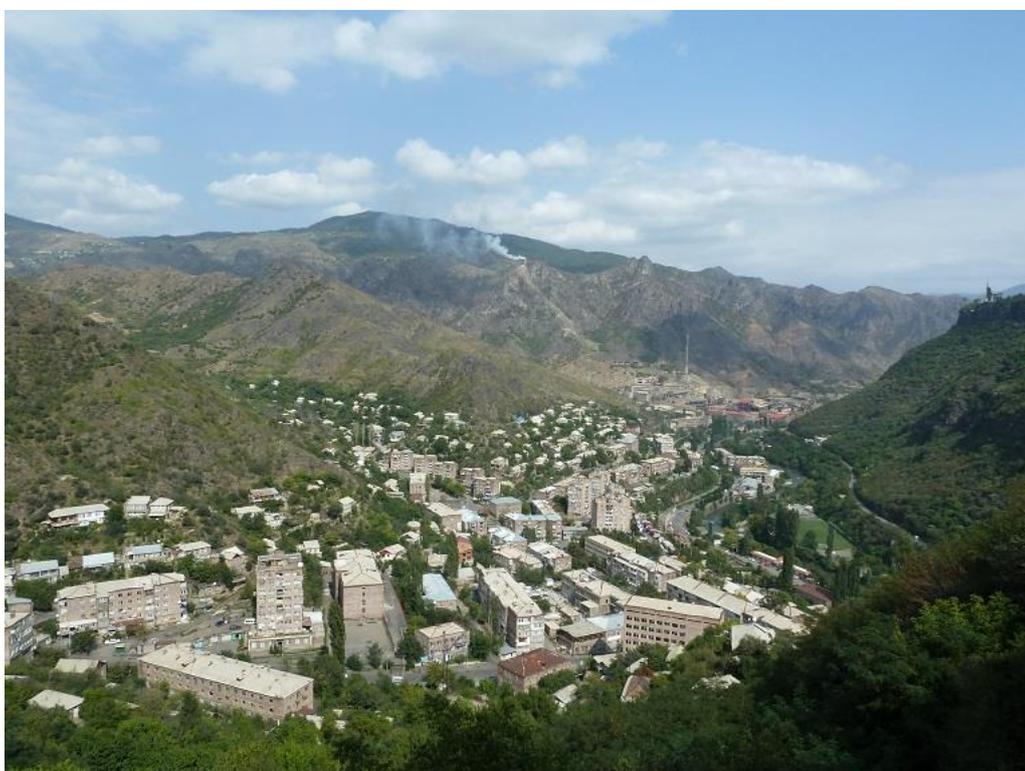


## **School of Geographical and Earth Sciences**

### **Level 1 Course Handbook - 2018-2019**

#### **EARTH1001: Planet Earth**

#### **EARTH1002: Using the Earth Sustainably**



*Alaverdi copper mine, Armenia: What are the local rocks made of? Why do they contain Cu minerals? How are they mined? What environmental problems do we need to solve as a result? These are the tasks for a trained geologist. Photo: I. Neill (2012).*

#### **Course convenors:**

**Dr Lydia Hallis** – [lydia.hallis@glasgow.ac.uk](mailto:lydia.hallis@glasgow.ac.uk)

**Dr Hannah Mathers** – [hannah.mathers@glasgow.ac.uk](mailto:hannah.mathers@glasgow.ac.uk)

**[www.gla.ac.uk/schools/ges](http://www.gla.ac.uk/schools/ges)**

**<http://moodle2.gla.ac.uk/course/view.php?id=3152>**

**<http://moodle2.gla.ac.uk/course/view.php?id=3155>**

## Welcome to the School of Geographical and Earth Sciences

Thank you for choosing to study Level 1 Earth Science and the Environment. We hope you enjoy your time with us and we look forward to welcoming many of you into Level 2 Earth Science and the Environment, and eventually the BSc Honours courses, BSc Geology and BSc Earth Science.

This handbook contains all the basic information about EARTH1001 and EARTH1002 you should need.

Page	Information
3	The Gregory Building – locations and regulations
5	Staff members who'll be teaching this year
7	Outline of course requirements
10	Course: quizzes, lectures, labs, poster, essay, trip
13	If something goes wrong: what do I do, who do I contact?
15	Rules and regulations: grading work, plagiarism

Please note that lots of information and lecture notes, plus a sign-up for the EARTH1001 trip - are on <http://moodle2.gla.ac.uk>. You must visit this page regularly. There is a handy forum for you to post questions for students and staff to discuss.

University staff communicate with you only by e-mail. Read your messages daily, connect your e-mail to your smartphone and respond promptly to all relevant e-mails. This includes out-of-term time when we may pass on information or opportunities – we're not on holiday!

Communication between students and academic staff should be conducted during working hours. Some staff do reply to messages outside of these, but never expect it. Avoid sending difficult-to-respond items either late on Fridays or at the weekend. Keep to 'smart informal' e-mail etiquette and address people as politely as you would in person for best results.

There is a staff-student committee which meets once per semester to discuss course-related issues. There will be representatives elected early in the year.

G.U.E.S.S. (Glasgow University Earth Science Society) meets in the Level 1 lab weekly after hours. Small annual fee and a great way to meet other folk in Earth Science to get advice/banter/drinks/snacks and help organise great events. Keep an eye out on Facebook.

