

# Structural Geology & Tectonics

## Instructor

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<http://www.depauw.edu/academics/departments-programs/envgeo/>

## Class (Julian 222)

1:40-2:40 pm MWF (lecture)  
 2:00-3:50 pm TH (lab)

## Office Hours

3:00-3:50 pm MWF, stop by, or by appt  
*(please knock on my door if it is closed)*

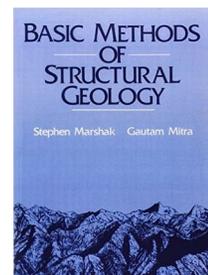
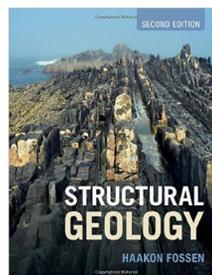
## Required Texts

*Structural Geology*, Fossen, 2nd ed.,  
 (Cambridge, 2016).  
*Basic Methods of Structural Geology*  
 Marshak & Mitra, (Prentice-Hall, 1988).

## Suggested Materials

A pencil (0.5mm, 2H or 2), an eraser,  
 a scientific calculator, a small stapler, & a USB flash drive.  
 Colored pencils, a pen, and a C-Thru™ 6" ruler/protractor  
 combo might also be useful.

*This syllabus is meant to provide an outline for the general flow of the course.  
 At my discretion, I will add or omit topics and/or modify the timetable.*



## COURSE GOALS

To use observations, measurements, and the logic of science to gain an understanding of the *geometric* (shape), *kinematic* (motion) and *dynamic* (mechanical) development of structural features that form the architectural framework of the Earth.

Upon completion of this course, **students will be able to...**

- demonstrate competency with varied forms of data analysis including organizing, interpreting, and drawing conclusions from quantitative and qualitative information.
- recognize various geological features/landforms (e.g., primary structures, tectonic structures, etc.) and explain the process(es) that form them (e.g., kinematic and dynamic; including understanding the influence of lithology, temperature, pressure, stress on the deformation (i.e., strain) of rock bodies).
- collect and use basic observational, quantitative, or technological data to create evidence-based conclusions (e.g., making observations of micro- and meso-scale structures and extrapolating them to understand larger map-scale tectonic features; plotting orientation data using stereonet to characterize various types of structures; etc.).
- reason and communicate spatially using maps, cross sections, and/or scientific illustrations (e.g., construct and/or use maps and cross sections to describe/interpret spatial relationships between geologic, topographic, and/or environmental features on and beneath the Earth's surface).

*Structural processes have a profound effect on society: earthquakes (faults), hydrocarbon entrapment (folds) & seals (faults), water & contaminant flow (fractures/faults), engineering for construction projects & mining (rock strength), map & cross-section construction/interpretation (various fields), etc.*

**DESCRIPTION**

This course employs a variety of teaching approaches to maximize student learning of geoscience content in a classroom where different students optimally learn material in different ways. Specifically, of the 5 hrs/wk of class time that we are together, ~3 hrs/wk will involve lecture/discussion (aka "lectures") and ~2 hrs/wk will involve hands-on active learning (aka "labs"). This course will involve mostly Apple Keynote lectures that often include movie clips, animations, whiteboard drawings, etc., supplemented with real & virtual rock samples, demonstrations, applied labs/homework sets, field trip(s), and other active-learning opportunities. We also may be using various computer software packages to facilitate our learning, including Adobe Illustrator, Google Earth, and various discipline-specific programs.

I provide my slides as PDFs on Moodle, so that students can print them out before class and annotate them with notes during class. That way, students aren't scrambling to write down every single word on a slide, allowing them to focus on the content and to participate in the discussion. To facilitate discussion, students must R & R before class (no, this is not "rest & relaxation", but rather "read & retain" the accompanying materials...textbook, lecture notes, and/or labs).

The best discussions often arise from student questions about the material, so **PLEASE ASK QUESTIONS.**

The distinction between "lecture" and "lab" may become blurred throughout the semester (in terms of both content and class times). For the hands-on "lab" assignments, be sure to R & R the lab materials before each lab session & bring the lab assignment to class. Assignments are due before the beginning of class on the day specified (whether or not the assignment is graded for content or a completion grade, the material will be addressed on lecture/lab exams). Please note that I will not post my detailed solutions to homework/lab assignments (as it is important for you to work on the assignments yourself), but I am certainly available for you to ask questions while you work on them.

