College Park Scholars: Science & Global Change First-Year Colloquium I (CPSG 100)

"Awful Changes": The Reality of Environmental Crises & the Nature of Science

Term: *Fall 2023*
Instructors:

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Credits: 1
Course Dates: From August 28, 2023 – December 11, 2023
Course Day and Times: Tuesdays, 3:30-4:50 pm
Classroom: CCC 1205

Program Description

Science & Global Change Vision: To prepare students for resilience in a future of global change.

Science & Global Change Mission: In the "Fearless Forward" 2021 University of Maryland Strategic Plan, climate change is identified as one of Humanity's grand challenges, and the University set as its first goal in that context to "Invest in faculty, student, alumni, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovation." Science & Global Change has been the University's first on-going living-learning program for students of all majors which focuses specifically on the issues of the climate crisis and how it impacts their lives. SGC introduces students to the scientific mode of thought and its application in diverse spheres of human activity. To prepare students for the realities and prospects of societal changes due to global climate change, we encourage an understanding of resiliency (the ability to maintain operation and function despite changing external conditions) and the ways that we might achieve it. Recognizing the effectiveness of peer-supported and experiential learning in building confidence and comprehension, SGC provides opportunities for students to explore global change and other science-related issues in depth through critical examination of popular and technical literature, through internships and research, and through experiential travel-study in a living-learning environment.

Science & Global Change Values:
- Empiricism: an accurate understanding of the world only happens through subjecting questions about the physical universe to direct observation and testing.

- Interconnectedness: successful learning and expansion of knowledge requires the connection of concepts, methods, and experiences from different disciplines and contexts rather than their compartmentalization.
- Intellectual Curiosity: the drive to explore diverse topics and interests, especially those outside one's chosen major, is critical to grasping unfamiliar ideas, developing an active learning mind, and increasing excitement in higher education.
- Excellence: mastery of professional standards of collaboration, communication, and practice is vital preparation for student's future careers.

Program Learning Outcomes: At the conclusion of the second year, students will be able to:
- Demonstrate a comprehensive understanding of the scientific method and of global change phenomena
- Demonstrate a comprehensive understanding of the interaction of science with society and policy
- Demonstrate proficiency in understanding of and ability to access technical and popular scientific literature
- Demonstrate proficiency in presenting scientific concepts through print, speaking, and online media
- Maintain professional academic standards in effective collaborative work, in academic presentations, and while working with non-program faculty, researchers, internship supervisors, and others

Course Description

The Colloquium is an academic course that provides the foundation for your learning in Scholars. In the Colloquium, we will discuss, propose, critique, simulate, and practice. You will be introduced to the topics, issues, and principles we address in our program, and you will have a variety of ways to learn and to test your understanding.

Because the Colloquium is a one-credit course and because we meet only once a week, it is unlike most of your other classes. It can be challenging to see the ways it fits in your semester, but that's actually an opportunity. We will cover less material than in a three-credit class, but this is only the first of a series of colloquia and the start of four semesters. While you can expect some assignments that will be familiar (the occasional quiz, for instance), we will prioritize active engagement during our meetings over homework, exams, and substantial projects. A different kind of course means different kinds of assignments.

The etymology of the word "colloquium" is "talking together": conversation in community. We will keep that in mind as we learn together in a Scholars cohort. The instructors will of course present from the front of the room, but in order to make the Colloquium meaningful, you'll talk with and build with your peers regularly.

Finally, the Colloquium is a place to make connections, not just between peers but between concepts. We will take time to consider questions from a variety of perspectives and academic disciplines. What you learn in your other courses will enrich what we do in colloquium, and what you learn in the Colloquium will enrich what you do in those other courses.