**Finally, a fee of approximately £15 is levied against the EARTH1001 module, covering the costs of the lab book, other printing and a hand lens. An invoice will appear on MyGlasgow Students during autumn and you should pay via the Finance Office or online. The School does not handle cash. If you quit the course after receiving materials, you are still due to pay this fee and there is no negotiation. The field trip to Holyrood Park, Edinburgh, will be conducted at your own expense (~£15 return by train but you may find cheaper options on the bus).**

We hope you enjoy the course!

Lydia Hallis and Hannah Mathers

Co-convenors, Level 1 Earth Science and the Environment

September 2018

## **The Gregory Building – locations and regulations**

### **Locations and key contacts**

Lectures and tutorials take place in the location specified on your timetable on MyCampus. All laboratory classes take place in the Gregory Building at the south end of Lilybank Gardens (behind the Boyd Orr Building on University Avenue). The **Level 1 laboratory** is Room 227, accessed by forking right as you enter the building and going through the double doors to the second door on your right.

The school has an open door policy and all staff can be found on Level 4 or 5 of the Gregory Building, except Hannah Mathers who is usually in the East Quad (Geography).

The school office deals with general enquiries. It is Rm. 507 (top floor) at the end of the left hand side of the main corridor. Check the door for opening hours. Jacqueline McKie deals with Level 1 and 2 students ([jacqueline.mckie@glasgow.ac.uk](mailto:jacqueline.mckie@glasgow.ac.uk)). For students with additional support needs, our school contact is Margaret Jackson. She will contact you if you are allowed extra time or a separate exam space ([margaret.jackson@glasgow.ac.uk](mailto:margaret.jackson@glasgow.ac.uk)). Any student with a disability should contact Disability Services at the start of term to ensure adequate support can be offered during the term and particularly exam periods.

If you have particular questions about: swapping degree intentions, Absence or Good Cause regulations, please contact our Teaching Administrator, Anne Dunlop ([anne.dunlop@glasgow.ac.uk](mailto:anne.dunlop@glasgow.ac.uk)).

### **Health and safety**

Full details of safety rules and recommendations are in the Safety Handbook available in all laboratories and the office. Yvonne Finlayson (Room 401 in the East Quadrangle, [yvonne.finlayson@glasgow.ac.uk](mailto:yvonne.finlayson@glasgow.ac.uk)) is chair of the health and safety committee and has responsibility for taking accident reports from the school or fieldwork.

You should not be exposed to working research laboratory conditions in Level 1, but you will be asked to sign health and safety forms for the Holyrood Field class.

### **General safety in the Gregory Building**

Cards are posted in all laboratories and in prominent positions explaining how to obtain help in an emergency. Safety in a workplace such as the School is largely common sense.

- keep all floor areas and benches clear of obstructions
- dispose of rubbish and tidy loose papers immediately after use
- do not interfere with electrical apparatus and report defects immediately

### **Use of laboratories**

Although you will only be in classes of 25 or so, the Level 1 laboratory is used by over 200 people, so keep it tidy. The laboratory is used for drinks receptions by the several societies, so we can't totally ban food and drink. That said, **take care with food or drink packages, and keep food outside during class hours and never near equipment or samples**. Collections of minerals, rocks and fossils are stored in the cabinets under the front and side benches. Microscopes are kept by the window.

Students are free to work in the Level 1 lab when no classes are on. The laboratory is open 09.00 – 17.00 Monday to Friday, barring public holidays. Provision of such access is given on trust. **Abuse it and lose it.**

Collections of minerals, rocks and fossils in the laboratories should be consulted but **must** be returned to their **correct** box after use. Collection specimens are difficult to replace - treat them with great care and do not damage or mark them in any way. If a microscope, specimen or thin section is broken, report the breakage to one of the course co-ordinators immediately so that they can be repaired or replaced. The person using the material is responsible for its return. **Lights are operated from the front bench – ensure all are off if you are last to leave.**

### **Procedure in the event of fire**

#### **If you discover a fire:**

- Sound the alarm by shouting and finding the nearest fire alarm.
- Tackle the blaze using the nearest equipment if it is safe to do so.
- Leave the building as soon as possible, do NOT use the lift. Phone the Fire Service by telephoning from the nearest telephone not threatened by the blaze - 4444 if using a University extension; 999 if an external telephone.

#### **If you hear the alarm:**

- Proceed to and remain at the assembly point which is the piece of bricked road between the Gregory Building and the Queen Margaret Union. Use the nearest exit.
- Do not delay by attempting to collect personal belongings.

### **First aid in the Gregory Building**

First Aid facilities for minor accidents are available in most workshops, laboratories and at the janitor's desk in the entrance hall. A list of current approved first aid certificate holders can be found in corridors of levels 4 and 5 of the Gregory Building. In the case of a serious accident, Yvonne Finlayson (see above) should be contacted - as should the Student Health Service (01413 304538).

Many members of staff have also undertaken a Mental Health First Aid course sponsored by NHS Scotland. If you have any concerns about your mental well-being, including anxiety, stress, depression or suicidal thoughts, trained staff are listed on a display at the entrance to the school office. Consult any of those you are comfortable with.

### **Fieldwork**

The details of a field course to Holyrood Park, Edinburgh, are in this handbook and there is a sign-up form on Moodle. You must complete this course in order to obtain the 20 credits for EARTH1001.

