

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Earth Sciences
Fiscal Unit/Academic Org School of Earth Sciences - D0656
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2207
Course Title Dead Ends and Dinosaurs: A History of Earth and Life
Transcript Abbreviation History Earth Life
Course Description Mass extinctions and their causes throughout Earth history. Links between climate and evolution of life over geologic time.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced Yes

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 40.0601
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Origins and Evolution

Course Details

Course goals or learning objectives/outcomes

- Articulate difficulty of literal reading of fossil record and recognize the biases that exist because of incompleteness of record
- Explain how Big Five mass extinctions are defined
- Compare and contrast causal mechanisms proposed for each of Big 5 mass extinctions
- Identify extinction mechanisms that may relate to extraterrestrial versus Earth-bound causes, including impacts and volcanism

Content Topic List

- Mass Extinctions
- Volcanoes
- Dinosaurs
- Fossils
- Extraterrestrial Impacts
- Evolution

Sought Concurrence

Yes

Attachments

- Concurrence EEOB.pdf: Concurrence-EEOB
(Concurrence. Owner: Sawyer, Derek)
- DLCoverSheet_EarthSciences_2207_DeadEndsandDinosaurs.pdf: DL-Cover
(Other Supporting Documentation. Owner: Sawyer, Derek)
- Cover letter for 2207 revisions.pdf: Cover Letter 4/18/25
(Cover Letter. Owner: Sawyer, Derek)
- Earth Sci 2207 Theme paperwork (2).pdf: GE Theme paperwork
(Other Supporting Documentation. Owner: Sawyer, Derek)
- EarthSc 2207 IN PERSON Dead Ends and Dinosaurs March 2025.pdf: Syllabus In-Person
(Syllabus. Owner: Sawyer, Derek)
- EarthSc 2207 ONLINE Dead Ends and Dinosaurs.pdf: Syllabus Online
(Syllabus. Owner: Sawyer, Derek)

Comments

- Requested revisions attached. *(by Sawyer, Derek on 04/18/2025 03:42 PM)*
- Please see feedback email sent to department 02-18-2025 RLS *(by Steele, Rachel Lea on 02/18/2025 05:45 PM)*
- Please see Subcommittee feedback email sent 11/8/24. *(by Neff, Jennifer on 11/08/2024 09:01 AM)*

COURSE REQUEST
2207 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/18/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sawyer, Derek	10/17/2024 01:56 PM	Submitted for Approval
Approved	Sawyer, Derek	10/17/2024 01:57 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/20/2024 09:29 PM	College Approval
Revision Requested	Neff, Jennifer	11/08/2024 09:01 AM	ASCCAO Approval
Submitted	Sawyer, Derek	12/17/2024 11:16 AM	Submitted for Approval
Approved	Sawyer, Derek	12/17/2024 11:16 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/15/2025 04:43 AM	College Approval
Revision Requested	Steele, Rachel Lea	02/18/2025 05:45 PM	ASCCAO Approval
Submitted	Sawyer, Derek	04/18/2025 03:43 PM	Submitted for Approval
Approved	Sawyer, Derek	04/18/2025 03:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2025 04:19 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2025 04:19 PM	ASCCAO Approval

Dear Themes II Subcommittee of ASC Curriculum Committee and Theme Advisory Group for Origins and Evolutions,

Thank you for the constructive feedback on the 2207 course 'Dead Ends and Dinosaurs...' submitted by the School of Earth Sciences. The following is a point-by-point response to the Subcommittee and Theme Advisory feedback to go along with the revised syllabus. First, we have made major changes to the course readings, addressing the Subcommittee's expressed concerns about the readings being too advanced for students from outside the discipline (ELO 3.2). We have also revised the course syllabus to include assignments that ask students to reflect upon how what they have learned has changed their view of the subject and the origins and evolution of life on earth (ELO 2.2). Lastly, we have added clarity and details to the syllabus regarding how students will engage with and demonstrate their mastery of critical and logical thinking via course activities/assignments (ELO 1.1).

Note: Red bulleted text below is Committee feedback, black text is our response.

