Course Number: GLY 2601C  
Course Title: Introduction to Paleontology  
Div/Dept Code: NSCI SPGE  
Subject Code: GLY  
Effective Term: 20091  
End Term:  
Course/Credit Type (Check One only):  
- Lecture Hours: 45  
- Lab Hours: 30  
- Clinical Hours:  
- Other:  
- Clock Hours:  
- Total Credits: 4  
- CEU Approved: Yes  
- Number of enrollment times for credit: 1  
Grading: A-F  
Prerequisites: None  
Corequisites:  
- General Education: Yes, AA and AS  
- Gordon Rule: Yes, AAS Only  
- Oral Communication: Yes  
- Computer Technology: Yes  
Scheduling:  
- Fall:  
- Spring:  
- Summer: All  
- As needed:  
Special Equipment/Facilities: Binocular microscopes  
Recommended Text/Software:  
- ISBN: 978-1-4051-9336-8  
Prepared By: Jon Bryan  
Director/Chair Approval: Darryl Ritter  
Curriculum Committee Action: Approved  
Vice President for Instruction:  
President:  
Course Dictionary Update by:  

Course Catalog Description:  
An introductory survey of the science of paleontology. Subjects include taphonomy, systematics, processes of evolution, causes of extinction, functional morphology, paleoecology, biogeography, and biostratigraphy. Laboratory work on the anatomy and classification of major phyla of both extinct and extant groups of organisms, including monerans, protists, plants, macroinvertebrates, and vertebrates. Field trips to local or regional fossil sites.
COURSE SYLLABUS — PART II
COURSE GOALS

Course Number GLY 2601C  Title Introduction to Paleontology

Prepared by Jon Bryan  Date 07/15/2008

Director/Chair Darryl Ritter  Date 07/15/2008

Criteria: (1) Direction oriented; (2) student oriented — written in terms of what students will accomplish; (3) provide the lay reader with an understanding of the substance of the course; and (4) the number of statements should be sufficient to clearly identify the mission of the course.

<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Statement</th>
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</table>
| 1           | Student Outcomes – The student will:
|             | The student will demonstrate understanding of general and theoretical concepts in the field of paleontology, including: taphonomy, systematics, processes of evolution, causes of extinction, functional morphology, paleoecology, biogeography, and biostratigraphy. |
| 2           | In a lab setting, the student will identify and classify major phyla of both extinct and extant groups of organisms, including: monerans, algal and protozoan protists (microfossils), plants, macroinvertebrates, and vertebrates. |

In addition to the specific course goals listed above, this course also addresses the college’s Scientific and Quantitative Reasoning General Education Goal/Outcome through the following Student Learning Outcomes (SLO’s):

- SLO 1: The student will demonstrate fundamental knowledge of the terminology, major concepts, and theories of one or more fields in the physical or biological sciences.
- SLO 2: The student will distinguish among fact, scientific law, hypothesis, and theory, including the scientific method.
A specific objective is one in which the outcome and the level of achievement are defined in measurable terms.

<table>
<thead>
<tr>
<th>Object No.</th>
<th>Related Goals</th>
<th>Objectives (Student Learning Outcomes)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 SLO 1, SLO 2</td>
<td>The student will demonstrate understanding of the methods of paleontologic research, including the historic/forensic nature of this field, geologic time, plate tectonics, the interpretation/reconstruction of past environments, and the processes of fossilization.</td>
<td>The students’ understanding will be measured by objective examination and/or written essay. A grade of “C” denotes basic competency. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
</tr>
<tr>
<td>2</td>
<td>1 SLO 1</td>
<td>The student will demonstrate comprehension of the methods of taxonomy, the species concept as applied to fossils, and morphological and ontological variation of fossil organisms.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>3</td>
<td>1 SLO 1</td>
<td>The student will demonstrate a basic knowledge of paleoecology (including concepts of autecology and synecology), historical biogeography, and biostratigraphy.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>4</td>
<td>2 SLO 1</td>
<td>The student will demonstrate proficiency in the identification of major groups of organisms that are represented in the fossil record, including basic anatomy, higher taxa, and species identification.</td>
<td>SAME AS ABOVE</td>
</tr>
<tr>
<td>5</td>
<td>2 SLO 1</td>
<td>The student will collect, prepare, and identify fossils in the field.</td>
<td>Participation in one or more field trips conducted during the semester and laboratory exams on collected material. A grade of “C” denotes basic competency. The specific percentage for the “C” may vary with the instructor, but in no case is a “C” awarded for less than 70% mastery of the assignment.</td>
</tr>
</tbody>
</table>

Use additional pages as needed