

## Course Syllabus

### GEO SCI 511: **Stratigraphy and Sedimentation** (U/G)

University of Wisconsin – Milwaukee • Spring 2020 • 4 credits

<b>Lecture:</b>	Monday and Wednesday	9:00 am – 10:15 am	Lapham Hall 275
<b>Labs:</b>	Monday or Wednesday	12:00 pm – 2:50 pm	Lapham Hall 275

**Prerequisites:** junior status; GEO SCI 102: Principles of Historical Geology

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**Instructor:** Libby Ives      **Office:** Lapham Hall 356      **e-mail:** woodfor5@uwm.edu  
**Office Hours:** M&W 3:00 – 4:00 pm, Th 10:00 – 11:00 AM, or by appointment via email  
*Note: I have an **open-door policy** – if my office door is open, please come in - even outside office hours. Whether you're struggling, excelling, or somewhere in between, I love hearing your questions, comments, and concerns!*

**TA:** Eduardo Menozzo da Rosa      **Lab Section:** Monday 12:00 pm – 2:50 pm  
**Office:** Lapham 242      **e-mail:** menozzo2@uwm.edu  
**Office Hours:** Monday 3:00 pm – 4:00 pm, Wednesday 11:00 am – 12:00 pm

**TA:** Scott Litwin      **Lab Section:** Wednesday 12:00 pm – 2:50 pm  
**Office:** Lapham 242      **e-mail:** salitwin@uwm.edu  
**Office Hours:** Tuesday 1:30 pm – 2:30, Thursday 1:00 pm – 2:00 PM

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### Course Objectives

Sedimentology is the study of the creation, transport, and deposition of sediments. Stratigraphy is the study of how sediments accumulate over time. Together, sedimentology and stratigraphy tell the story of the Earth's surface.

Some of the objectives for this course are meant to train you as a scientist. Students will:

1. be able to use the scientific method as a means for solving complex problems;
2. develop oral, written, and graphical communications skills;

but most are specific to sedimentary geology. But the end of this course students will be able to:

3. identify and describe common sedimentary rocks types in hand sample, thin section, and outcrop;
4. identify, describe, and interpret sedimentary structures at various scales;
5. develop an understanding of sedimentary processes and their products;
6. acquire an appreciation of the 4-dimensional nature (geometry & time) of sedimentary deposits;
7. make a reasonable interpretation of depositional environment from facies data;
8. reconstruct the history of sedimentary basins through spatial and temporal events and trends (stratigraphy);
9. relate knowledge of sedimentary systems to related problems in geology (e.g. geomorphology, hydrogeology, oil and gas).