- The reviewing faculty would like to see additional information on how the course readings will be used to "explain scientific methods..." as required by ELO 3.2. They worry that the readings chosen will be too advanced for students from outside of the discipline and are unsure if the readings will be successful in helping students to achieve this particular ELO. Additionally, they would like to see information within the course syllabus pertaining to where students (especially those from outside the discipline) will receive instruction on technical terms (or other challenges) as they complete the required readings.

We thank the committee for the feedback and agree that relying only on primary literature may be too advanced to achieve ELO 3.2. In our revised syllabus, the course readings come from a range of sources, including:

- 1) a **textbook** on Earth History ('Earth System History' by Stanley and Luczaj)
- 2) a **popular book** for general audiences by one of the discoverers of the impact that caused the extinction of dinosaurs and other groups, Walter Alvarez (T. Rex and the Crater of Doom)
- 3) a **review article** in the '*Journal of Big History*' which discusses the impact hypothesis in the broader context of scientific study and interactions with the public
- 4) several **broad readership (non-specialist) journal articles** on mass extinctions, including the paper by Alvarez et al., 1980 in *Science* on the impact theory for extinction as well as the paper on the '6th mass extinction' of the current day

We feel that these additions to the readings and removal of some specialist journal articles results in a good mix of resources for students and for the course to achieve ELO 3.2. The 'Earth System History' textbook provides detailed information on the scientific methods used to reconstruct the history of life on earth, and we can refer to various background chapters in the text (e.g., on plate tectonics) for students to receive instruction as questions may arise in the technical terms or other conceptual challenges in the topics we are covering. The 'Earth System History' chapters focus on an interdisciplinary and integrated approach to Earth history, which includes geology, biology, chemistry and physics. There is significant materials devoted to how life and climate are intertwined, including during mass extinctions and biodiversification. Importantly, 'Earth System History' by Stanley and Luczaj

contains advanced content in subsections of chapters called 'Earth System Shifts' which summarize primary literature on important topics including the scientific methods used. These sections also provide reference material to primary literature.

- The reviewing faculty would like to see further information within the course syllabus on how ELO 2.2 will be fulfilled. Currently, it is unclear where students will fulfill this ELO and the faculty ask that information on how students will "develop a sense of self as a learner through reflection..." be included. They recommend (as an example) that the course include assignments that ask students to reflect upon how what they have learned has changed their view of the subject and the origins and evolution of life on earth

This is a helpful comment and in the revised syllabus we have added assignments that directly ask students to reflect upon how what they have learned has changed their view of the subject and the origins and evolution of life on earth. These assignments, designed to fulfill ELO 2.2, are spread throughout the course as part of the **Discussion Posts** (online course) and **Top Hat** (in person course) and provide a clear path for students to develop a sense of self as a learner through reflection.

In addition to the Top Hat and Discussion Board posts, in the final week of the course we ask students to use their group projects to tell us how what each of them have learned individually and as a group about mass extinction events and their causes have changed their view of the subject and the origins and evolution of life on earth. By including ELO 2.2 in multiple types of assignments spread throughout the course and in the final group project, we are able to track the evolution of thought and effectiveness of the course in meeting this learning goal.

- The reviewing faculty are unsure how ELO 1.1 will be met based upon the information provided within the GEN Submission form and the course syllabus (for both the in-person and online versions of the course). While they note and appreciate the GEN Submission form's examples of readings that will cover two ongoing debates in the field, it is unclear how students will engage with and demonstrate their mastery of this ELO via course activities/assignments related to these readings (or other materials). The reviewing faculty ask that it be further explained within the syllabus which course assignment(s) will be used to fulfill this ELO & that all assignments & activities in the course clearly incorporate theme constructs.

We appreciate the feedback on ELO 1.1, and our need to more carefully address where each assignment will fulfill the goal that students engage in critical and logical thinking about the topic or the theme. Discussion board posts are required and must involve meaningful dialogue demonstrating critical thinking in order to get full credit. As part of this exercise, we will enable the course to meet ELO 1.1.