Course Themes:

- Science is the application of critical thinking and observation to understand the natural world
- In both the geological and historical past, periods of rapid environmental change have resulted in crises and catastrophes

Learning Outcomes

After successfully completing this course you will be able to:

- Accurately employ understanding of logical fallacies and critical thinking skills in evaluating truth claims.
- Effectively distinguish between scientific and non-scientific approaches to the understanding of the natural world.
- Identify how environmental changes of the past affected the inhabitants of the planet.
- Write webpages using html and css code, upload them to a University server, and maintain their personal portfolio.

Required Resources

- Texts:
    - Kida, Thomas. 2006. *Don't Believe Everything You Think: The 6 Basic Mistakes We Make in Thinking*. Prometheus Books. ISBN-13 978-159102408-8
    - Kolbert, Elizabeth. 2014. *The Sixth Extinction: An Unnatural History.* Picador. ISBN-13 978-1-250-06218-5
    - Sagan, Carl. 1995. *The Demon-Haunted World: Science as a Candle in the Dark*. Random House. ISBN-13 978-0345409461
    - Additional online required readings and videos are indicated on and available via ELMS. Reading/viewing assignments must be done by the class time listed.
- Total Estimated costs of required course materials: $50.00

Course Structure

In-person: One Colloquium meeting every Tuesday, in CCC 1205, from 3:30-4:50 pm. Colloquium meetings combine lectures by the instructors and occasional guest speakers; panels; small break-out group projects; discussions; and more.

Out-of-class: One required Service Day (Friday August 25), one required Metro Scavenger Hunt (tentatively schedule for Sunday September 17), and one required Excursion (variable dates throughout the semester).

Attendance is especially important. We meet only once a week. Generally speaking, the Colloquium asks for less out-of-class time (for example, long readings and homework problems) than many courses, so our time together is important. Co-curricular experiences will be less meaningful if you miss class. An entire topic/issue/question might be covered during a single class. Absence means that the work you complete (and more importantly, your understanding of the concepts) will necessarily suffer from having missed discussion, in-class exercises, and the opportunity to ask questions. The University's policy on attendance is detailed here but pay particular attention to the requirement that you keep the instructors and TAs up-to-date on absences both anticipated and resulting from illness and emergency.

NOTE: Attendance means more than mere presence: it means "paying attention". Please take out your ear buds and refrain from texting/web-browsing/doing homework/etc. in class.

Absence Policy: While the expectation is that students attend ***EVERY*** Colloquium meeting, it is recognized that occasionally conditions (accident, illness, power failure, etc.) arise that prevent such. To recognize that, every student is allowed ***one*** (1) absence from these meetings without penalty, so long as they inform the instructors and TAs by email (beforehand if at all possible), or certainly by the end of that same day that they will be/were absent and the reason for that absence. Should you not inform instructors and TAs in a timely fashion, the students will receive a 0 for the grade for the discussion/participation for that day. Additionally, if there are more than one unexcused absence the student will receive a 0 for the grade each additional class time missed. (If there is a medical condition or other extraordinary circumstance that does require missing ***more than 1 class meetings***—or missing the date of an individual in-class presentation of some form—the student must provide documentation from the appropriate sort of official (health professional; court official; etc.) explaining the absence.) Each subsequent unexcused absence lowers your ***final course grade*** by 10 percentage points. Some missed in-class experiences can be completed outside of the class, but others might be impossible to replicate: you will receive a "0" on these items if missed for an unexcused absence.

Tips for Success in this Course

1. **Participate.** We invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and we understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** We recommend that you log in to ELMS-Canvas several times a week to view announcements, keep up with the readings, and answer the weekly discussion questions.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructors and/or TAs as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept or project, reach out to the instructors, TAs, and your classmates for support.

Policies and Resources for Undergraduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course Guidelines

Names/Pronouns and Self-Identifications:
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (she/her, he/him, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Scholars.

Communication with Instructor outside of Class Meetings:
Email: If you need to reach out and communicate with the instructors or TAs, please email us at the addresses listed above (or with the Inbox email function in ELMS). Please do not email with questions that are easily found in the syllabus or on ELMS, but please do reach out about personal, academic, and intellectual concerns/questions related to your work in this course and your experience in Scholars.