**Course Schedule****Subject to change.** Changes will be announced in class and via CANVAS in a timely manner.

Week	Lecture Topics	Reading Assignment Ugrad and Grad	Lab Topic
<b>1</b> Jan 19 -25	Monday: <b>NO CLASS</b> (MLK DAY) Wednesday: <b>Syllabus &amp; Knowledge Survey</b>	-----	<b>NO LAB</b>
<b>2</b> Jan 26 – Feb 1	M: <b>Intro to sedimentology and stratigraphy</b> W: <b>Origins of sediments - siliciclastic</b>	Week 2 Due January 29, 9 am	1. Siliciclastic Textures
<b>3</b> Feb 2 – 8	M: <b>Origins of sediments - carbonate</b> W: <b>Fluid Flow</b>	Week 3 Due February 5, 9am	2. Fluid Transport and Sorting
<b>4</b> Feb 9 - 15	M: <b>Sedimentary Structures</b> W: <b>Sedimentary Structures</b>	Week 4 Due February 12, 9am	3. Siliciclastic Classifications
<b>5</b> Feb 16 - 22	M: <b>Source to Sink &amp; Sediment Provenance</b> W: <b>Diagenesis 1</b>	Week 5 Due February 19, 9am	4. Carbonate Classifications
<b>6</b> Feb 23 - 29	M: <b>Diagenesis 2</b> W: Catch-Up Lecture and Exam Review	Week 6 Due February 26, 9am	5. Siliciclastic Structures 1
<b>7</b> March 1 - 7	M: <b>Exam 1</b> (Lecture Week 1 – 6 Topics, Labs 1-4) W: <b>Intro Depositional Systems, Facies, and Walther's Law</b>	-----	6. Siliciclastic Structures 2
<b>8</b> March 8 - 14	M: <b>Terrestrial Environments 1</b> (Stef & Chelsea Visit) W: <b>Terrestrial Depositional Environments 2</b>	Week 8 Due March 11, 9am	<b>7. Midterm Activity</b>
<b>SPRING BREAK</b>			
<b>9</b> March 22 – 28	M: <b>Fluvial Depositional Environments 1</b> (John Isbell) W: <b>Fluvial Depositional Environments 2</b> (John Isbell)	Week 9 Due March 25, 9am	8. Depositional Environments 1
<b>10</b> March 29 – April 4	M: <b>Shorelines and Shallow Marine (clastic)</b> W: <b>Shorelines and Shallow Marine (carbonate)</b>	Week 10 Due April 1, 9am	9. Depositional Environments 2
<b>11</b> April 5 - 11	M: <b>Off the Shelf Edge – Mass Transport and Turbidites</b> W: <b>Funny Fines – Black Shales and Oozes</b>	Week 11 Due April 8, 9 am	10. Depositional Environments 3
<b>12</b> April 12 – 18	M: <b>Exam 2</b> (Week 7 – 11 Topics) W: <b>The "Stratigraphies": Bio-, litho-, chemo-, magneto-, etc.</b>	-----	11. Applied Exercises
<b>13</b> April 19 – 25 <b>Field Trip April 24-25</b>	M: <b>Sequence Stratigraphy 1</b> W: <b>Sequence Stratigraphy 2</b> +field trip prep	-----	12. Delta Box Models + Sequences
<b>14 (SEPM)</b> April 26 – May 2	M: "Skype Class" – Optional. For feedback on project W: "Skype Class" – Optional. For feedback on project.	-----	<b>NO LAB – Work on Field Trip Project</b>
<b>15</b> May 3 – May 9	M: <b>Practical Applications of Sed/Strat – Final Project Assignment</b> W: <b>Time to Work on Final Project</b>	<b>Field Trip Project Due May 4</b>	Class Time to Work on Final Project
<b>EXAM WEEK</b> May 10 – 16	<b>FINAL PROJECT DUE: Wednesday, May 13, 2020, End of Day</b>		

**Important Dates** (Bold = class specific)

Jan 20	Last Day to withdraw (drop <i>all</i> classes) with full refund
Jan 21	First Day of Classes
Jan 24	Spring 2020 Graduation Deadline (Undergraduate Students)
Feb 3	Spring 2020 Add Deadline
Feb 4	Spring 202 Graduation Deadline (Graduate Students)
Feb 17	Last Day to Drop without W
March 15 - March 22	Spring Break!
April 5	Last day to drop or withdraw from full-term courses (Tuition and fees apply)
April 24 - April 25	<b>Sed/Strat Field Trip (Friday - Saturday)</b>
May 7	Last Day of Classes
May 9 - May 16	Final Exams
May 17	Graduation!
May 21	Grading Deadline

**Course Materials**

**Readings:** No text book is required for this class. Course readings will be provided through Canvas in the form of text book extracts, articles, and peer-reviewed papers. Graduate students or those intending to pursue additional study of sedimentary geology should consider purchasing the text books used in the course materials for future reference.

**Required:**

- 10x hand lens (on lanyard/keychain) – available online for ~\$10. These are just handy to have...
- Grain-size Comparator/Card
- Pencils and easers – we'll be doing a bit of sketching and drawing, so have these at the ready
- Colored pencils – you'll be asked in lab to differentiate sedimentary units from one another visually. You can do this through patterning with a pencil/pan, using color, or both. If you're a color person, you'll want colored pencils

**Online Resources:**

- **SEPM STRATA – SEPM Stratigraphy Web**; [sepmstrata.org](http://sepmstrata.org)  
*Excellent, comprehensive Sed/Strat Encyclopedia by the Society for Sedimentary Geology (SEPM). **If you ever need to look up a sed/strat term or concept, start here.***