Specifically, in the Discussion Board posts, students must first write a question and testable hypothesis about a topic in the lectures and readings. This requires critical thinking to synthesize content from sources that disagree on interpretations of the facts presented. For example, a question may be: "what is the evidence that the extinction of the dinosaurs at the Cretaceous-Paleogene boundary 65 million years ago was a result of an extraterrestrial impact?". They must also include a hypothesis, for example: "in order to test this hypothesis, the evidence should point to a global change in Earth's climate coincident with the evidence for an extraterrestrial impact." To receive full credit, a student must write a question and develop the hypothesis in such a way that ties in the reading with the lecture content and demonstrates critical thinking. Students must also use critical thinking skills to grade the writing of

another student's written answers to the question posed about the cause of a mass extinction event and testability of a proposed hypothesis.

Sincerely,

Matthew Saltzman

Professor, School of Earth Sciences

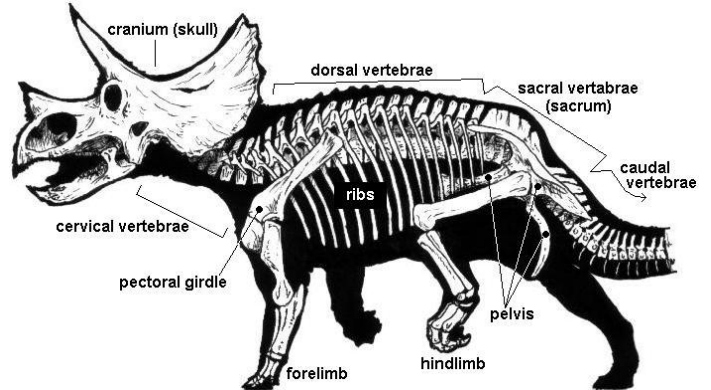
DEAD ENDS AND DINOSAURS: A HISTORY OF EARTH AND LIFE

EARTHSC 2207

Fall Semester 20xx

Course Information

- **Course times and location:**
 - Lectures: Tuesday/Thursday 11:30am-12:50pm; Orton Hall Room 110
- **Credit hours:** 3 credits
- **Mode of delivery:** In person



Instructor

- **Name:** Prof. Matt Saltzman
 - **Email:** Saltzman.11@osu.edu
 - **Office location:** 215 Orton Hall
 - **Office hours:** W 1:35-2:35 in OR 215 or by appointment

Course Prerequisites

There are no disciplinary or course prerequisites because the basic foundational knowledge needed to succeed in this course will be covered in lectures and readings. As a GE Origins & Evolution Theme course we will integrate Earth science and evolution, which are weaved together in the study of the fossil record of Life through time.

Course Description

Throughout the history of Life on Earth, virtually all species go extinct, but how and why it happens differs among groups. For many taxa, diversity follows a boom-and-bust pattern marked by peaks of origination and turnover. This course will focus on the causes of these evolutionary patterns in the fossil record, which may be intertwined with climate change and volcanism or result from an extraterrestrial impact. The course will address whether climatic warming or cooling leads to extinction, and how important the

rate of climate change may be. The role of volcanism in triggering severe or rapid climate change and mass extinctions is controversial. The evidence for extraterrestrial impact causing mass extinction, such as the case of the dinosaurs, will be addressed. Not all impacts cause extinction, and not all extinctions are caused by impacts. For example, the principles of plate tectonics are essential to develop and test the hypothesis that mass extinctions could be a consequence of globally increased levels of volcanic activity. The principles of evolution and incompleteness of the fossil record are important concepts that allow for a distinction between 'mass extinction' and 'background extinction' through geologic time.

The course covers three primary topics, which are integrated throughout to enable students to appreciate the origins and evolution of taxonomic groups and factors that have shaped this history.

1) The 'Big 5' mass extinctions have been recognized by geologists and paleontologists for many decades, but the estimated timing and magnitude of these events remains a subject of debate because of the incompleteness of the fossil record. These include the mass extinctions of the Late Ordovician (443 million years ago or myr), Late Devonian (372 myr), Permian-Triassic (251 myr), end-Triassic (200 myr), and end-Cretaceous (65 myr).

2) Environmental ('proxy') evidence for climate change associated with extinction events, including volcanism from chemical indicators such as mercury and strontium isotope records that reveal eruption activity and eruption type (i.e., explosive volcanism versus gradual types). Iridium records are used to fingerprint evidence for extraterrestrial impacts.