## Staff for labs and lectures in Level 1 Earth Sciences

		<b>Courses taught</b>	<b>Research interests</b>
	<p style="text-align: center;">Dr Lydia Hallis Lecturer and L1 Co-coordinator <a href="mailto:lydia.hallis@glasgow.ac.uk">lydia.hallis@glasgow.ac.uk</a></p>	<p style="text-align: center;">1X: Planet Earth 1X: Building Blocks</p>	<p style="text-align: center;">Planetary geology, water in the solar system, mantle geochemistry and alteration minerals</p>
	<p style="text-align: center;">Dr Hannah Mathers Lecturer and L1 Co-coordinator <a href="mailto:hannah.mathers@glasgow.ac.uk">hannah.mathers@glasgow.ac.uk</a></p>	<p style="text-align: center;">1X lab leader 1Y lab leader 1Y: Geoscience for the Quaternary Plus a range of Geography courses</p>	<p style="text-align: center;">Learning and Teaching; glacial geomorphology; landscape evolution</p>
	<p style="text-align: center;">Dr Brian Bell Lecturer <a href="mailto:brian.bell@glasgow.ac.uk">brian.bell@glasgow.ac.uk</a></p>	<p style="text-align: center;">1X: Volcanoes</p>	<p style="text-align: center;">Volcanology; field studies; North Atlantic Igneous Province; petroleum geology</p>
	<p style="text-align: center;">Professor Martin Lee Head of School <a href="mailto:martin.lee@glasgow.ac.uk">martin.lee@glasgow.ac.uk</a></p>	<p style="text-align: center;">1X: Erosion and Deposition</p>	<p style="text-align: center;">Electron and ion probe studies; planetary sciences; Martian geology; weathering</p>
	<p style="text-align: center;">Dr Cristina Persano Senior Lecturer <a href="mailto:cristina.persano@glasgow.ac.uk">cristina.persano@glasgow.ac.uk</a></p>	<p style="text-align: center;">1X: Moving Mountains</p>	<p style="text-align: center;">Landscape evolution; thermochronology; Internationalisation and Student Mobility</p>
	<p style="text-align: center;">Professor Rod Brown Professor of Earth Sciences <a href="mailto:roderick.brown@glasgow.ac.uk">roderick.brown@glasgow.ac.uk</a></p>	<p style="text-align: center;">1X: Moving Mountains</p>	<p style="text-align: center;">Thermochronology; landscapes; remote sensing and digital geoscience</p>
	<p style="text-align: center;">Dr John MacDonald Lecturer <a href="mailto:john.macdonald.3@glasgow.ac.uk">john.macdonald.3@glasgow.ac.uk</a></p>	<p style="text-align: center;">1Y: Sediments and the Sea</p>	<p style="text-align: center;">Isotope geothermometry and geochemistry; hydrocarbons; climate</p>
	<p style="text-align: center;">Dr Iain Neill Lecturer <a href="mailto:iain.neill@glasgow.ac.uk">iain.neill@glasgow.ac.uk</a></p>	<p style="text-align: center;">1Y: Resources/using the Earth sustainably</p>	<p style="text-align: center;">Igneous geochemistry; plate reconstruction; volcanism and tectonics</p>

You will also meet PhD students from the School of Geographical and Earth Sciences, who will be your lab leaders and lab demonstrators, and tutors for the fortnightly tutorial sessions.

## An outline of EARTH 1001 and 1002 requirements

You attend 3 lectures per week and either one 2-hour lab class or one 2-hour tutorial, depending upon your personal timetable which you can download to your phone. There will be fortnightly quizzes, different continuous assessment components (a poster in 1001 and an essay in 1002) and a laboratory test. 1001 contains a field trip to Holyrood Park in Edinburgh which is compulsory for all students.

### Assessments

<b>IN EARTH1001</b>	<b>% of module mark</b>	<b>How is it assessed?</b>
Quizzes	10	One per fortnight conducted in the tutorial sessions.
Poster	20	Working in small groups, produce a poster on a topic of your choice and present this poster at the end of the semester. All necessary guidance will be on Moodle at the time. Submission/plagiarism checking via Moodle.
Practical examination	30	In the final lab of the semester you carry out a variety of practical tasks related to the lab course (90 minutes).
Written examination	40	1/3 <sup>rd</sup> short answer questions and 2/3 <sup>rd</sup> s longer answer essay-style questions (60 minutes).
One-day field trip to Holyrood Park	0	Compulsory trip to obtain credit, assessed in the written examination.

<b>IN EARTH1002</b>	<b>% of module mark</b>	<b>How is it assessed?</b>
Moodle quizzes	5	As per 1001.
Essay	25	A 4-page essay on a topic related to the course. All necessary guidance is in this booklet. Submission/plagiarism checking via Moodle.
Practical examination	30	As per 1001
Written examination	40	As per 1001.

All assessments follow the University's Code of Assessment, and all are mapped to the standard 22-point scale (see information below). The Code of Assessment can be found at [http://www.gla.ac.uk/media/media\\_124293\\_en.pdf](http://www.gla.ac.uk/media/media_124293_en.pdf). There are no intended grade distributions so you are judged purely on your own performance, not against others.

## **Have you thought about what drives you to take Earth Science?**

Many students take EARTH 1X (and 1Y) as a 'third subject'. Please remember that you need to sit at least **75% of course assessments (exams and continuous assessments)** to obtain 20 credits. **You must also attend 75% of classes where we scan your student card otherwise you will automatically be awarded CR (Credit Refused), cannot take the resit exam, and cannot obtain credit for this course.** We want you to try your hardest and hope to persuade you to move on to Level 2 and Honours with us. Earth Science cannot be taken as an 'easy option for credits', no matter what your Advisor of Studies tells you. Many students find this course hard if they are not willing to put the effort in.