**Readings**

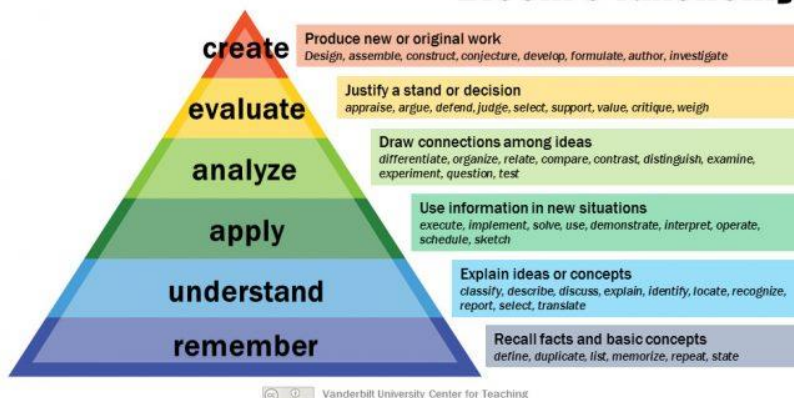
	<b>Everyone</b>	<b>Graduate/Ugrad Extra Credit</b>
Week 2:	Nichols 1.1 – 1.4 Pettijohn et al. pgs 251-254	Chamberlain (1890)
Week 3:	James and Jones pages 22 – 28 Collinson & Mountney 3.1 – 3.2	Leonard et al. (1981) Allen 2.1 -2.2.1, 2.6.1, 2.6.6
Week 4:	Lucchi pages 5 -16 and/or Collinson & Mountney 1.2 -1.3	-----
Week 5:	Pettijohn et al. 254 - 261 Nichols 18.1 – 18.2	Garzanti (2016)
Week 6:	James and Jones pages 277-281 Nichols 18.3, 18.5 – 18.7	Pettijohn et al. 431-442 Dowey et al., (2012)
Week 7:	-----	Reading & Levell 2.1-2.2 Middleton (1973)
Week 8:	Nichols Chapter 8	Tabor and Myers (2015)
Week 9:	Nichols 9.2 – 9.4 Cant (1982)	Best & Fielding (2019)
Week 10:	Reading & Collinson 6.1-6.3	-----
Week 11:	-----	-----
Week 12:	-----	-----
Week 13:	-----	Catuneanu, Introduction
Week 14:	Field Trip Prep	-----
Week 15:	-----	-----

**Grading Structure/Policies**

**Grading Philosophy**

At the end of the semester, your grade should reflect your mastery of the material and the necessary skills that accompany that knowledge. We will be using Bloom’s Taxonomy as a guide for our assessment (see adjacent figure). Points on lecture assignments, exams, and labs will be allocated to reflect the relationship between the letter grade and the desired cognitive skill.

**Bloom's Taxonomy**



To earn an **A** (93%) as an undergraduate, you should consistently demonstrate your ability to **evaluate** the course material; **B** (83%) = **Analyze**; **C** (73%) = **Apply**; **D** (63%) = **Understand/Remember**.

To earn an **A** as a graduate student, you should be able to consistently **create** material; **B** = **Evaluate**; **C** = **Analyze**; **D** = **Apply**.

The allocation of points between exams, assignments, and labs is to reward students for consistent work throughout the semester.

**Undergraduate – 1000 Total Points**

<u>Lecture</u>	<u>500 Points</u>
Exam 1	150
Exam 2	150
Reading Assignments	150 (15/ea.)
In-class Participation	50
<u>Lab</u>	<u>500 Points</u>
“Regular” Labs (x9)	180 (20/ea.)
Depo. Environ. Labs (x3)	120 (40/ea.)
Field Trip Assignments	100
Cumulative Project	100

Letter	GPA	Total Points	Point Percent
<b>A</b>	<b>A</b>	4.000	≥ 930
	<b>A-</b>	3.670	900 to <930
	<b>B+</b>	3.330	870 to <900
<b>B</b>	<b>B</b>	3.000	830 to <870
	<b>B-</b>	2.670	800 to <830
	<b>C+</b>	2.330	770 to <800
<b>C</b>	<b>C</b>	2.000	730 to <770
	<b>C-</b>	1.670	700 to <730
	<b>D+</b>	1.330	670 to <700
<b>D</b>	<b>D</b>	1.000	630 to <670
	<b>D-</b>	0.670	600 to <630
	<b>F</b>	0.000	<600

**Reading Assignments:** The purpose of the readings and their associated assignments is not for you to totally absorb all the written information – or else what would be the point of our time in lecture? *The purpose of these assignments is to get your brain ruminating on the ideas we will be discussing that week and the familiarize you with my expectations when it comes to answering exam questions.*

The readings for each week are noted in this syllabus. The readings and reading assignments will be in the form of questions posted to Canvas. Reading assignments will be available on Canvas at least a week before they are due. The assignments are due before class (9 am) on Wednesdays.