3) The consequences of extinction for the diversity of life through time, including which groups were opportunistic in the aftermath of extinctions, and the rise of entirely new groups from speciation events related to the opening up of previously occupied ecological niche space.

Readings from the published scientific literature on mass extinctions will provide the basis for class lectures, discussions, and a group project. For example, the class will read the extraterrestrial impact hypothesis for the mass extinction of the dinosaurs and other groups 65 million years ago published by Alvarez et al. in the journal *Science* in 1980, which is still an important reference for the current debate on extinction causes.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

1. Articulate the difficulty of a literal reading of the fossil record and recognize the biases that exist because of the incompleteness of the record
2. Explain how the Big Five mass extinctions are defined relative to background extinctions
3. Compare and contrast the causal mechanisms proposed for each of the Big 5 mass extinctions

4. Identify challenges in uniquely characterizing an extinction mechanism as it may related to extraterrestrial versus Earth-bound causes, including impacts and volcanism
5. Apply systems thinking when considering the interconnectedness of Earth systems
6. Engage in theoretically grounded discussions regarding the relationship between plate tectonics, biological evolution, and Earth's climate system

(If approved) This course fulfills a 3-credit course in the Origins & Evolution Theme of the New General Education (GEN) curriculum. Goals and expected learning outcomes with rationale are included in this syllabus below.

General Education Expected Learning Outcomes

Learning Objectives

General Education Learning Goals & Outcomes

For students in the general education (GEN) curriculum, this course is designed to satisfy the Goals and Educational Learning Objectives (ELOs) of the Origins & Evolution Theme.

The following identifies how this course addresses the general Expected Learning Outcomes (ELOs) of any Theme course in the GE, as well as the specific ELOs of the Origins and Evolution Theme.

GE Theme Goals and Expected Learning Outcomes:

As part of the Origins & Evolution Theme of the New General Education (GEN) curriculum, this course is designed to prepare students to be able to do the following:

General Theme GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking (about the topic or idea of the theme).

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

We will achieve these goals and associated ELOs by using critical and logical thinking to grasp the vastness of geologic time and the evolution of Life on Earth. Regarding **Goal 1**, all of the readings in this course are designed to enable students to engage in critical thinking and to learn about the topic at a more advanced and in-depth level than the foundations. Furthermore, a group project on a mass extinction event, aiming to address its cause and consequences for Life on Earth, will allow students to engage in critical thinking and an advanced, in-depth, scholarly exploration of the topic.

General Theme GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences (as they apply to the theme).

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Regarding **Goal 2**, students gain an appreciation of the interdisciplinary nature of the study of mass extinctions, which involves integration of concepts from foundational fields of astronomy, geology, and evolutionary biology, all of which needed to be brought to bear to demonstrate the coincidence of some extinction events with extraterrestrial meteorite impacts. Through the group project, exams and Top Hat quizzes, and reading of the primary academic literature associated with lecture topics, students will synthesize approaches and demonstrate a developing sense of self as a learner. The study of mass extinction and diversity of life through time is a highly active field and each year there are new discoveries with surrounding controversies that we discuss, such as whether extraterrestrial impacts or volcanism are more like to lead to climatic warming or cooling depending on the timescale of study. The Top Hat and Exam questions gauge how opinions and understanding of critical concepts evolve over the course of the semester. Finally, the Group Project involves a deeper analysis of the causes and consequences of a major mass extinction event. As part of the final project students are asked to reflect on how what they have learned has changed their view of the subject and the origins and evolution of life on earth.

Origins & Evolution GOAL 3: Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

ELO 3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.

ELO 3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.

ELO 3.3 Engage with current controversies and problems related to origins and evolution questions.

To achieve unique Origins & Evolution **Goal 3**, we explore the time depth of natural Earth and Life systems using both the fossil record of ancient organisms and indirect 'proxy' records of past environment conditions in Earth's atmosphere and oceans. These environmental proxy records have been developed using the scientific method, which students will appreciate through the primary journal literature and then apply to test hypotheses regarding the relationship between climate change and the diversity of Life.

Origins & Evolution GOAL 4: Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

ELO 4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.

ELO 4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.