### **Course textbook(s)**

**You should purchase or loan at least one book for L1.** At University, and particularly as you progress to Honours, lectures become progressively less about 'giving you information to pass the exam' and more about feeding you the starting materials from which you construct your knowledge via readings and activities. Reading around a subject is a vital skill and you must practice it from Day 1. For 1001 and 1002, either are acceptable:

**Understanding Earth by Grotzinger and Jordan. 7<sup>th</sup> Edition, 2014. W.H. Freeman**

or

**EARTH: Portrait of a Planet by Marshak. 5<sup>th</sup> Edition, 2015. Norton Science**

Earlier editions of either book can be found cheaply on the internet and they're perfectly acceptable. Check Facebook or the noticeboard in the lobby in case previous students are selling their copies. Staff may direct you to readings, but it is your responsibility to find relevant material from whatever source you think appropriate.

A good geological dictionary can also be a great help, for example:

**A Dictionary of Geology and Earth Sciences by Allaby, 2013. Oxford University Press**

You may also find that some of the geological structure lectures and mapping labs in 1001 and 1002 are not well covered by the above texts. A possible replacement would be:

**Geological Maps: Their solution and interpretation by Bolton, 1989. Cambridge University Press**

Bolton's book (many times reprinted) contains exercises to help you practice your skills.

You may find other textbooks helpful or come across material online, for example guides by the University of Leeds. This one is on mapping and structures:

**[www.see.leeds.ac.uk/stepup/pdfs/Introduction%20to%20maps.pdf](http://www.see.leeds.ac.uk/stepup/pdfs/Introduction%20to%20maps.pdf)**

We certainly recommend that you do your own rooting around for information.

## **Progression to Level 2 Earth and Environmental Science**

Progression requirements are currently a D3:9 (40%) in both 1X and 1Y to enter Level 2 Earth and Environmental Science, plus D3:9 overall in your 120 credits at Level 1.

Courses are significantly more advanced than Level 1. Consider carefully if Earth Science is the right choice for you if your Level 1 average is below a C grade. If you then wish to enter Honours in the subject, you will have access to:

<b>BSc (Hons) in Geology</b>	<b>BSc (Hons) in Earth Science</b>
An integrated, problem-solving geology course with a strong emphasis on field-based and applied skills, which will set you up strongly for careers in mining, hydrocarbons, academic research, analytical geochemistry, field-based geosciences, geotechnical engineering and the like.	An environment-focused course with the core of the Geology BSc, but including an independent project, and access to Physical Geography options. Prepares you for environmental consultancy, public service, environmental academic research, and more.
<b>MSci in Geology (optional 5<sup>th</sup> year)</b>	
To qualify for this course you will need a B3 or above at the end of your third year. The Msci will be particularly useful for those wanting an academic career or to hone industry-relevant research. 50% research project designed in conjunction with staff, 50% advanced techniques in geology and science communication. Boost your PhD application prospects!	

To enter Honours, you need 240 credits from all subjects in Level 1 and 2, a Grade Point Average of  $\geq$ D3:9, 200 of these credits at a minimum of D3:9 (i.e., if you struggle to pass your third subject, it is not the end of the world).

You shall have completed 1X and 1Y, then have sat and obtained a GPA of  $\geq$ C3:12 for Level 2 Earth modules, with no grade below D3:9. You need to attend the 2B residential class (Arran, for one week in Easter 2020).

There is an Earth Studies option, which is a 3-year non-Honours *Designated Degree*. You need to obtain a GPA of  $\geq$ D3:9 for all Level 2 modules, with no grade below D3:9. You also need to attend the 2U residential class. Contact your Advisor of Studies if you have any questions.

### **Points win prizes**

The student with the best examination performance (written exam) aggregated across the two Level 1 exams will receive the first Joseph Black Medal. The student with the best laboratory assessment performance aggregated across Level 1 receives the second Joseph Black Medal.

The top five students for the year in terms of overall grade will receive the JW Gregory Award. All awards come with voucher prizes.

# Course components

## Lectures

Lectures are on Tuesdays, Wednesdays and Thursdays at 9 am.

Lecture material and additional information is available on Moodle. You may wish to print notes and take them to class, but bring a notepad and pen or keep the notes on a tablet or phone for annotation. We may scan your student cards as an attendance monitor, so make sure to bring them. **There is no substitute for being present, listening, participating, and note-taking.** If you wish to record a lecture on a device, let the staff member know – it is encouraged. Some staff make their own lecture recordings (available on Moodle). Lectures are assessed in the written examination (see below).

## Laboratory classes in 227 Gregory Building – fortnightly

You will attend **one** of the four sessions scheduled during each week per your timetable. Each class has a maximum capacity of ~25 students. If you miss a class, or know you are going to miss one, attend one of the other times that week. The last lab of the semester is an examination. Your attendance in labs will be scanned by barcode reader on your student cards. Always bring your card with you. **If you do not attend 75% of the labs without good cause, you may be given CR (credit refused)** for the module.

Please bring:

- your lab/tutorial book and hand lens which will be given out in the first lab session.
- pens, pencils and colour pencils, sharpener, ruler.
- any lecture notes.

The laboratory classes are led by academics, and supported by a further academic demonstrator. You'll find the classes packed with practical group activities and you will pick up material really quickly.