There are readings and reading assignments that everyone (Undergraduate and Graduates) are expected to complete. Readings for graduate students are separate assignments that can be completed by undergraduate students for extra credit (*see extra credit section for details*).

“Everyone” Reading Assignments: Assignments will consist of five questions that target the various levels of learning outlined in Bloom’s Taxonomy. The format of these questions will be similar to what will appear on exams. Initially, points will be given only for completely each assignment. If, during the semester, the quality of answers becomes poor, I reserve the right to begin removing points for incorrect answers.

Graduate/Extra-Credit Assignments: The purpose and form of these assignments will vary, and may include questions similar to those in the “Everybody” assignments, but may also include diagramming and reading of peer-reviewed papers, short answers questions, and concept sketches. The purpose of these readings and assignments is to develop an appreciation for the complexities of sedimentary systems, familiarity with classic and recent scientific literature, and exercise the “higher order” cognitive skills of **Creating** and **Evaluating**.

**In-class Participation:** I intend for lectures to be fairly interactive and include frequent activities which will create a paper trail, and serve as proof of your attendance. Attendance will be recorded somewhat randomly and not during every lecture.

**Exams:** There will be two exams that will take place during the lecture hour. Graduate students will take the same exam as the undergraduate students with the addition of an extra section aimed at evaluating the “higher order” cognitive skills of **creating** and **evaluating**. Exams will integrate material that was covered in lecture and in lab, though lecture material will be emphasized. Study guides with example questions will be provided one week prior to the exam. Exam 1 will cover lecture topics from weeks 1 -6 and lab topics covered in Labs 1-4. Exam 2 will cover lecture topics from week 7-11 and lab topics covered in Lab 5-8.

**Labs:** Labs will consist of exercises performed during the lab period. Students will learn and perform practical exercises and learn the “nuts and bolts” of identifying and describing features of sedimentary rocks. Lab assignments will be completed in class and submitted at the end of the lab period unless otherwise stated.

**Cumulative Project and Field Trip Report:** The final two assignments of the semester will be a “Cumulative Project” and a report using data collected during the field trip. These projects are “take home” and “open book”. The project is designed for the students to compile all the skills they built over the semester, and produce written reports that succinctly communicate their ideas and arguments.

**Field Trip:** We will have required course field trip May 2 – May 3(Saturday – Sunday). The trip will include a stop at the Wisconsin Geological Survey core repository to describe cores, and then outcrops in south-western Wisconsin to describe outcrops.

### **Extra Credit Opportunities**

#### Undergraduate Opportunities

- **Graduate Student Reading Assignments** (10 pts/ea., **50 pt cap**). *Must complete undergraduate reading assignment from the same week to qualify for extra credit.*
- **Attend geoscience department colloquium and write a short summary** (<1 page, typed) **of the talk.** (10 pts/ea., **50 pt cap**)  
Summaries should be coherently written and directly address the following questions:
  1. What does the guest speaker study/do?
  2. Why is their work important?
  3. What questions are they trying to answer/ what is their hypothesis?
  4. How are they trying to answer those questions/hypothesis? What methods are they using?
  5. Were they able to answer their questions/ address their hypothesis?
  6. What did you think about the whole thing? Interesting? Boring? Thoughtful? Unintelligible?
  7. What additional information would you like to know related to the talk?
  8. Can you think of any connections between what you learned during the talk and sedimentary geology?

**Summaries must be uploaded to Canvas by the following Monday.**

Thursdays, 4:00 – 5:00 pm, Lapham Hall N103

<https://uwm.edu/geosciences/colloquia/spring-2020-colloquia/>

- **Attend Barry Cameron's Science Bag** (10 pts) – Fridays in March at 7 pm.  
*Only the first time you attend is valid. Pick up a slip from me during class, as get Barry to sign it after the lecture.*  
Science Bag is held in the UWM Physics Building, Room 137, located at 1900 E. Kenwood Blvd. (the corner of Kenwood and N. Cramer St.)  
<https://uwm.edu/science-bag/>
- **Attend Geoscience Career Day** (10 pts) – usually a Friday at the end of March.  
Stay tuned for details and requirements
- **Attend Office Hours, either lecturer or TA** (1 pt/visit, max 20 pts). Visits must be substantive (i.e. you must come with at least one question or topic you would like to explore). Awarding points is at the discretion of the TA/Lecturer.