Regarding **Goal 4**, we will further learn about how the scientific method is used to not only reconstruct the history of Earth's climate but also assess the incompleteness of the fossil record and how this impacts our understanding of the pace of evolution. We will learn how frequent extraterrestrial impacts are in Earth history and examine examples in which the size of an impact can be related to the magnitude of an extinction event. We will also look at examples of volcanic activity in relation to species extinctions. We will contextualize early scientific controversies such as the extinction of the dinosaurs given knowledge at the time, and discuss

the social, political, and religious conditions that influenced discussions regarding origins and evolution over time.

In summary, the evolution over time of the Earth, the origins and evolution of Life on Earth, and the development of human culture and Science are the subject of this entire course. Knowledge of these subjects will be assessed frequently. Each lecture will include Top Hat review questions and discussion questions, and each of the three major sections of the course ends with a midterm that covers all material in that section. And at the end of the semester each group of 5-6 students presents their research on the cause of a mass extinction event, which requires synthesizing knowledge on how the evolution of Life and Earth's climate are linked. This class is considered an upper-level course in which the expectation is to not only remember and understand reading materials, but also to critically combine and apply basic concepts, such as the theory of evolution or plate tectonics to new problems. In the group project, in particular, creating, evaluating, and analyzing data to come up with an extinction mechanism that supports all existing data for an event is expected.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. see go.osu.edu/credithours

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of student success. With that in mind, we have the following expectations for everyone's participation:

Lectures: Although attendance is not taken there will be daily Top Hat quizzes. Students must be in class to answer Top Hat questions (answering Top Hat questions while not in class is considered academic misconduct) but if you miss a class for a valid reason then an alternative assignment will be provided that allows you to get full Top Hat points for that day. See following section on Required Technologies below for more details on how to log in or sign up for Top Hat at <https://app.tophat.com/login>

Students who are not in attendance in the lecture hall are not allowed to take Top Hat quizzes. To ensure that students answering Top Hat quizzes during lecture are attending the lecture, we will take attendance with Top Hat each day using the "[Secure Attendance](#)" feature. Students who answer Top Hat questions but are not in attendance will receive a zero on all Top Hat questions for that day. Answering Top Hat questions while not in class is considered Academic Misconduct (see A1 in the [Code of Student Conduct | 3335-23-04 Prohibited conduct](#)).

Required Materials and/or Technologies

- There is a textbook for the course (required). Additional readings will come from book chapters, and the primary literature (journal articles) and be uploaded to Carmen. A free online Historical Geology textbook is recommended for those who want additional context for some of the journal readings <https://opengeology.org/historicalgeology/>
- **There is a requirement** that you use **Top Hat**. Browse the **student support pages** <https://success.tophat.com/s/>
- Sign for **Top Hat** account at <https://app.tophat.com/login> (do NOT select the SSO bypass option) using your OSU username/password and there is no cost to you.
- Once you have a Top Hat account, enter join code # **XXXXXX** to be enrolled.

See below section "Course Assignments, Top-Hat" for details of how Top Hat will be used in grading and assignments. Top Hat points can only be obtained by attending class.

Grading

Exams

Exams may consist of multiple-choice, true-false questions, short answers or short essays. The best way to do well on the exam is to attend lectures and take your own notes.

Final grades will be calculated as follows:

Lecture exam I	20% of final grade
Lecture exam II	20% of final grade
Lecture exam III	20% of final grade
Top Hat questions/Discussion Boards	20% of final grade
Group Presentations	20% of final grade

Grading Scale:

We will use the Ohio State grading scale, which is:

100-93% A; 92.9-90% A-; 89.9-87% B+; 86.9-83% B; 82.9-80% B-; 79.9-77% C+; 76.0-73% C; 72.9-70% C-; 69.9-67 D+; 66.9-60 D; <60 E

Course Assignments

Top-Hat/Discussion Boards

Top-Hat questions will be delivered during lectures to review material and gauge student comprehension.