We have one proposed field trip to Baraboo, WI this semester. The Department will provide transportation and lodging, however each student will be responsible for his/her own food. *Please check if there are any conflicts with the Baraboo trip (e.g., talk to your other instructors ASAP, check your calendar).* If you cannot go, there will be an alternative assignment (if enough people can't go and we can't find an alternate date, we'll cancel the trip).



**GRADES**

The basis for final grades is described in the table below. *Extensions/make-up exams/assignments/quizzes will not be given unless there is a documented emergency or unless we have arranged a make-up in advance because of exceptional circumstances.*

**All materials to be turned in for a grade must be turned in on time, be clearly written (or typed) using the prescribed format, use the prescribed file naming convention and file type (if digital file), and be in order (stapled (if paper), in sequence, pages not backwards or rotated, etc.). Work that fails to meet these criteria will not be accepted and will receive a "0" (or at my discretion I will stop grading where I encounter an "in order" issue).**

Quizzes may be announced/unannounced and may cover material from assigned readings, lecture, lab, and/or assignments (*I may have you turn in assignments for a grade to show that you completed the work, but possibly not for an explicit check of your answer(s)*).

Participation. Participation/engagement grades for this course will be based on a "standard" - "sub-standard" system. Everyone starts out with a "standard" grade, and I expect that most of you will finish the semester with this grade. A "standard" grade means you are attending class consistently, and you are participating in a reasonable way during most class sessions. If I judge your participation in class to be falling into the "sub-standard" range (*e.g., excessive absences/tardiness, consistent lack of preparation or participation in activities, electronic distraction, sleeping/lack of attention, frequently getting up in class and/or leaving the classroom during class, etc.*), I will explain the issue to you without penalty and will work with you to develop a plan for improvement. If an issue persists, I will explain the issue again and reserve the right to assign a sub-standard participation grade. Each such sub-standard grade will result in lowering your final course grade by one percentage point.

Percent of Final Grade		Grading Scale*	
Lecture Exams 1-3 (20% ea)	60%	88%	100% = A- to A
Lab Exam 1	15%	78%	87% = B- to B+
Lab Exam 2	15%	68%	77% = C- to C+
Projects/Assignments/Quizzes	10%	58%	67% = D- to D+
		00%	57% = F
<i>(I use Excel not Moodle grade book to calculate your grade, so ask me if you have questions about your current grade.)</i>			

## KEYS TO SUCCESS IN THIS COURSE

1. **Read the Assigned Material** in a distraction-free environment and in advance of lecture over that material. As you are reading, carefully note any questions that you have.
2. **Take Good Notes**. Students with complete notes seem to do better in class. If possible, print out the lecture slides before class and annotate them from the lecture/discussion (including sketches from the whiteboard). Rewriting your notes will make them more legible and orderly, plus it will help you focus on areas that are still unclear. Be careful of falling into "TV-watching mode", as it is easy to look at the pictures and not take down any notes.
3. **Ask Questions**. The only "bad" question is one that is unasked. It is essential to ask questions to clarify any concepts that you do not understand. *If I forget to call on you while I am in the middle of explaining something in lecture, PLEASE raise your hand again to remind me as I most certainly want to answer your questions!*
4. **Answer the Review Questions/Work through the E-Learning Materials**. Answers to the review questions and the e-learning modules are available at: <http://www.cambridge.org/gb/academic/textbooks/fossen2> or <http://folk.uib.no/nglhe/StructuralGeoBook2ndEd.html> (including book errors).
5. **Know the Key Terms** (these are brown in the chapter text). If I use a term that you don't understand, PLEASE ASK me to define it.
6. **Use the Glossary** in the back of the book to help understand key terms.
7. **Check out the Internet**. There is a world of information on structural geology/tectonics out on the Web (you might use a search engine to find web sites of interest). We also may use Google Earth Pro (<https://www.google.com/earth/desktop/>) throughout the semester.
8. **Use the library**. There are many books & articles in the library that pertain to the topics that we will be discussing (and we have a great interlibrary loan system for materials that our library does not carry).
9. **Create your own Study Aids**. Some people like to highlight text in the chapter, others like to make flash cards, and still others like to study in groups and discuss the material. Feel free to experiment with what works for you. In addition, The Learning Commons in Roy O. West Library (<https://depauw.mywconline.com/>) has Q tutors and trained people available to help you refine and improve your study habits and techniques.
10. **Study the Material on a Regular Basis**. It is important that everyone maintain good study habits by regularly working with the assigned material. Procrastination and cramming just don't work for most of us...it is best to get comfortable with the material as we go along so that you don't fall behind.
11. **Study for the Exam** as an individual and then as a group. Again, different people study in different ways. I've found that it helps to study as an individual first (thinking about what important concepts were emphasized in each chapter & lecture), then get together with others and study as a group (e.g., asking each other questions, brainstorming about what will be on the test, etc.).
12. **"Success is where opportunity meets preparation." -Zig Zigler**. Preparation in this context means applying a strong work ethic to practice your craft so that you are prepared when the opportunity (e.g., exam, homework/lab assignment, report, etc.) presents itself.