While we will do our best to respond to emails within 24 hours, you will more likely receive email responses from us from 9 am to 5 pm on weekdays.

Conferences and office hours: Your Scholars program staff maintain offices in the Centreville Hall (and in Dr. Merck's case, in the Geology Building). You are encouraged to stop by during posted office hours or to schedule a time to talk. In the Spring we meet with each of you individually with assigned appointment times, but we are happy to discuss matters with you outside of this.

ELMS: We will send IMPORTANT announcements via ELMS. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:
Scholars are part of a community, organized to live and learn together, always building on shared values of integrity, challenge, and inclusivity. Students in this class will in many cases live on the same floor of a residence hall, ride buses together to off-campus programs, and participate in social events together; the Colloquium is the one time each week we meet in formal discussion.

Scholars programs take on complicated and challenging issues, some of which we likely have strong views about and all of which relate to what it means to be a human and a student at this place at this time. In other words, colloquium is where we address questions that have the potential to bring about uncomfortable disagreement.

With a diversity of perspectives and experience, we may find ourselves in disagreement with one another. It is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. We will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert us immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Major Assignments

Pre-Course Knowledge Survey (5%): In order to assess the effectiveness of the Science & Global Change program in teaching concepts related to our key themes, we survey the incoming cohort to see their pre-existing knowledge about climate change issues. This will be done online on ELMS during the first week of classes. Our goal is to see what you already know; thus, there is every expectation you will score poorly on it. DO NOT PANIC! Your grade for this is based on participation, not on your answers.

Service Day (5%): All Scholars freshmen are expected to participate in Service Day (**August 25**). If you missed Service Day (and were not in a pre-approved excused alternative), you MUST see the instructors and work out some arrangements for a make-up task or you will receive a 0 for this portion of your grade.

Metro Scavenger Hunt (5%): This project is to help orient students to the Washington, D.C. area and the Metro System, as well as help you get to know other people in the class. You will be given randomly generated groups (see on ELMS) and a list of items to find and document on the first day of colloquium. You must upload your photos and post your answers on ELMS by class time on **September 26**. The planned date for the Metro Scavenger Hunt this year is **September 17** (Sunday).

Discussion Questions (25% total): Every week we will ask you to answer a question related either to the previous week's material or the readings due the forthcoming week. These will be due by the start of Colloquium (3:30 pm). The details of the questions will be provided the week before they are due.

General Quizzes (10% total): Six quizzes are given throughout the semester. The lowest quiz grade is automatically dropped. Quizzes are open sourced but timed and will be delivered on ELMS.

Discussion Participation (10%): As this is a Scholars Colloquium, all students are expected to attend every Colloquium and be an active participant when appropriate. In some classes, there may be directed interactive activities or discussions. A default grade of 5 will be given for every meeting a student attends. They may be awarded up to 2 more points as extra credit for particularly helpful or effective participation in the meeting. Students who are present for a discussion section but are non-participants or are disruptive may be docked up to 2 and 4 points (respectively) at the instructor's discretion.

While the expectation is that students attend **_EVERY_** Colloquium meeting, it is recognized that occasionally conditions (accident, illness, power failure, etc.) arise that prevent such. To recognize that, every student is allowed **_one_** (1) absence from these meetings without penalty, so long as they inform the instructors and TAs by email (beforehand if at all possible), or certainly by the end of that same day that they will be/were absent and the reason for that absence. Should you not inform instructors and TAs in a timely fashion, the students will receive a 0 for the grade for the discussion/participation for that day. Additionally, if there are more than one absence the student will receive a 0 for the grade each additional class time missed. (If there is a medical condition or other extraordinary circumstance that does require missing **_more than 1 class meetings_**—or missing the date of an individual in-class presentation of some form—the student must provide documentation from the appropriate sort of official (health professional; court official; etc.) explaining the absence.)