- We will have between two and six daily Top Hat questions for both review of the previous lecture material and for participation. The first few questions (presented at start of class so please arrive on time) will be worth 0.5 points for correctness and 0.5 participation points. The remaining questions will be worth 1 participation point. The sum total of all Top Hat points during the course will be worth 15% of the course grade (see 'Grading' and 'Course Assignments' for further details).
- At the end of each week, in Top Hat students will be assigned 'Homework' which asks them to reflect upon how what they have learned has changed their view of the subject and the origins and evolution of life on earth. These will be worth 1 participation point.
- **Students who are not in attendance in the lecture hall are not allowed to take Top Hat quizzes.** To ensure that students answering Top Hat quizzes during lecture are attending the lecture, we will take attendance with Top Hat each day using the "**Secure Attendance**" feature. Students who answer Top Hat questions but are not in attendance will receive a zero on all Top Hat questions for that day. Answering Top Hat questions while not in class is considered Academic Misconduct (see A1 in the **Code of Student Conduct | 3335-23-04 Prohibited conduct**).
- Discussion board posts are required and must involve meaningful dialogue demonstrating critical thinking in order to get full credit. Each of the 3 steps outlined below will enable the course to meet ELO 1.1.

- 1. Students must first write a question and testable hypothesis about a topic in the lectures and readings. This requires *critical thinking* to synthesize content from sources that disagree on interpretations of the facts presented. For example, a question may be: “what is the evidence that the extinction of the dinosaurs at the Cretaceous-Paleogene boundary 65 million years ago was a result of an extraterrestrial impact?”. They must also include a hypothesis, for example: “in order to test this hypothesis, the evidence should point to a global change in Earth’s climate coincident with the evidence for an extraterrestrial impact.” To receive full credit, a student must write a question and develop the hypothesis in such a way that ties in the reading with the lecture content and demonstrates critical thinking. As part of the proposed hypothesis, students will articulate the *uncertainty* about the cause of a mass extinction event and *explain critically* why there is uncertainty.
- 2. Students must answer a question written by another student (in part 1 above) and address whether the student has demonstrated that their proposed hypothesis is testable. This fully referenced writing opportunity will involve integration of ideas from multiple sources, and also provide a series of recommendations for the types of data that might be collected as part of future research endeavors. These research recommendations will highlight the strengths and weaknesses of each approach, including the nature of uncertainty in measurements and their interpretations. Using the example of the extraterrestrial impact hypothesis for the dinosaur extinction, a student would answer this question through researching the evidence necessary to answer the question and test the hypothesis. If there is conflicting evidence supporting or refuting the hypothesis, a student can conclude that the question may not yet be answered.
- 3. Students must grade the writing of another student’s written answers to the question posed about the cause of a mass extinction event and testability of a proposed hypothesis (part 2 above). In order to accomplish this writing exercise and appropriately grade each other, students will be provided with a rubric. This rubric will include an evaluation of the stated question/hypothesis, nature of the data to be collected, clarity of writing, and completeness of multiple and relevant sources.
- The writing assignments are designed to be interactive, varied, and meaningful in development of peer-to-peer evaluation. These 3 writing assignments engage in the scientific method and encourage participation in both hypothesis generation and testing, as well as exposure to the primary scientific literature at an advanced level.
- Discussion Board posts will be evaluated for the quality of your post, how substantive your comments are on the posts of others (posts that don’t simply agree or disagree but build on the ideas in the post or suggest a different angle), and your collegiality—that is, engaging in conversation, by showing, through multiple comments, genuine interest in ideas of others, by asking questions, and answering questions put to you.

Exams

There will be 3 in-class exams covering lecture material throughout the semester. Exams will primarily focus on material covered in the associated sections of the course and readings; some key material will be cumulative. Exams will include a combination of multiple choice and short answer questions. If you are unable to take the exam on the assigned day, you will need to make alternative arrangements **at least two days before the exam date**.

Group project

At the beginning of the semester, groups will be formed that will stay together to research a mass extinction event throughout the semester based on class readings and your own literature search. The final project for this course (as a group) is to create a ten-minute PowerPoint research presentation that synthesizes what you have learned throughout the semester and that explains your mass extinction event in terms of:

Cause: What likely led to the mass extinction? Was it an Earth-bound cause (e.g., warming or cooling, related to volcanism, or was there an extraterrestrial impact?)

Impact: What affect did this have on the long-term diversity of life? Which groups continued and diversified in the aftermath of the extinction, and which groups never recovered?

