7. For your specific educational goals and objectives, how would you compare the usefulness of GLG 358 versus a second composition/writing course taught through the English Department?

a. GLG 358 is much more useful (4) b. GLG 358 is somewhat more useful (3) c. about the same (2) d. GLG 358 is somewhat less useful (1) e. GLG 358 is much less useful (0)	AVERAGE RESPONSE FROM GLG 358 STUDENTS 2000: 4.00 2001: 4.00 2002: 4.00 2003: 4.00 2000 through 2003: 4.00
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Comments:

- It is much more useful because we are learning how to write scientific papers.
- English Composition sucked!
- 2nd level, along with 1st level, English course is a waste of time.
- Beyond a shadow of a doubt, because of professor's knowledge and teaching style.
- It's geared more for a geologist, so we gain not just writing skills, but also learn a lot about geology.
- For my major, this class prepares me much more for the type of report writing and research I will encounter.
- Another English course couldn't compare to what I've learned this semester.
- GLG 358 is of a much higher level of both research, and writing and I have had the second English course.
- Much more specific/directed. Very applicable to future education (graduate school) or the private sector.
- English Comp classes were useful for techniques and learning to organize information, but they also allowed you to write creatively. GLG 358 teaches you to be precise and concise.
- This class teaches us to write like geologists. A second English comp. course would teach us to write like second-semester freshmen.
- I took English 321 before this class and didn't really learn much.
- I think GLG 358 is more useful because it focuses on scientific writing style.
- This class relates a student to some of the types of information that have been published within their field, and GLG 358 has made a significant advancement in my education.
- Freshman-level English is no good for a geologist.
- I not only learned how to write effectively, I also learned a lot about geology. I feel I can now go into my field and be able to write an effective scientific paper of my own. This class was great, challenging, and extremely useful.
- As a geology major, it is much more useful.
- Without the emphasis on geologic information in this class, I would not have been comfortable submitting any work to a scientific journal.
- The specialization and concentration on a particular area of writing will be very useful in my future.
- A composition course directed at your major is much more useful.
- The method of writing I was taught during this semester has been demanding but will be very useful in the real world. The course is tough but I give it an A+++.
- Course materials are more useful for geology major than general writing course.