Academic ePortfolio (20%): Over the semester we will have short lectures teaching the basics of HTML coding and website design. You will be responsible for creating a website to be mounted to a terpconnect.umd.edu server; successful completion of this project will be worth 20% of the total course grade. For this project, you will be a member of a small Peer-Review trouble-shooting group. You will be expected to maintain your website throughout your four semesters in SGC, and you will be adding new webpages to it over time. An html template for the Professional Academic Portfolio is downloadable from the SGC website at https://www.geol.umd.edu/sgc/resources/website.html. The assignment itself can be found at https://www.geol.umd.edu/sgc/docs/webassign.pdf, and a guide to more detailed HTML commands can be found at https://www.geol.umd.edu/sgc/resources/htmlguide.html.

The creation of the ePortfolio will be accomplished in a series of weekly steps has several subcomponents:

    a) **8/29 Step 1** (0%): Create TerpConnect Account. In-class demo and activity.
    b) **9/5 Step 2** (0%): Obtain Fetch (for Macs) or WinSCP (for Windows). In-class demo and activity.
    c) **9/12 Step 3** (2%) Create SGC folder and upload an image (ideally, one of you). In-class demo, activity, and graded assignment
    d) **9/19 Step 4** (2%): Create and upload the simplest possible html file to frame image. In-class demo and graded assignment.
    e) **9/26 Step 5** (8%): Basic html version of the portfolio uploaded. Panopto demo and graded assignment.
    f) **10/17 Step 6** (0%): Common problems and solutions. In-class discussion.
    g) **10/24 Step 7** (0%): Stylesheets. In-class demo.
    h) **11/7 Step 7b** (8%): CSS-enhanced final version of the portfolio due.
    i) **12/10 Step 8** (Graded in separate categories): Excursion report due as linked illustrated web page; reflection essay due as web page.

Excursion Report (10%): Each student is responsible for attending and reporting on **one** (1) of several options of extracurricular events. These reports are due as illustrated webpages on our ePortfolio online. The question sheet relevant to specific field trips will be provided in advanced; there are service project forms, as well as an even more generic report form: all will be made available on ELMS. Here are some options of types (and examples) of excursions available this semester; more will be announced in class and on ELMS as the semester progresses:

    A. **SGC FIELD TRIPS**: The SGC faculty will lead a series of field trips during the semester. More details to come.
    B. **VIRTUAL EXCURSIONS**: For those who prefer an online rather than in-person activity, a variety of virtual excursion options are provided: see details on ELMS. **NOTE**: you must complete two (2) virtual excursions in order to fulfill the Excursion Report requirement.
    C. **SERVICE PROJECT**: There are various opportunities for service on or near the College Park campus throughout the year. Some will be organized by the group "Scholars in Action", others by various Scholars programs, still others by other organizations. Participation in one of these will count as an excursion, with the submission of the report form. Dates and opportunities will be announced during the semester.
    D. **ADDITIONAL OPTIONS**: Other possibilities include: Scholars-wide presentations (or some specific events opened to members of other Scholars programs); presentations (other than class lectures) on-campus or off-campus concerning science, critical thinking, the environment, or related issues; open houses of labs or other facilities; and more. When the faculty become aware of them, we will advertise the time and place of these. However, we encourage you to discover options yourself: if you find a possibility, please send Holtz & Merck the particulars for their approval.

The Excursion Report is technically due on **Dec. 11**, but we encourage you to start work on it shortly after you've completed the event.

Final Quiz (5%): A longer quiz, due online by **Dec. 8**. This will cover all the material of the semester.

"Expectations vs. Reality" Reflection Essay (5%): Due on the last day of classes (**Dec. 11**), this is a brief reflection essay comparing your expectations about what University life and the Science & Global Change program in particular prior to arriving here with your experience at the end of your first semester.

