17-UNC copy

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

$\mathcal{A}^{-1}$	REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR				
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	SUBMITTED BY:				
,	Department	Geology and Geophysics	College/School	CNSM	
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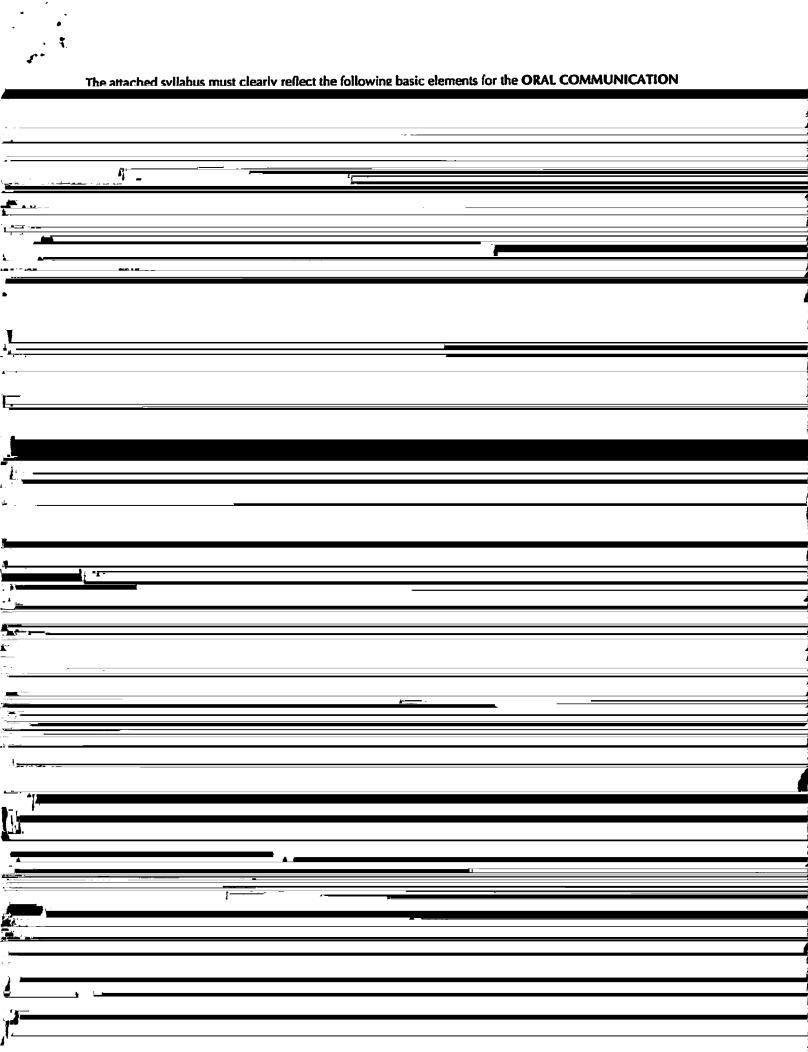
The attached syllabus must clearly reflect the following basic elements for the ORAL COMMUNICATION emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See

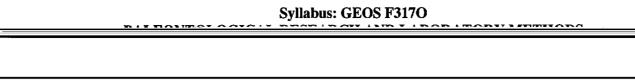
	Guidelines in this manual.)
	COLUPTION OF LAND STORY (Barrieria et lant 12 students)
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	A 150V of the final grade based on eval gammunication
	A 15% of the final grade based on oral communication B 1 ongoing, integrated group project with 5-8 students
	C 2 presentations (minimum of 5 minutes per member)
	D Question & Answer period for both presentations
	E Group and Individual grading
	F Instructor Evaluation/Feedback on all presentations
	PUBLIC (medium or large class) (Regularly enrolling at least 12 students)
	A 15% of the final Scredet dans tech lopage alf committed in ionations ignatures.
	B 3 presentations (minimum of 5 minutes each)
	C Ouestion & Answer period for both presentations
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	PITRIC (small class) (Regularly enrolling less than 12 students)

(Regularly enrolling less than 12 students) A 15% of the final grade based on oral communication

2 presentations of 20 minutes with Question & Answer or

3 presentations of 10 minutes with Question & Answer Instruction Explication/Enadbody op all merentations





