



Syllabus

- Semester and Year: Fall 2026
- Course Title: Physical Geology: Dynamic Earth
- Course Prefix and Number: GLG101IN
- Section Number:
- Credit Hours:
- Start Date: 9/7/2026
- End Date: 12/18/2026
- Room Number: Online
- Meeting Days: Online
- Meeting Times: Online
- Class Format: Online

Instructor Information

- Instructor: Merry Wilson
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- Phone: 480.423.6392
- Office Location: NS130
- Office Hours: M 10-11, T 1:30-2:30, W 3:30-4:30, Th 10:30-11:30, F by appt

Course Description

Introduction to Earth's materials, surface and internal geologic processes, plate tectonics and geologic time. Includes practical experience in rock and mineral identification, topographic maps, and applied problems in geology.

Prerequisites and/or Corequisites

None

Course Competencies

1. Describe how scientific inquiry has shaped commonly held ideas about the physical structure of Earth. (I)
2. Relate the importance of geology to humans. (I)
3. Compare and Contrast the characteristics of the various internal layers of the Earth. (I)
4. Compare and contrast Earth and other planets in our solar system with respect to geological processes and their compositions. (I)

5. Explain the theory of plate tectonics and distinguish between the three main types of plate boundaries. (II)
6. Describe the building blocks of matter and explain how they relate to mineral formation. (III)
7. Describe the physical properties of common minerals and use them to identify minerals. (III)
8. Differentiate between the three major rock types and explain the processes that transform one rock type to another. (III)
9. Compare and contrast the textures of common igneous, sedimentary and metamorphic rocks and use them to identify hand specimens. (IV, VI, VII)
10. Describe the nature of magma and distinguish between the major type of volcanic cones. (IV)
11. Compare and contrast mechanical and chemical weathering processes based on visual evidence. (V)
12. Describe sedimentary environments and identify various sedimentary structures. (VI)
13. Compare and contrast metamorphic environments and describe their associated textures. (VII)
14. Explain how geologic strata can be related to time and describe the nested divisions and subdivision of Earth's history in the geologic time scale. (VIII)
15. Distinguish between common geologic structures found in crustal rocks. (IX)
16. Compare and contrast the three types of seismic waves, explain where earthquakes occur in relation to plate boundaries and describe hazards associated with earthquakes. (X)
17. Investigate landform processes such as mass wasting, streams, groundwater, coastlines, deserts, or glaciers and describe their associated erosional and depositional features. (XI)
18. Demonstrate the ability to read and interpret topographic maps by locating points on a map, identifying landforms and creating topographic profiles. (XII)
19. Identify basic geologic structures shown on geologic maps and cross-sections. (XII) as the characteristics of the various internal layers of the Earth. (I)

General Education & Institutional Learning Outcomes

General Education provides foundational learning experiences that contribute to academic and career success. It is reflected in [Scottsdale Community College's Institutional Learning Outcomes](#): Arts & Humanities Awareness, Career Readiness, Critical Thinking and Problem Solving, Effective Communication, Information Literacy, and Social Responsibility. Students who take GLG101IN will learn focus on enhancing their critical thinking and problem solving.

Program Learning Outcomes

Credit-bearing courses at Scottsdale Community College can count toward the completion of a degree or certificate program. Each program has Program Learning Outcomes, which are learned assets that students can claim to have acquired by completing their academic or occupational program at SCC. Program Learning Outcomes can be found on the [Degrees and Certificates page](#) of the SCC Website. For each degree, look under "What You'll Learn."

This course is a General Education course that is foundational to many degree programs and a key component of the Arizona General Education Curriculum (AGEC) certificate program. This course fulfills a science requirement for the AGEC.

This course most directly applies to the Associate of **Science**, Emphasis in **Geology**, however it is designed with the general education student in mind.

Texts and Course Materials

ScreenPal or other free screen capturing software.

Microphone

Web Camera

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Academic Misconduct. Cheating will not be tolerated. You are expected to complete the course using materials provided ONLY. Do not search online for answers to materials. I have access to metrics that will flag a student's work for Academic Misconduct. If your assignment is flagged, you will receive a zero with an opportunity to be re-awarded points after a one-on-one conversation over the material. After three unmitigated zeros, you may receive an F in the class.