The lab examination is in the Level 1 lab. Holidays, work or travel plans are **NOT** excuses for non-attendance. You will need to revise extensively, so it pays to attend and be switched on all semester.

## Tutorial groups in the Gregory Building – fortnightly

These will be scheduled per your timetable and are led by experienced PhD students. Each class has a maximum capacity of ~13 students. These classes are designed to:

- a) Cover laboratory content suitable for small groups.
- b) Make a focus group to discuss your poster or essay topics each semester.
- c) Give access to a friendly, supportive tutor and help you work together.
- d) Administer short quizzes which form part of the continuous assessment.

We hope you'll find tutorials good fun and an encouragement to study and get involved.

## Poster (EARTH1001 only)

Your tutorial group will be assigned 1-2 poster topics and it will be up to your group to choose the topic and follow the guidance given, and co-design a poster which will be presented in the lecture slots at the end of term. These posters are designed to:

- a) Let you study and research in a bit more depth, a topic of relevance to the subject.
- b) Get you co-operating with your colleagues and doing science together.
- c) Let you explore your strengths and weaknesses in research and groupwork.

### **Essay (EARTH1002 only)**

On Moodle, you will be assigned an essay topic based on your tutorial group. **The rules and guidance you must use to create a successful essay will be placed on Moodle.** We will schedule laboratory or tutorial sessions on getting the most out of essay writing in January. The essays are designed to:

- a) Let you study a topic in detail yourself.
- b) Explore the differences between writing at school and academic writing.
- c) Show how academic research is written and communicated to informed readers.

### **Trip to Holyrood Park, Edinburgh (EARTH1001 only)**

The trip is **compulsory** for all students. You will be responsible for making your way to and from Holyrood Park, and before going, you must do the following:

- Sign up for the date you wish to go on via a link on the Moodle page for 1X.
- Attend class where you fill out a H&S form and receive a short field safety training course.
- Ensure you have correct clothing for cold, wet and windy weather.

This day trip will run twice to accommodate everyone who wishes to go. Note that having a weekend job is not an excuse. Your employer must be flexible to your scholarship.

On each day, the trip begins at **11.15 am** at the public car park at the Holyrood House/Our Dynamic Earth entrance to Holyrood Park. **This means you must get a suitable means of transport, usually a train at ~0900 from Glasgow Queen Street.** Your attendance will be checked at the park entrance and the trip will finish at approximately **5.00-5.30 pm**. You pay for your travel and are responsible for how you arrive.

Inappropriate clothing for the weather will result in you being turned away at the start.

Before the trip, read the following information plus anything posted on Moodle:

<http://www.geowalks.co.uk/eso/HolyroodParkTeachersGuideLevel3-4-v4.pdf>

#### **Bring on the day:**

- warm, waterproof clothing
- stout waterproof walking trainers or walking boots (wellies OK this once)
- pencils; a few colouring pencils; ruler
- lunch, snacks and preferably something warm to drink
- we will bring your worksheets and clipboards

### **Theory (written) exam**

EARTH1001 and 1002 have 1 hr theory exams in December and April-May. They will contain approximately 20 short-answer questions and a choice of 2 from 5 long-answer questions (very short essays). Each essay question is based mostly on lecture material and requires you to write longer descriptions, comparisons, explanations, etc. The exam timetable is released by registry during each semester.

The exams are being changed from previous years: they are shorter, with far fewer questions. Past papers and feedback for 1001 and 1002 are therefore largely irrelevant: although you

might use them for revision. We will provide you with a single practice exam which can be found on the Moodle page and you can discuss with your tutor.

Key to obtaining a top score will be your ability to show connections between the different themes of the course as well as good knowledge and understanding.

We do not provide answers for past papers because we are not providing you with a memory test: you must read and *understand* not just memorise set answers. This is the major difference between studying for exams at school and here at University. We intend to use some tutorial time to guide you through exam question answering. We will also provide some helpful Grade-Related Criteria which should enable you to understand how to obtain the best possible outcomes.

Lecturing staff can help you if you have difficulty with a specific question or topic. Remember our open-door policy. There's also the student forum on Moodle.

We absolutely insist that students remove themselves from a culture of expecting pro-forma answers and for that reason we do not provide model answers to the example exam paper, the laboratory and tutorial book or essays.

## **Help – something’s gone wrong!**

### **What on Earth is Absence and Good Cause?**

The University has good guides to what is an absence and what is Good Cause.

<http://www.gla.ac.uk/myglasgow/senateoffice/policies/studentssupport/absencepolicy/>

[http://www.gla.ac.uk/media/media\\_420013\\_en.pdf](http://www.gla.ac.uk/media/media_420013_en.pdf)

Absence is typically the missing of classes during term, and Good Cause relates to non-submission of coursework, non-sitting of exams and impaired performance.

### **How to report absences or potential good cause.**

All Absence or Good Cause claims must be logged on the absence reporting system via your MyGlasgow Students page online. Open the absence as soon as possible and **close it when you return**. If you are ill or have a family bereavement get a doctor’s note or family line to back that up. Scan and upload the note to your absence record as soon as possible. Report problems to the course co-ordinators so they are aware. Absence of more than 5 days requires you contact your Advisor of Studies to discuss options.

#### Key points:

- 1) All claims **MUST** be registered within 5 working days of the event in question (e.g., the absence starting, or the examination or deadline missed).
- 2) You will normally have to wait until the end of the semester for confirmation that your claim has been accepted. A good claim, backed up with evidence, is likely to succeed, but a spurious claim (e.g., claiming late, or for something that really isn’t acceptable) will not, and you must take the consequences.
- 3) You can open a claim and then, when you get the evidence (e.g., doctor’s note) upload it later.