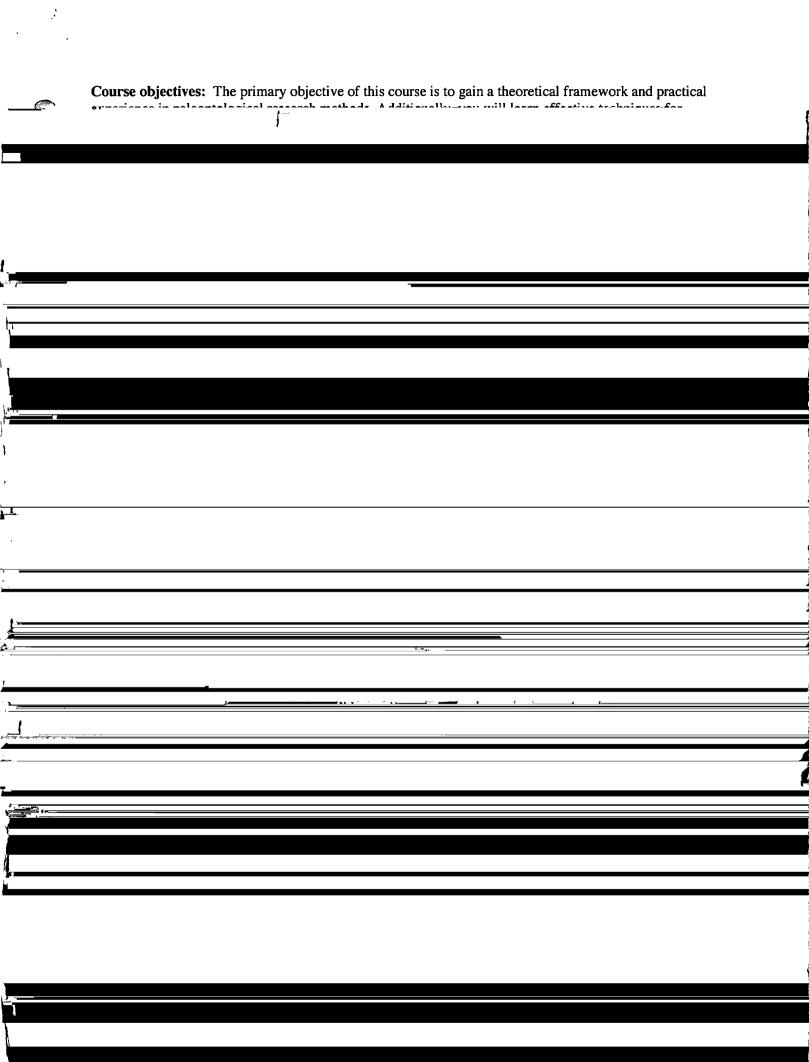
Professor: Patrick S. Druckenmiller
Office: Museum of the North. Rm. 30 (by appointment only: must check in at front desk)

Phone: 474-6954

Email: psdruckenmiller@alaska.edu
Office hours: TBA or by appointment

TA: TBA
Office: TBA
Phone: TBA

Proregnisites: GFOS E101 GFOS F112 or permission of the instructor



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

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

## LECTURE AND LAB SCHEDULE

Date	Topic
1/25	Lect. 1: Introduction and goals; paleontology as a discipline
1/26	Lab 1: Fossil preparation I
2/1	Lect. 2: Conservation methods in paleontology
2/2	Lab 2: Fossil preparation II
2/8	Lect. 3: Preparing scientific figures/illustrations
2/9	Lab 3: Photographing macrofossils in the field and lab

2/16	Lab 4: Light microscopy and microphotography
2/22 2/23	Lect. 5: Elements of an oral presentation II  Lab 5: The art of scientific illustration
2/29	Lect. 6: Scientific descriptions; Codes of Nomenclature
3/1 3/7	Lab 6: Fossil identification and description  Lect. 7: Museum resources I: Curation
3/8	Lab 7: Oral presentations I: professional meeting format (with video)
3/12-16	NO CLASSES – SPRING BREAK

4/18	Lect. 12: Recording data in the field
4/19	Lab 12: Collecting field data; field trip to the Permafrost Tunnel
4/25	Lect. 13: Other methods and future trends in paleontology
4/26	Lab 13: Oral presentations II: classroom format
5/2	Lect. 14: Fossils as a public resource; legality and philosophy
5/3	Lab 14: Oral presentations II: classroom format
5/9-12	FINAL EXAMS

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## GEOS F3170 Paleontological Research and Laboratory Methods

	CONTENT:
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	significance of the work?
	2. Was the presentation pitched correctly for the intended audience (a general paleo audience)?
	3. Was the talk well organized? Did it flow well?
	4. Was there appropriate balance to the presentation (Introduction; Body of the Talk; Conclusions)?
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5. Was the talk presented in a clear, audible and well-modulated voice?

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

6. Was the presentation delivered with energy and enthusiasm?