### **Investment of Time**

This class is a 4-credit course. The lecture meets twice weekly for 75 minutes, and the lab portion of this course will meet once a week for 170 minutes. I expect lecture readings and reading assignments to take no more than 2 hours of your time for undergraduates, and an extra 1 -2 hours to complete the graduate/extra-credit assignments and readings. Most lab assignments will be designed to be completed during the lab period, but students have until the following week to turn in those assignments. **This workload is an estimate and that students are assessed on their performance, not on the time put into the course.**

**Out-of-Class Requirements**

This course requires you to complete readings, reading assignments, field trip projects, and a cumulative project outside of the class time. The field trip will also occur outside of regular class hours.

**Assignment Policies**

- Reading assignments will not be accepted after the deadline unless extenuating circumstance are discussed with me prior to the deadline.
- 5% of the total points will be taken off the score of the Field Trip Project for each day that it is late. If extenuating circumstances are discussed with me before the original deadline, we can work something out.
- Final projects will not be accepted after the deadline of May 13 unless extenuating circumstances are
- Labs are due at the end of the lab period unless otherwise stated.

**Absence/Make-up Policy**

Lecture: A part of your final grade will be made up of exercises completed in class. If you are not present at the lecture, you will not be able to do the assignment. If you inform me that you are going to be absent prior to the lecture for some extenuating circumstance, you will be given participation points. Lecture notes of PowerPoints will be available online following the lecture.

Exam: If you anticipate being absent on exam day please contact me so that we can arrange a time for you to complete the exam. If you miss the exam without contacting me beforehand, please come speak to me.

Labs: You are welcome to attend the alternative lab if you cannot make it to your assigned lab on any given week. Please notify myself and both TAs beforehand so that we can have appropriate materials. If extenuating circumstances arise where you cannot attend either lab, please contact me so that we can work out a make-up time.



## **UNIVERSITY POLICIES and PROCEDURES**

### **Accommodation of Disabilities**

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. **Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized.** Faculty [I], will work either directly with the student [you] or in coordination with the Accessibility Resource Center ([archelp@uwm.edu](mailto:archelp@uwm.edu); 414-229-6287) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. More info: <http://www4.uwm.edu/arc>

### **Accommodation of Religious Beliefs**

It is the policy of the University of Wisconsin board of regents that students' sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements.

- A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where: **(a)** There is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements; and **(b)** The student has notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses), of the specific days or dates on which he or she will request relief from an examination or academic requirement.
- Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.
- Instructors shall accept, at face value, the sincerity of students' religious beliefs.
- Student notification of instructors and requests for relief shall be kept confidential.
- A student who believes that they are he or she is the subject of discrimination, harassment, or retaliation prohibited by this policy may discuss the matter with the person responsible for the behavior. If the student wishes to pursue the matter but for any reason feels uncomfortable confronting or does not want to discuss the matter with the person responsible for the behavior, the University strongly encourages the student to contact EDS. If a student discusses the matter with the Dean of Students, the Dean of Students will consult with the Director of EDS to determine how to proceed. A student can also file a complaint with the U.S. Department of Education Office for Civil Rights.

More info:

[https://apps.uwm.edu/secupolicies/storage/other/S\\_1.5\\_ACCOMMODA\\_OUS\\_BELIEFS.pdf](https://apps.uwm.edu/secupolicies/storage/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf)

**Students Called to Active Military Duty**

Students called to active military service after the beginning of a term or session are entitled to drop their courses and receive a full refund of tuition and fees for courses still in progress and in which they are actively enrolled at the time of the call-up.

To exercise this option, students should first withdraw from classes (or drop selected classes; see below) and then provide a copy of their military activation orders to the Military Education Benefits Office located in Mellencamp 168A. A copy may also be mailed to that office c/o Dept of Financial Aid, P.O. Box 469, Milwaukee, WI 53201), or faxed to 414-229-5699. After appropriate review, a full refund will be authorized and processed.