**FAQ:**

**Are lecture notes from the slides provided?** PDF's of the lecture notes will be available in Moodle. Please bring printouts to class, so that you can annotate them (I commonly go more in-depth than what is on the slides, so you will be responsible for knowing that detail on exams). Please note that if I post notes from the last time the course was offered, I will post any revised PDF's of the lecture notes before the next exam.

**Can we have an exam review sheet?** I may at my option. However, I have found it much more effective to highlight topics as a preface for each slide set with a "Learning Objectives" slide, so that you are aware of important learning goals prior to me going over them.

**When will get feedback on our graded work?** I usually need at minimum of a week to return graded work. While I might not always write detailed explanations on graded work, I will orally go over the answers or work the problems in class (usually based on student requests). Please ask questions in class or set up a meeting (virtual or in-person) if a concept is not clear or if you have a question on how I graded your work. Additionally, you need to give me feedback about how the course is going. It is important that you "rein me in" if I go too fast or if you don't understand something well enough. Ask questions!!!

TENTATIVE ORDER OF TOPICS

<b>Week Starting</b>	<b>Lecture (Fossen)</b> <i>last day to withdraw - 10/25</i>	<b>Lab (M&amp;M)</b>
01: 08/19 <i>(no class W)</i>	Syllabus/Course Organization Nature of Structural Geology ( <i>Fossen Ch 1</i> )	Nature of Structural Geology ( <i>Fossen Ch 1</i> )
<b>Part I-Mechanics</b>		
02: 08/26	Strain ( <i>Fossen Ch 2-3</i> )	Strain I: Pure & Simple ( <i>M&amp;M Ch 15</i> )
03: 09/02 <i>(no class M)</i>	Strain ( <i>Fossen Ch 2-3</i> )	Strain II: Strain Measurement ( <i>M&amp;M Ch 15</i> )
04: 09/09	Stress ( <i>Fossen Ch 4-5</i> )	Stress ( <i>M&amp;M Ch 10</i> )
05: 09/16	Rheology ( <i>Fossen Ch 6</i> ) Brittle Failure ( <i>Fossen Ch 7</i> )	Attitudes of Planes & Lines Using a Compass to Measure Geological Features ( <i>M&amp;M 1</i> )
<b>Part II-Structures</b>		
06: 09/23	Brittle Failure ( <i>Fossen Ch 7</i> ) <b>Exam #1 (est)</b>	Introduction to Stereonets ( <i>M&amp;M Ch 5</i> )
07: 09/30	Primary Structures Fractures & Veins ( <i>Fossen Ch 8</i> )	<b>Baraboo, WI Field Trip</b> <i>Depart Fri 10/04 @12 pm</i> <i>Return Sun 10/06 @ ~5 pm</i>
08: 10/07	Fractures & Veins ( <i>Fossen Ch 8</i> ) Faults ( <i>Fossen Ch 9-10</i> )	Stereonet Poles & Analysis ( <i>M&amp;M Ch 6 &amp; 8</i> )
09: 10/14 <i>(no class all week)</i>	<b>Fall Break</b> (10/12-10/20; University closed)	
10: 10/21	Folds ( <i>Fossen Ch 12</i> )	
11: 10/28	Foliations/Lineations ( <i>Fossen Ch 13-14</i> )	Structure-Contour Map Analysis ( <i>M&amp;M Ch 2-3 &amp; Wilk Ch 7</i> )
<b>Part III-Structural Families in Tectonic Settings</b>		
12: 11/04	Contractional Tectonics ( <i>Fossen Ch 17</i> ) <b>Exam #2 (est)</b>	Geologic Maps ( <i>M&amp;M Ch 9 &amp; Wilk Ch 8</i> )
13: 11/11	Fold-Thrust Belts ( <i>Fossen Ch 17</i> )	Cross Sections ( <i>M&amp;M Ch 13-14; Fossen Ch 21</i> )
14: 11/18	Extensional Tectonics ( <i>Fossen Ch 18</i> )	Cross Sections ( <i>M&amp;M Ch 13-14; Fossen Ch 21</i> )
15: 11/25 <i>(no class W, R, F)</i>	Extensional Tectonics ( <i>Fossen Ch 18</i> )	<b>Thanksgiving</b> (11/27-12/01)
16: 12/02	Strike-Slip Tectonics ( <i>Fossen Ch 19</i> )	<b>Lab Exam</b> <i>Attitudes, Using a Compass,</i> <i>Stereonets (folds/rotations/paleocurrent),</i> <i>Map Analysis/Interpretation, Cross Sections, &amp;</i> <i>Baraboo Field Trip (bonus)</i>