You **will be** withdrawn from the course if:

1. You do not complete the introductory exercise within 2 days of the course start.
2. You ask (up until the 11th week of the semester) and remain in good standing (see course policies above).
3. You do not complete two consecutive weeks of course materials.

You **will NOT be** withdrawn from this course if:

1. You have asked to remain in the class after contact concerning #3 above. I will not ask again. You're in the class at this point!
2. After the 11th week of the 14-week semester.
3. Your first two weeks of inactivity is not completed (#3 above) by the 4th week of the semester. This means that if you stop showing up in week 3 of the semester, you will only have been inactive for 1 week by the 4th week and **will not** be automatically withdrawn.
4. You have violated course policies regarding Academic Misconduct.

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours are the weekly time students spend directly learning with their instructor or course activities. These activities include, but are not limited to, lectures, discussions, labs, group work, and viewing recordings. Instructional contact hours vary by course; refer to the [MCCCD course bank](#) for your course's details.

Minimum course expectations include the number of hours students are expected to spend outside of class (weekly) completing coursework. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- ScreenPal
- Adobe Creative Cloud

Exam Proctoring Tools

Respondus LockDown Browser and Respondus LockDown Browser with Monitor

Respondus LockDown Browser secures online exams by locking down the testing environment within Canvas. LockDown Browser prevents access to other applications and many common functions on a computer while an assessment is active. Some of the exams in this course require the use of this software. A LockDown Browser download link will be provided within the Canvas course. For further information, see the [Student Resources](#) page provided. For your reference, read the [System Requirements for LockDown Browser](#) and [LockDown Browser Terms of Use](#).

Respondus LockDown Browser with Monitor requires a room scan prior to all testing sessions.

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

No Generative Artificial Intelligence (AI) Allowed

In this class, all work submitted must be your own. The use of generative AI tools will be considered academic misconduct (see Administrative Regulation 2.3.11 1.B(b)) and will be treated as such. If you are unsure if the tool or website you are using is a generative AI tool, please contact the instructor for further clarification before using the tool or website. Though no generative AI is allowed, submitted answers will go through an AI checker, if the student answer is flagged as greater than 25% AI written, you will receive a zero for the entire assignment.

Grading Standards and Practices

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

Assignment Name	Points	Percent of Grade
Knowledge Checks	Various	25%
Knowledge Check Quizzes	Various	25%
Discussion Boards	Various	25%
Labs and Lab Quizzes	Various	25%
TOTAL:		100%

Knowledge Checks and Unit Quizzes (50% of total)

- Reading and Videos
- Contain embedded assessments at variable point totals
- Can take each twice, highest grade is recorded
- At the end of every 2 weeks, there will be a quiz related to the material that will be administered with Respondus Lockdown (with webcam).

Discussion (30%)

- Posting Writings and Videos to Discussion Boards
- Responding to other student posts
- Graded at variable point totals

Lab Activities (35%)

- Lab activities are designed to be an application of understanding.

- Lab activities can be taken multiple times to receive the highest score (unless otherwise specified).
- Lab quizzes require lockdown browser with webcam

You have a 48-hour grace period with no penalty to turn in late work with one exception - No late discussion responses will be allowed (discussion original posts are accepted up to 48 hours late). After that, late work is not accepted. No late work is accepted, regardless of due date, after the official end of the course.

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regularly scheduled student support hours as stated in the syllabus.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email, or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

Students can expect a response time of **24 hours**, Monday through Friday, 5 pm (except holidays) for the instructor to respond to messages sent via the Canvas Learning Management System or merry.wilson@scottsdalecc.edu. Emails received after 5 pm Friday will be responded to on Monday morning. Students can expect assignments to be graded within **one week** of the assignment's due date.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning centers' hours and procedures.

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements

explain your rights, available support, and where to go for help or more information. Please review the following policies:

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. physical, sensory, neurological, chronic illness, mental health, learning disabilities, or other health concerns). If you require accommodations for this course, please contact [Disability Resources and Services](#) (DRS) at your college.

Contact with [DRS](#) should be made as soon as possible to ensure academic needs are met in a reasonable time. Additional information can be found in the [Non-Discrimination Statement](#) and [MCCCD Non-Discrimination Policies](#).

[Addressing Incidents of Title IX Sexual Harassment](#)

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.