Grading Structure

Assignment	Percentage %
Pre-Course Knowledge Survey	5%
Service Day	5%
Metro Scavenger Hunt	5%
Online Discussion Questions	25%
General Quizzes	10%
Discussion Participation	10%
Academic ePortfolio	20%
Excursion Report	10%
Final Quiz	5%
"Expectations vs. Reality" Reflection Essay	5%
Total	100%

Academic Integrity

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content (such as ChatGPT, Meta's Llama 2, and the like) are not permitted sources. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments. The point of assignments is for you to be able to develop your skills in marshalling arguments and understanding the concepts and techniques covered in this program, not for you to simply provide us with answers we already know.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on individual graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes, asking for answers for your Excursion Reports in which you did not participate, etc. Please visit the **Office of Undergraduate Studies' full list of campus-wide policies** and reach out if you have questions. That said, we strongly encourage you to collaborate or help each other out on other assignments. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to us straight away. Also, *if you are ever unclear* about acceptable levels of collaboration, *please ask*! To help you avoid unintentional violations, *the following table* lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	OPEN NOTES	USE BOOK	LEARN ONLINE	GATHER CONTENT With AI	ASK FRIENDS	WORK IN GROUPS
Pre-Course Knowledge Survey	---	---	---	---	---	---
Online Discussion Questions	✔ if specified	✔ if specified	✔ if specified	---	✔ if specified	✔ if specified
Quizzes	✔	---	---	---	---	---
In-Class Projects	✔	✔	✔ if specified	---	✔ if specified	✔
ePortfolio	✔	---	✔	---	✔	✔
Excursion Report	✔	✔	✔	---	✔	✔
Reflection Essay	✔	---	---	---	✔ with regards to format & upload	---

Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email us to schedule a time for us to meet and discuss. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

The goal of an academic course is to learn and to be able to demonstrate that learning. Our schedule is designed intentionally to build on learning over the semester and to implement feedback for later learning. Late work compromises that progress. Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. (Please contact us as soon as possible if some issue came up that prevented your timely submission of an assignment.)

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	93.00%	B	83.00%	C	73.00%	D	63.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

Course Outline

Week #	Colloquium Topic	Events Later in the Week or Weekend
Move-In Week	Students living on campus, please plan to move in on or before **8/24** **8/24 Scholars Under the Lights** (7-8 pm, Location TBA) **8/25 Service Day**	
1	**8/29 Colloquium**: Introductions; Logistics of Class; Practical Advice for Being an Effective University Student; Create TerpConnect Account	**8/31 (Thurs.)** Convocation (7 pm, The Clarice) **9/1 (Fri.)** Scholas Block Party 2-4 pm, Cambridge Community Quad **9/1 (Fri.)** Pre-Course Knowledge Survey due
2	**9/5 Colloquium:** What is Global Change, and Why Should I Care? Obtain Fetch or WinSCP **9/5 Reading**: Kida Introduction & Chaps. 1-3	
3	**9/12 Colloquium:** What is Science? Create SGC folder and upload an image **9/12 Reading:** Kida Chaps. 4-6; Sagan Preface & Chap. 1	**9/15 (Fri.)** Quiz 1 due **9/17 (Sun.)** Metro Scavenger Hunt
4	**9/19 Colloquium:** The Scientific Method 101: Observations & Hypotheses; Create and upload simple html file to frame image **9/19 Reading:** Kida Chaps. 7-9	**9/21 (Thurs.)** ON-CAMPUS EXCURSION: World premiere of "Supercell" multimedia performance, Kogod Theatre, The Clarice **9/23 (Sat.)** EXCURSION: Smithsonian Environmental Research Center, Edgewater, MD
5	**9/26 Colloquium:** Scientific Method 201: "Just a Theory"; Making proper website (Panopto video) **9/26 Reading:** Kida Chaps. 10-12, Epilogue **9/26** Metro Scavenger Hunt submissions due	**9/29 (Fri.)** Quiz 2 due
6	**10/3 Colloquium:** Argumentation & Logical Fallacies **10/3 Reading:** Sagan Chaps. 1-4	**10/8 (Sun.)** EXCURSION: Philip Merrill Environmental Center, Chesapeake Bay Foundation, Annapolis, MD
7	**10/10 Colloquium:** Anatomy of a Scientific Paper **10/10 Reading:** Sagan Chaps. 5-8 **10/10** Basic ePortfolio webpage due	
8	**10/17 Colloquium:** Sagan's Toolbox; ePortfolio common problems and solutions – class discussion **10/17 Reading**: Sagan Chaps. 9-12	**10/20 (Fri.)** Quiz 3 due

