

Drury Mission Statement

Drury is an independent University, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks: to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought, to liberate persons to participate responsibly in and contribute to life in a global community, to foster the integration of theoretical and practical knowledge.

Course Syllabus Spring 2013

Semester Dates 16 Week Class: January 22-May 17

Course Number & Title Speleology **Scie 206****Instructor's Name** **Matt Forir****Prerequisite Courses** **None**

Course Description Speleology is the science of caves and their relationship to humanity and the environment. The relationship between caves, springs, sinking streams, soluble rock strata, sinkholes, wells, underground drainage of water, water contamination, and the cave ecosystem will be investigated

Contact Information*Email*

Contact will be primarily through the Message tool within Drury's Learning Management System. If you need to reach me outside of this an alternate email is cavehog@hotmail.com. I do check this email a few times a day, mainly in the morning and evening. **Phone**

Course Schedule

A Block 1st 8 Weeks for 16 Week Classes Student Access to Class: Jan 11	B Block 2nd 8 Weeks for 16 Week Classes Student Access to Class: March 14	Class Activities
Week 1: Jan 22-28 Introductions and Intro to Speleology.	Week (9): March 21-27 Non Limestone Caves	
Week 2: Jan 28-feb 4 Caves and Humanity	Week (10): March 26-April 2 Biospeleology	
Week 3: feb5-Feb 12 The geology of caves: rocks	Week (11): april2-9 Cave Paleontology	
Week 4: Feb 12-19 The geology of caves	Week (12): April 9-16 Caves the Record Keeper of the Planet	
Week 5: Feb 19-26 Karst	Week (13): April 16-23 Understanding Cave Maps	
Week 6: Feb 26-mar 5 Hydrology	Week (14): April 23-30 Basics of Cave Exploration	
Week 7: March 5-12 Problems in Karst Terrains	Week (15): april30-may7 Speleology Projects	
Week 8: March 12-19 Speleothems	Week (16): may-7-14 Finals Week	
A Block Ends: March 19-26	Courses End: May 17	

Class Activities, Interaction, and Participation Online learning is an interactive process centering on discussions and other individual and/or collaborative activities. In order to benefit from this learning, students ideally need to actively participate 4-5 times per week in the class. A positive and direct correlation exists between frequency of student participation and learning outcomes. Because of that, students are expected to participate 4-5 times per week on class activities.

Contributions by students to these activities form a rich learning environment that is diminished when students do not participate at this level. Set aside the time to be a collaborative partner in everyone's learning.

Bonus Points – 10 bonus points will be given during the first week of class. All you need to do is introduce yourself and tell us about any cave experience you might have and discuss the Intro to speleology. This will be the time to share your experiences with caves or ask question of me or other students about our cave experience. This is a great way to break the ice with everyone and it gives me a chance to see if I need to customize the course to fit your level of cave knowledge.

Weekly Discussion – I require that every student post at least four times a week but I do encourage you to post more than that. Discussion assignments will be posted every Sunday evening. Essays in response to the discussion questions are due by the end of the day on Thursdays. Replies to each other's forum postings are due no later than the end of the day on Sundays. Interactive discussion will be worth up to 30 points per week.

Mid Term Exam- This will be a multiple choice test covering everything from day one to the middle of the class.

Final Project – This project will require you to find at least five sources relating to caves and karst and create a 20 slide power point presentation on it. A written summary of the project should be included to help the class better understand your topic, as well as text describing each slide. It will be worth 200 points. I will post a list of topics later in the semester to help decide, but anything covered in the class is fair game. I do ask that you let me know as soon as you decide on a topic. I am going to allow one topic to be done by one student {this keeps me from reading twenty papers on cave biology}, so have a second or third choice ready just in case. Wiki Pedia cannot be used for this or any other assignment during this class.

Final Exam – The final exam will be comprehensive and will cover material from day one of class. The exam will be comprehensive and will cover material from day one of the class

Discussion Grading Rubric Grading will be according to the following rubric for discussions.

In order to receive full credit for discussion board postings, all initial discussions and reply comments must be posted on time. Initial discussions are due by **Thursday at 11:59 p.m.** and all reply comments are due by **Monday at 11:59 p.m.** Central Time is used for all discussion due dates.

Initial Discussions

You are required to have at least **(1)** initial discussion to question(s) and at least **(3-5)** reply comments posted throughout the week.

Reply Comments

In addition to posting your initial discussion, you are also expected to post reply comments to the questions that you have not answered in your initial discussion. You are expected to follow-up with those persons who have left you replies on your initial discussion. Also you are expected to reply to those persons for whom you have left feedback if they have responded to your comments to them. Aim to post **(4-5)** times to other students in the class each week.

Discussion board activity should be ongoing and throughout the week. You are expected to post on 3-5 different days of the week.

Remember to post early...post often for maximum learning and discussion point awards!

To more easily visualize this process, think of our discussions as you would a conversation with others. If someone asks or responds to you, then the conversation is enhanced by following up with your own insights and meaningful comments. The discussion board should mimic this type of interaction.