**Exam #3:**  
Mon, Dec 09, 1:00 - 4:00 pm, Julian 222

**Note: These topics and exam times are subject to change.**

Students willing to become certified for driving University vehicles should visit <https://www.depauw.edu/offices/finance-administration/faculty-and-staff-information/vehicle-use-policy/> to download and fill out the **MVR consent form** (Motor Vehicle Report consent form) and email it along with a **copy of their valid driver's license** to [transportation@depauw.edu](mailto:transportation@depauw.edu) (and/or [bburking@depauw.edu](mailto:bburking@depauw.edu)). Your Motor Vehicle Report will be reviewed, and if you are eligible to be a driver, you will receive a link to complete the certification training video/process.

I will give bonus points on the first exam to students who show proof of University driving certification **before Sept 15, 2024** (it may take as much as a week to become approved, so please start the process early).

# Policy Page

## ADA STATEMENT

It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Accessibility Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Accessibility Services. Allow one week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Accessibility Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Accessibility Services for a confidential discussion. Student Accessibility Services can be reached by phone at 765-658-6267 or [studentaccessibility@depauw.edu](mailto:studentaccessibility@depauw.edu).

## ATTENDANCE

Regular and on-time attendance is expected and monitored (see the Student Handbook <https://www.depauw.edu/handbooks/academic/>). As stated in the Student Handbook, excessive absences can be grounds for being dismissed from the course. In addition, it has been my experience that learning comprehension improves dramatically when students are present to listen to lectures, to ask questions, and to discuss the material in the classroom setting. In addition, some activities (e.g., field work) require attendance to receive credit. Should you know that you will be absent (e.g., health issue regarding yourself or immediate family, athletic obligation, etc), please contact me in advance (or ASAP afterwards) to make arrangements about assignments.

## ACADEMIC INTEGRITY

Any attempt to gain an unfair advantage over other students in the class will be handled in accordance with established University procedures as described in the Academic Handbook section <http://www.depauw.edu/handbooks/academic/> on Academic Integrity.