If you are ill at the time of either lab test and have uploaded relevant absence information, you will be afforded a catch-up opportunity very soon after the lab test. Therefore, if you complete other course components you should get your grade with everyone else. The same normally goes for essays. If you are ill for a written exam, upload your information and the exam board will generally award you ‘MV’ – this means you can re-sit the exam in August as a ‘first go’.

With no good cause or medical reason, you will be considered to have waived the exam and if you wish to sit it to meet the 75% of assessment requirement or get a better mark, you sit it in the August diet as a last opportunity. **Study must come before paid employment and if you are having difficulty with your employer you should report it to your advisor.**

### **My essay was late in EARTH1002**

Unexplained late essays will be penalised by 2 points on the 22-point scale per day or part day up to a total of 5 days/10 points after which you will receive H:0. Your essay could be just 1 minute late uploading to Moodle, but will still incur a 2-point penalty.

It is in your interest to inform a course co-ordinator and if necessary use the good cause reporting system if you are having difficulties. If you miss an essay deadline with good cause, we ask that you submit the essay typically no later than the length of the absence. **No official extensions are given – the only exception being some students registered with Student**

Support Services who may negotiate a few days' relief but only if confirmed in advance of a deadline.

Often a chat about your essay with a co-ordinator or tutor a couple of weeks before the deadline can enable you to complete your work. We strongly advise students to work on their essay from the first opportunity and complete it at least the Friday before the Monday 10 am deadline.

### **I've got problems at home or with my health which will affect my performance**

You should report this to your advisor but also to the course co-ordinators to that staff members can be sensitive to your circumstances and hopefully provide some support for learning. In medical cases, a note from a health professional should be supplied to your advisor and you might forward it to Lydia. If you feel you need special provision for the exam period (a separate room, computer or scribe, or a double desk space for leg or arm casts), contact Student Support Services as soon as possible at the start of term. There is a specific claim you can make for Good Cause on MyGlasgow Students, i.e. long-standing health or other issues which have suddenly worsened and affected your performance.

### **I missed Holyrood**

If you produce medical or other evidence of good cause, you will be requested to produce an essay related to the geology of Holyrood, which will require a score of  $\geq D3:9$  to obtain credit. If you fail to provide evidence, you will be awarded Credit Refused (CR) for the course.

## Pass or fail? Code of assessment and plagiarism

University work is assessed the best way it can be for a given assignment. The following are the different ways in which work is assessed and marks reported; it's important you understand what grades mean when they are reported back to you.

Band	Percentage %	Aggregation Score	Verbal Grade Descriptor and Class
A1	92-100	22	Excellent; First Class: Exemplary range and depth of attainment of intended learning outcomes (ILOs), secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.
A2	85-91	21	
A3	79-84	20	
A4	74-78	19	
A5	70-73	18	
B1	67-69	17	Very good; Upper second: Conclusive attainment of virtually all ILOs, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding.
B2	64-66	16	
B3	60-63	15	
C1	57-59	14	Good; Lower second: Clear attainment of most of the ILOs, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.
C2	54-57	13	
C3	50-53	12	
D1	47-49	11	Satisfactory; Third: Acceptable attainment of ILOs, displaying qualified familiarity with minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure.
D2	44-46	10	
D3	40-43	9	
E1	37-39	8	Weak; Fail: Attainment deficient in respect of specific ILOs, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations.
E2	34-36	7	
E3	30-33	6	
F1	27-29	5	Poor; Fail: Attainment of ILOs appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions.
F2	24-26	4	
F3	20-23	3	
G1	15-19	2	Very poor; Fail: Attainment of ILOs markedly deficient in respect of nearly all ILOs, irrelevant use of materials and incomplete and flawed explanation.
G2	10-14	1	
H	0-9	0	No convincing evidence of attainment of ILOs, treatment of the subject is directionless and fragmentary.

**QUIZZES:** marked as a **percentage**, and these will be summed up and averaged to produce an **aggregation score**. You should record your percentage after each tutorial session. At the end of term, you can calculate your own aggregation score.

**POSTERS:** each member of a poster group will receive the same **band** shortly after the posters are displayed and marks have been collated.

**ESSAYS AND LABORATORY EXAMS:** each student will receive their **band** via the **Moodle Gradebook** as per the university target of three weeks after the submission or sitting. It is our duty to inform you if there is to be any delay.

**WRITTEN EXAMS:** students, we hope, enter the written exam knowing their quiz, poster/essay, and laboratory exam scores. You will however **not** receive a published band for the written exam. You should be able to calculate the written exam band based on your other component scores and your published final band for the whole module.

**The published final grade for the module is reported to you on MyCampus and NOT anywhere else, including e-mail or Moodle, as per university regulations.**

### **Further details:**

An **Intended Learning Outcome** is something you should be able to do having sat this course.

**Grade-related Criteria** are specific abilities you should be broadly achieving to be awarded a grade (e.g. A, B, C, D or fail) in an assignment.

The **Moodle Gradebook** is on the Moodle page for the module in question. It's a way we can privately report back to you how you've done in a poster/essay or laboratory examination. It is only used for this purpose and does not contain correct calculations of your final grade.