ACTIVITY	Exemplary	Proficient	Incomplete	POINTS
<p>Demonstrates an understanding of the discussion question(s)</p>	<p>6-8 points</p> <p>Displays an excellent understanding of the course materials and the underlying concepts being discussed. Uses course materials and other information to support important points.</p>	<p>3-5 points</p> <p>Displays understanding of the course materials and the underlying concept being discussed. Limited use of course materials and other information to support points.</p>	<p>0-2 points</p> <p>Displays little understanding of the course materials and the underlying concept being discussed. Use of course materials and other information to support points is incoherent or missing entirely.</p>	
<p>Expands discussion concepts</p>	<p>6-8 points</p> <p>Displays an excellent understanding of the concepts under discussion by... ...affirming statements and citing relevant research or, ...asking a new related question or, ...making an oppositional statement supported by personal experience or related research.</p>	<p>3-5 points</p> <p>Displays understanding of the concepts under discussion by... ...affirming statements and citing some research or, ...asking a new somewhat related question or, ...making an oppositional statement somewhat supported by personal experience or related research.</p>	<p>0-2 points</p> <p>Displays little understanding of the concepts under discussion as evidenced by... ...no affirming statements or references to relevant research or, ...asking no related questions or, ...making no oppositional statement supported by any personal experience or related research.</p>	

<p>Connections to personal understanding or professional practice</p>	<p>6-8 points</p> <p>Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in a classroom to include a theoretical rationale underlying the use of specific strategies or materials.</p>	<p>3-5 points</p> <p>Evidence of reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.</p>	<p>0-2 points</p> <p>Little evidence of reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what takes place in a specific classroom. Little if any theoretical rationale underlying the use of specific strategies or materials included.</p>	
<p>Quality and frequency of writing</p>	<p>4-6 points</p> <p>Responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.</p> <p>8-10 postings occur over 3-5 days</p>	<p>1-3 point</p> <p>Responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.</p> <p>4-7 postings occur over 2-3 days</p>	<p>0 points</p> <p>Responses contain more than 6 grammatical, spelling or punctuation errors. The style of writing does not facilitate communication.</p> <p>1-3 postings occur over 1-2 days</p>	
<p>Total Points</p>				<p>/30</p>

Summary Listing of Assignments/Grading Schedule

- Class Participation/ Discussion, 30 points per week, based on 13 weeks plus 10 bonus points for week one = 400 points
- Individual Final Presentation = 200 points
- Mid Term Exam = 200
- Final Exam = 200 points
- Total = 1000 points

Course Grading Scale

1000-950	= A
949-901	= A-
900-850	= B+
849-830	= B
829-801	= B-
800-770	= C+
769-730	= C
729-701	= C-
700-670	= D+
669-630	= D
629-601	= D-
600 or fewer	= F

Assignment Policy The instructor reserves the right to change the listed assignments. Students will be given at least one week notice and a revised syllabus if the listing of course assignments changes.

Late Work

Late assignments will have 10% of the possible points deducted 24 hours after the due date. Assignments submitted after the 24 hour late period will be given a grade of zero. Issuance of an Incomplete Grade

Drury Grading Schedule, Standards and Academic Policies

Drury Grade Criteria and Guidelines

A A grade of A involves a level of performance that is completely excellent in the factors indicated in the definition of B.

B A grade of B indicates a higher level of performance than the satisfactory standard defined for a grade of "C." It involves excellence in some aspect of work, such as completeness, accuracy, detail of knowledge, or effective independent work.

C A grade of C represents a satisfactory level of performance which can be expected of any Drury student who gives a reasonable amount of time, effort and attention to the work of the course. Such satisfactory performance should include familiarity with the concept of the course as shown by an acceptable mastery of the information, concepts of skills involved and regular participation in the work of the class.

D A grade of D indicates below standard performance; it is acceptable toward graduation only if offset by superior work in other courses.

S A grade of S (satisfactory) indicates the attainment of a "C" level or better.

F A grade of F indicates an unacceptable level of performance.

I A grade of I is given for incomplete work only if illness or other unavoidable causes prevent the student from completing the course. The student is responsible for contacting the instructor and determining what must be done to remove the "I" grade. Coursework must be completed and the "I" grade replaced with a letter grade within six weeks after the beginning of the semester immediately following the semester in which the "I" was received, please see CGCS catalog for complete I grade policy

U A grade of U (unsatisfactory) indicates an unacceptable level of performance.

IP, DR, DP,DF, WP, WF Please see CGCS catalog

Note: Drury does not give A+ grades as a final, end of semester, grade.

Course Standards

Drury University maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's original work, even for work designated as group work. Although Drury encourages collaboration between students, and faculty, in the sharing of ideas and experiences, individual work needs to represent the student's original thought and be distinguishably different from other student's work.

Academic Honesty

Academic dishonesty undermines the values of Drury University as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars.

All instances of academic dishonesty will be reported to the dean of the college. Please refer to the CGCS catalog for more thorough review of the university's academic dishonesty policy.

Insert your specific policies and consequences for plagiarism -- e.g. zero on assignment with warning, course failure, report to the Dean of CGCS, etc. BE VERY SPECIFIC!

Written Work

All papers are to be college level papers: typed, spell-checked and grammar checked, well written with a logical flow of thought.

ADA Students

Drury University is committed to providing a hospitable environment to academically qualified students with disabilities and to complying fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Accommodations will be determined, based on documentation, and communicated to faculty each semester by the College of Graduate and Continuing Studies, with the consent of the student. The dean of the College of Graduate and Continuing Studies is the first person to be contacted by a student requesting a review of accommodations or services. Services for students with disabilities enrolled in Continuing Studies are coordinated by Marti Marlin in academic advising. To begin the process of planning for success, students are encouraged to present appropriate and current documentation well in advance of their first semester of classes. The instructor cannot make any accommodations unless directed to do by the university.