Students may drop or withdraw from full semester classes on PAWS through the eighth week of the term. Thereafter, they must do so in the academic advising office of their school or college. However, even in cases of a military call-up, students do not have the option to drop partial/mini-term classes that have already been completed, nor can a student drop a course for which all work has already been completed/submitted. With the increase in partial term classes (and with the many varied summer sessions), enrollment in multiple sessions has become quite common. Students who are unsure how to proceed in these cases are encouraged to contact the Registrar's Office (<https://uwm.edu/registrar/contact-us/>).

More info: <http://uwm.edu/active-duty-military/>

**Incompletes**

An Incomplete may be given to a student who has carried a subject successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond that student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An Incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above. A course marked Incomplete must be completed during the next succeeding semester, excluding summer sessions and UWinterIM. If the student does not remove the Incomplete during this period, the report of "I" will lapse to "F." It is the student's responsibility to work with his/her instructor regarding course completion.

More info:

[https://apps.uwm.edu/secupolicies/storage/other/S\\_31\\_INCOMPLETE\\_GRADES.pdf](https://apps.uwm.edu/secupolicies/storage/other/S_31_INCOMPLETE_GRADES.pdf)

**Discriminatory Conduct**

UWM is committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. UWM remains steadfastly committed to the principles of academic freedom and to the ideal that the "fearless sifting and winnowing by which alone the truth can be found" is the core feature of an institution of higher education. This steadfast commitment requires an equally strong obligation to foster respect for the dignity and worth of each person. Without this respect, the principles of academic freedom become meaningless. Moreover, relationships such as student-faculty and employee-supervisor have inherent power differences that compromise the ability of some people to protect their own rights.

Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

UWM defines discrimination as conduct that (1) adversely affects any aspect of an individual's employment, education, or participation in activities or programs at UWM; and (2) is based on one or more characteristics of the individual that are protected under federal or state laws. Characteristics that are protected under federal or state ("protected statuses") may include: age, ancestry, arrest or conviction record, color, disability, gender identity/expression, genetic information, identity as a veteran, disabled veteran, or Vietnam veteran, marital status, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or this state, national origin, pregnancy, political affiliation, race, religion, sex, or sexual orientation.

A student who believes that he or she is the subject of discrimination, harassment, or retaliation prohibited by this policy may discuss the matter with the person responsible for the behavior. If the student wishes to pursue the matter but for any reason feels uncomfortable confronting or does not want to discuss the matter with the person responsible for the behavior, the University strongly encourages the student to contact Office of Equity/Diversity Services (EDS). If a student discusses the matter with the Dean of Students, the Dean of Students will consult with the Director of EDS to determine how to proceed. A student can also file a complaint with the U.S. Department of Education Office for Civil Rights.

### **Office of Equity/Diversity Services**

Mitchell Hall, Rm. 359

414-229-5923

[diverse@uwm.edu](mailto:diverse@uwm.edu)

<https://uwm.edu/equity-diversity-services/>

More info:

<https://apps.uwm.edu/secupolicies/storage/other/S47%20Discriminatory%20Conduct%20Policy.pdf>

### **Title IX/Sexual Violence**

Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator ([titleix@uwm.edu](mailto:titleix@uwm.edu)). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit:

<https://uwm.edu/sexual-assault/>

### **Academic Misconduct**

Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

An instructor who believes a student has engaged in academic misconduct first discusses the matter with the student. Following the meeting, if the instructor concludes that misconduct occurred, the instructor may impose a sanction of reprimand, a repeat assignment, lower or failing grades for the assignment or course, or removal from the course. All sanctions may be appealed to a hearing committee.

More info: <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

### **Complaint Procedures**

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Head of Geosciences Department:

Dr. John L. Isbell

[jisbell@uwm.edu](mailto:jisbell@uwm.edu)

Lapham Hall 234

More info:

<https://apps.uwm.edu/secupolicies/storage/other/S47%20Discriminatory%20Conduct%20Policy.pdf>

### **Grade Appeal Procedure**

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters and Sciences. More info:

[https://apps.uwm.edu/secupolicies/storage/other/S\\_28\\_Grade\\_Appeal\\_by\\_Students.pdf](https://apps.uwm.edu/secupolicies/storage/other/S_28_Grade_Appeal_by_Students.pdf)

<https://uwm.edu/letters-science/advising/answers-forms/policies/appeal-procedure-for-grades/>

### **Names/Pronouns**

I will gladly honor your request to address you by your preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you need any assistance please reach out to the UWM LGBTQ+ Resource Center.

More info: <http://uwm.edu/lgbtrc/>