### **How the final grade is calculated:**

Each **component** (e.g., quizzes, posters, essays, lab test, written exam) will have an **aggregation score** worth a **percentage** of the final grade. These percentages are set out earlier in this handbook and on the University of Glasgow Course Catalogue.

Each component's aggregation score is weighted by the percentage it's worth, and the weighted aggregation scores are summed up to generate the final aggregation score and then a **band** is awarded for that module.

*It is traditional (against arithmetical principle!) to round up a score of .45 to the grade above. An aggregation score of 17.45, for example, is rounded to 18 and thus the student would be awarded a band of A5.*

### **A worked example for EARTH1001 is thus:**

Alex completes all their tutorial quizzes, and obtains 5/10, 6/10, 8/10, 9/10 and 6/10. Alex's average is thus  $34/50 = 68\%$ , an aggregation score of 17.

Alex's poster group produces a satisfactory (see the Verbal Grade Descriptor) poster... they are given a band of D3, and thus an aggregation score of 9. Alex is a bit peeved, because they felt they'd worked a bit harder than the rest of the group.

For the laboratory exam, Alex studies extra hard to make up, and is awarded a band of A4 and thus an excellent aggregation score of 19.

At this stage, just before the written exam, Alex looks up what each component is worth. They calculate that, so far, they have an aggregation score of:

$$(17 \cdot 10\%) + (9 \cdot 20\%) + (19 \cdot 30\%) = 1.70 + 1.80 + 5.70 = 9.20.$$

To pass, Alex requires a minimum of 8.45. They have already achieved this, so could achieve a band of H (aggregation score zero) in the written exam. Remember they must sit the exam to obtain credits for the course. Alex can rest easy that he's doing well.

Nevertheless, Alex is determined to do better, and revises hard, achieving a band of B2 and thus an aggregation score of 16 in the written exam. This will contribute  $(16 \cdot 40\%)$  to their final grade, another 6.4 points, which brings their total aggregation score to  $9.20 + 6.40 = 15.60$ . That's rounded up to 16 and therefore a B2 for EARTH1001. Well done Alex!

Follow this procedure for your grades as you go, and we hope the hard work pays off.

## **What if I fail?**

It's not the end of the world.

Assuming there are no mitigating circumstances, if you fail a Level 1 course you are entitled to re-sit **the laboratory, essay and/or the written examination**, whether you failed that component first time or not, to try and boost your mark to a pass. No matter how well you do, the grade will be capped at D3:9. Your mark cannot go down in a resit.

Essay resits are rare, but a new essay title will be released in June for the student to work on over summer. **Penalties for lateness will be carried over to the resit grade**, and if a student is awarded H first time, the student cannot take the resit.

Lab exam resits will be held in August close to the day of the written exam resit. Be aware that choosing to do the lab exam resit relies on you being able to revise effectively, maybe even come to class during summer to see specimens.

You are automatically registered on MyCampus for a resit of the written examination if you fail. You should always aim to sit this exam. Resits will be scheduled for August.

A course co-ordinator will be in touch in early June to ask you to confirm your plans. If Earth Science is your third subject, you may decide to accept a 'fail' grade if your grade point average is acceptable (>D3:9) and you feel you will meet the minimum required number of passes in your Level 1 and Level 2 courses to enter Honours (200 credits). Half of students who fail EARTH1001/2 do this, but you must inform registry of your intent.

If you attend 75% of classes, sit 75% of the assessed work, and in EARTH1001, attend the Holyrood Trip, you will obtain your 20 credits for 1001 or 1002 whether you fail or not. Nevertheless, it is best to try your hardest always. You may find yourself needing Level 2 Earth Science modules for credit. You would be barred from this if you failed at Level 1.

Visit <http://www.gla.ac.uk/services/registry/support/exams/#tabs=5> for more details.

## **What other grades can be awarded?**

**MV:** (Medical Exemption) awarded when you have an accepted good cause claim. MV entitles you to a resit, a new 'first go' at work you missed. This normally takes place in the August resit diets. If you pass, you get your grade without penalty. If you fail again and have no further claim accepted, you sit the module on an 'exams only' basis, doing the missed exams at the next available opportunity but not attending class. At that point you will receive a grade capped at D3:9. Rarely, students have successive MV claims, but there must come a time when the student's fitness to study is queried, and they often will leave university. Don't let things get that far, seek help from staff and your Advisor of Studies.

**CW:** (Credit Withheld) you failed to complete 75% of components of assessment at the first time of asking. You must take the resit examinations in what you missed to have sat 75% or more of course components. Your grade will be capped at D3:9.

**CR:** (Credit Refused) you failed to complete 75% of components of assessment perhaps twice, or failed to engage with the course through attendance or compulsory classes. You did not have accepted absence or good cause claims. You will not obtain credit for the course and you must sit other courses to get the credits you require to progress.

## **Attitude to plagiarism**

Plagiarism is the least acceptable academic practice and the university takes a dim view on proven cases. If found guilty, a student at Level 1 will normally receive a mark of zero for the work. This will affect their likelihood of receiving a pass mark for the module, and a zero grade carries over to a resit should the student fail the module at the first time of asking. This is the official procedure from the University:

### **Introduction**

31.1 The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.

31.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Plagiarism includes inappropriate collaboration with others. Special cases of plagiarism can arise from a student using his or her own previous work (termed auto-plagiarism or self-plagiarism). Auto-plagiarism includes using work that has already been submitted for assessment at this University or for any other academic award.

31.3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Schools should provide guidance on other appropriate use of references in examination conditions.