As part of their final group project presentations, students will reflect on how what each of them have learned individually and as a group about mass extinction events and their causes has changed their view of the subject and the origins and evolution of life on earth.

The groups will be assigned during the first week of classes. Assignments related to the group project include a prospectus outlining the mass extinction event research plan and literature search in week 3. A literature review is completed in week 6. At the end of week 11, an initial draft of the PowerPoint presentation is posted on Carmen for initial review and feedback. A final draft is due at the end of week 13, giving the students two weeks to practice their presentations to be recorded on Zoom and links to presentations submitted during the Final Exam period (due December 6 of Exam Week).

The group project on a mass extinction event, aiming to address its cause and consequences, will allow students to explore a topic using the primary literature or other resources provided to students and listed in the course schedule. The full list of readings is indicated in the Course Schedule and Bibliography at the end of this syllabus. These readings will serve as the starting point for research towards developing a group project on a mass extinction event to be presented during the Final Exam period.

Each group of 5-6 students presents their research on the cause of a mass extinction event, which requires synthesizing knowledge on how the evolution of Life and Earth's climate are linked.

In the group project, creating, evaluating, and analyzing data to come up with an extinction mechanism that supports all existing data for an event is expected.

Attendance

The lectures will be conducted in person. If you have a valid excuse (medical, COVID19-related, or compassionate reasons only) please contact us promptly. Attendance is required to answer Top Hat questions.

Statement on Plagiarism and Academic Misconduct:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. We will use Turnitin in this course. You can learn about use of this product here and should be familiar with how it is used by referring here to the student hub of information <https://guides.turnitin.com/hc/en-us/categories/21850416398221-Student-hub>

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Statement on artificial intelligence and academic integrity:

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology — but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

The use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. The use of unauthorized GenAI tools will result in referral to the Committee on Academic Misconduct. If you feel you need to use GenAI for translation, please contact me first. If you have any other questions regarding this course policy, please contact me.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and

practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

<https://oaa.osu.edu/religious-holidays-holy-days-and-observances>

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS

status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbcs.osu.edu>)

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Course Schedule

***SEE BIBLIOGRAPHY FOR PEER REVIEWED JOURNAL ARTICLES
REFER TO THE CARMEN SITE FOR UP-TO-DATE DUE DATES.**

Date	Topic
Week 1	
Aug 20-23	Introduction to the course: questions, structure, and goals
	Topic: Geologic Time
Week 2	
August 26-30	Topic: Origin of Animals <i>Reading: Earth System History Chapter 3, 4</i>
	Topic: Cambrian Explosion <i>Assignment: Group Project selection of mass extinction research project</i>
Week 3	
September 3-6	Topic: Great Ordovician Biodiversification Event <i>Reading: Earth System History Chapter 13</i>
	Topic: Late Ordovician Mass Extinction Event and Oxygen Late Ordovician Mass Extinction and Glaciation <i>Reading: Earth System History Chapter 13</i> <i>Assignment: Group Project prospectus due</i>
Week 4	
September 9-13	Topic: Late Ordovician Mass Extinction and Volcanism
	Topic: Late Devonian Mass Extinction <i>Reading: Earth System History Chapter 14</i> <i>Assignment: Question and Hypothesis for mass extinction due</i>
Week 5	
September 16-20	Exam #1 – Section 1 (due at 11:59pm on Sept 20)
	Topic: Siberian Traps Volcanism and the End-Permian Mass Extinction <i>Reading: Earth System History Chapter 14, 15</i>
Week 6	
September 23-27	Topic: Permian-Triassic Mass Extinction: ‘Mother of All Mass Extinctions’ Part I <i>Reading: Benton, M.J., and Twitchett, R.J., 2003, How to kill (almost) all life: the end-Permian extinction event</i>
	Topic: Permian-Triassic Mass Extinction: ‘Mother of All Mass Extinctions’ Part II (continue Reading: Benton, M.J., and Twitchett, R.J., 2003) <i>Assignment: Group Project scientific literature bibliography due</i>
Week 7	
October 1	Topic: Microbes and the Aftermath of the End-Triassic Mass Extinction <i>Reading: Earth System History Chapter 15, 16</i>