DePauw Academic Resources on Academic Integrity

<http://www.depauw.edu/academics/academic-resources/academic-integrity/>

Writing Center Information on Plagiarism:

**Plagiarism.** Using the words or ideas of another writer, including AI-generated text, without attribution, so that they seem as if they are your own. Plagiarism ranges from copying work not written by the person taking credit for it, to rewriting such work with only minor word changes (mosaic plagiarism),

to summarizing work (including that done by AI) without acknowledging the source. See the Writing Center Guide to Avoiding Plagiarism for further information on plagiarism: <http://www.depauw.edu/academics/academic-resources/academic-resource-center/w-center/w-center-handouts/>

## CELL PHONE/COMPUTER/SMART DEVICE USE

Before class begins, turn off your cell phone (or set it to vibrate) and put it away in your book bag (not in the desk/table). Do not check or send voicemail or text messages during class, and do not leave class to check or send messages unless 1) you have an emergency (inform your instructor prior to class starting of special circumstances involving a personal emergency situation that would require you to use your phone when class is in session) or 2) are on an instructor-designated break. In other words, do not use your cell phone in class for any reason at any time unless you have consulted with the course instructor.

If you have a cell phone/smartwatch on your person or on your desk/table during an exam without the instructor's permission, you will receive a 0 on the exam, and you will automatically be considered in violation of DePauw's academic integrity policy on cheating due to unauthorized use of a cell phone/smartwatch. You may not take your cell phone/smartwatch with you on bathroom breaks during exams.

Please read the following: <http://www.insidehighered.com/blogs/just-visiting/open-letter-incoming-freshmen>

Laptops, tablets, smartwatches, and other electronic devices are not allowed to be used in the classroom except for activities directly related to our course as specified by your instructor (e.g., do not check or send emails, chats, or texts, do not use your web browser except for course-sanctioned activities, do not use to view slides or take notes, etc.). Quit all programs not specifically designated by your instructor (not only reducing temptation, but also helping your computer run more efficiently).

# Policy Page

## CLASSROOM BEHAVIOR

- **Early is on time, and on time is late.** (especially on days with activities).
- **Respect everyone.** (yourself, your peers, and your instructor).
- **Listen and contribute.** Lecture and discussion portions of our class can quickly morph to lecture only if you are not an active and contributing participant in class.
- **Work to the best of your ability.** True learning is hard work and is constructed and nurtured by you (not simply transferred from the instructor). A strong work ethic will not only serve you well in this course, but in life in general. Do not settle for less than your best effort.
- **Be aware of consequences (positive & negative).** If you make good decisions (e.g., reading the course materials, taking notes, asking questions, working hard, etc.), you will likely experience good consequences such as enhanced understanding of geoscience processes, improved grades, and general success in life. Conversely, poor decisions (e.g., waiting to cram right before an exam or assignment, pulling an “all-nighter” and coming to class exhausted, relying on energy drinks or other substances, distracting yourself or others with cell phones or laptops, etc.) typically have negative consequences that cause your understanding of course content to suffer.
- **Consider the classroom your workplace.** Once you step inside the classroom, commit yourself to learning as much as you can during that time. Do not routinely get up during class to take care of personal needs (e.g., bathroom breaks, social networking, etc.). Please address these needs during the break between classes. If an emergency occurs, please feel free to leave the classroom to address it.

## AUDIO/VISUAL POLICY

- No video, audio, or still picture recordings are allowed during class without the instructor’s permission.
- No video recordings, still picture, or other means of duplication (e.g., xeroxing) of homework assignments, labs, exams, etc. are allowed without the instructor’s permission.
- You are not permitted to record any of our class meetings. Student Accessibility Service accommodations pertaining to recordings of lectures for taking notes are addressed by the instructor providing handouts of lecture slides/ materials on Moodle.
- Materials (or derivative materials) from this course may not be shared, replicated, or published, in whole or in part, or used for any other purpose, without my written approval.

## COVID-19 PROTOCOLS

The Spring 2024 DePauw University Covid-19 policy (<https://www.depauw.edu/campus-life/wellness/coronavirus/current-covid-19-guidelines-spring-2024/>) will be followed in this course (until they are updated). Please carefully read and follow these guidelines.

Masking with KF94, KN95 or N95 masks is **required** for ANYONE who: is experiencing symptoms that could be consistent with COVID-19; tested positive in the last 5 days; or was exposed to COVID-19 in the last 10 days.

Assess your personal health daily. It is of the utmost importance that if you have symptoms of COVID-19, you should put on a mask, and contact the DePauw Health Wellness Center.