9	**10/24 Colloquium:** The Honor Code, Honesty & You; HTML troubleshooting in-class; ePortfolio stylesheets – in-class demo **10/24 Reading**: Sagan Chaps. 13-16	
10	**10/31 Colloquium:** Opportunities on Campus panel **10/31 Reading:** Kolbert Prologue & Chaps. I-III	**11/3 (Fri.)** Quiz 4 due
11	**11/7 Colloquium:** Modern Plesiosaurs, Ancient Astronauts, and Hollow-Earth Antarctic Space Nazis: The Lure and Lore of Pseudoscience **11/7 Reading:** Kolbert Chaps. IV-VII **11/7** Stylish webpages due	**11/11 (Sat.)** EXCURSION: American Museum of Natural History, New York, NY
12	**11/14 Colloquium:** Reading the Rocks: Earth and Life Through Time **11/14 Reading:** Kolbert Chaps. VIII-X	**11/17 (Fri.)** Quiz 5 due
13	**11/21 Colloquium:** Awful Changes: The Fossil Record of Environmental Crises **11/21 Reading:** Kolbert Chaps. XI-XIII	**11/22-24 THANKSGIVING BREAK**
14	**11/28 Colloquium:** The Sixth Extinction: Reflections and Discussions in-class	**12/1 (Fri.)** Quiz 6 due **12/2 (Sat.)** EXCURSION: National Museum of Natural History, Smithsonian Institution, Washington, DC
15	**12/5 Colloquium:** Human History and Climate Change; Semester Wrap-Up	**12/8 (Fri.)** Final Quiz due
16	No Colloquium: Monday 12/11 is the last day of classes **12/11** "Expectations vs. Reality" Reflection Essay due **12/11** Excursion Report due	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services
The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified

individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about **sharing your accommodations with instructors, note taking assistance** and more is available from the **Counseling Center**.

Student Resources and Services
Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. We hope you will come talk to us so that we can help you find the right approach to success in this course, and we encourage you to visit **UMD's Student Academic Support Services website** to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting **UMD's Writing Center** and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (**UMD's Student Resources and Services website** may help). If you feel it would be helpful to have someone to talk to, visit **UMD's Counseling Center** or **one of the many other mental health resources on campus**.

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As faculty members, Drs. Holtz & Merck are designated as "Responsible University Employees," and we must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as CARE to Stop Violence (located on the Ground Floor of the Health Center) at 301-741-3442 or the Counseling Center (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the Office of Civil Rights and Sexual Misconduct's website at ocrsm.umd.edu.

Basic Needs Security
If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit **UMD's Division of Student Affairs website** for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources
UMD provides some additional supports to our student veterans. You can access those resources at the office of Veteran Student life and the Counseling Center. Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Netiquette Policy
Netiquette is the social code of online interactions. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To

craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.

- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.

- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.

- Students who miss a live session are responsible for learning what they miss from that session.

- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

- Since we often have in-class assignments such as ePortfolio construction and team discussion projects in Colloquium, you should have a smartphone, tablet, or laptop available when you are in class. (Note especially: if the scheduled activity of the day mentions "upload", a laptop would be preferrable.) However, during classtime, please refrain from email, social media, online shopping, streaming videos, and other such communication outside the scope of the course, or from working on material for other courses. In other words, please restrict your computer use to the activities of THIS class.

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the **Student Feedback on Course Experiences** to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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