31.4 Plagiarism is considered to be an act of fraudulence and an offence against the University Code of Student Conduct. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

31.5 The University reserves the right to use plagiarism detection systems, which may be externally based, in the interests of improving academic standards when assessing student work.

### **Referral**

31.6 Where a student is suspected of plagiarism the member of staff shall refer the case to the Head of School or his or her nominee (hereinafter referred to as Head of School) along with all appropriate documentary evidence (the piece of work in question duly marked-up, a copy of the original source of the plagiarism, information on the contribution of the piece of work to the overall assessment, etc). Any further consideration of that piece of work by the School shall be held in abeyance until the procedures set out below have been completed. The student shall be informed in writing that his or her marks have been withheld pending an investigation of suspected plagiarism. As part of any such investigation the University may review previously assessed material and rescind published marks or grades if necessary. If a student suspects a fellow student of plagiarism, then he or she should speak to a member of staff in the School concerned. The identity of the student making the report shall remain confidential. Where the Head of School has a potential conflict of interest (e.g. teaches or examines on the course concerned) then he or she should pass the case to another senior member of academic staff in the School.

31.7 The Head of School shall assess the extent of the suspected plagiarism and, if necessary, consult with the Senate Office. The Head of School will deal with suspected cases concerning non-Honours undergraduate students that are first offences and not considered to be severe. The Head of School will refer all Honours and postgraduate level cases, all suspected second offences, and cases of severe plagiarism directly to the Senate Office for investigation under the provisions of the Code of Student Conduct.

31.8 Whilst there is no definitive list, examples of cases which would be regarded as severe plagiarism include:

- i) any case of serious and or blatant plagiarism when considered in relation to the student's level of study and length of exposure to the procedures, practices and regulations of the University;
- ii) a first offence where a reduction in marks would put at risk the student's degree or direct progression;
- iii) any case, regardless of extent, where it is inappropriate to deal with it within a School.

### **Procedure before the Head of School**

31.9 At all times the principles of natural justice shall be observed.

31.10 With respect to undergraduate non-Honours cases that are first offences and not considered to be severe, the Head of School shall interview the student concerned. He or she can also interview any students who have

allegedly allowed their work to be copied. As soon as practicable, the student will be informed in writing of the alleged offence and of the requirement to attend for interview. The student will also be provided with a copy of the marked-up piece of work in advance of the interview.

31.11 The student shall have the right to be accompanied, assisted or represented at the interview by one of the following: a parent or guardian; a fellow student or other friend; an Officer of the Students' Representative Council; a member of University staff, or any person. At the beginning of the interview, the Head of School will ascertain who is to be the spokesperson for the student (the student or a representative). The foregoing notwithstanding, the Head of School shall have the right to question the student directly, where necessary.

31.12 The Head of School shall have a member of support staff present to keep a record of the meeting.

31.13 At the interview, the student will be shown a copy of his or her work, duly marked-up and be given a clear explanation of what he or she has allegedly done. The student will be given the opportunity to justify the work and be invited to admit or deny responsibility.

31.14 If the Head of School is satisfied beyond all reasonable doubt that an offence has occurred he or she may impose an academic penalty, which will take account of the extent of the plagiarism. The Head of School may reduce the marks or results up to the point where the academic rating for the piece of work in question is reduced to grade H. Consideration will also be given to resubmission opportunities; the maximum mark that can be awarded to any resubmission is the pass mark appropriate to the degree programme being followed. The student shall be given instruction about plagiarism and the necessity of properly acknowledging and referencing sources. If it is judged that the case is of a more serious nature than first believed, the Head of School may refer the case onwards for consideration by the Senate Assessors for Student Conduct.

31.15 If the Head of School is not satisfied that an offence has occurred but considers that the student has engaged in poor academic practice then the student should receive a warning, instruction about plagiarism and the necessity of properly acknowledging and referencing sources.

31.16 The student will be notified in writing of the outcome by the School. The School will send a copy of this letter to the Senate Office to be kept on record. The existence of a record for a particular student will be made known to any other School seeking to assess the seriousness of other issues (see §31.6 and §31.7).

31.17 If it is judged that there is no case for the student to answer, the student will be informed in writing and the piece of work in question will be marked in accordance with normal arrangements, without penalty. The Senate Office does not need to be notified of such instances.

31.18 The Head of School shall inform the Board of Examiners of any reduction in marks. The Board of Examiners shall not have the authority to revisit or alter academic penalties imposed by this process.

#### **Right of Appeal**

31.19 The student shall have the right of appeal to the Senate Assessors for Student Conduct in respect of any penalty imposed by the Head of School. A student who wishes to appeal must do so in writing to the Director of the Senate Office within 10 working days of the date of the issue of the written decision of the Head of School.

31.20 The Senate Assessors for Student Conduct will consider an appeal against the penalty imposed by a Head of School only on the grounds that:

- i) new evidence has emerged which could not reasonably have been produced to the Head of School;
- ii) there has been defective procedure at the Head of School level;
- iii) the penalty imposed by the Head of School was clearly unreasonable.

The letter of appeal must clearly specify the details of any new evidence, the manner in which the procedures were defective or in what respects he or she believes the Head of School has erred or been mistaken in imposing a penalty. The letter should also specify the remedy that the student seeks.

Let's hope you are never in the above situation. We wish you the best of luck and leave you with the advice to study hard, always look to the bigger picture of what you're learning, find enjoyment in what you do, and don't forget to ask when you're stuck.

Lydia and Hannah