	<p>Topic: End-Triassic Mass Extinction <i>Reading:</i> Earth System History Chapter 15, 16 <i>Assignment:</i> Student (peer) response to Question and Hypothesis for mass extinction due</p>
Week 8	
October 7-9	Topic: Aftermath of the End-Triassic Mass Extinction
October 10-11	Fall Break
Week 9	
October 14-18	Exam #2 – Section 2 (due at 11:59pm on October 18)
	<p>Topic: Dinosaurs Inherit the Earth <i>Reading:</i> Earth System History Chapter 16, 17</p>
Week 10	
October 21-25	<p>Topic: Early Theories for the Dinosaur Extinction <i>Reading:</i> Alvarez, L.W., Alvarez, W., and Asaro, F., 1980, Extraterrestrial Cause for the Cretaceous-Tertiary Extinction</p>
	<p>Topic: The End-Cretaceous Impact Hypothesis and Iridium Anomaly <i>Reading:</i> Wood, Barry. 2022. "The Chicxulub File: Discovering the K-Pg Mass Extinction: A Four Decade Perspective." Journal of Big History 5 (1): 59-76.</p>
Week 11	
October 28- Nov 1	<p>Topic: The Impact Hypothesis and Iridium Anomaly (continue <i>Reading</i> Alvarez et al., 1980 and Wood, 2022)</p>
	<p>Topic: Deccan Volcanism and End-Cretaceous Extinction <i>Reading:</i> T. Rex and the Crater of Doom (2008), by Alvarez, Ch 1-3 <i>Assignment:</i> Group Project initial draft due</p>
Week 12	
November 4-8	<p>Topic: Deccan Volcanism and End-Cretaceous Extinction (continue <i>reading</i> T. Rex and the Crater of Doom (2008))</p>
	<p>Topic: Chixilub Impact Structure and End-Cretaceous Extinction (continue <i>reading</i> T. Rex and the Crater of Doom, Ch 4-5)</p>
Week 13	
November 11- 15	<p>Topic: Aftermath of the End-Cretaceous Mass Extinction (continue <i>reading</i> T. Rex and the Crater of Doom, Ch 4-5)</p>
	<p>Topic: Mammals Inherit the Earth <i>Reading:</i> Earth System History Ch 18 <i>Assignment:</i> Group Project final draft due</p>
Week 14	
November 18- 22	<p>Topic: Cenozoic Extinctions <i>Reading:</i> Earth System History Ch 18</p>
	<p>Topic: Climate and Human Evolution <i>Reading:</i> Earth System History Ch 19 <i>Assignment:</i> Student (peer) grading of student response to Question and Hypothesis for mass extinction due</p>
Week 15	

November 25-26	Topic: The Sixth Mass Extinction <i>Reading:</i> Barnosky, A.D. et al., 2011, Has the Earth's sixth mass extinction already arrived?
November 27-29	Thanksgiving break
Week 16	
December 3	Exam #3 (due at 11:59pm on Dec 3)
December 6 (Final Exam Week)	Group Project Presentations during Final Exam period (these are recorded on Zoom and due at 11:59pm on December 6)

Bibliography: Readings are textbook chapters, book chapters, review papers, and peer-reviewed journal articles aimed at non-specialists (see lecture schedule above for integration with subject matter)

Alvarez, L.W., Alvarez, W., and Asaro, F., 1980, Extraterrestrial Cause for the Cretaceous-Tertiary Extinction: *Science*, v. 208, p. 1095-1108.

Alvarez, W., T. Rex and the Crater of Doom, 2008, Princeton University Press, 208 p.

Barnosky, A.D. et al., 2011, Has the Earth's sixth mass extinction already arrived? *Nature*, v. 471, p. 51–57, doi:[10.1038/nature09678](https://doi.org/10.1038/nature09678).

Benton, M.J., and Twitchett, R.J., 2003, How to kill (almost) all life: the end-Permian extinction event: *Trends in Ecology & Evolution*, v. 18, p. 358–365, doi:[10.1016/S0169-5347\(03\)00093-4](https://doi.org/10.1016/S0169-5347(03)00093-4).

Stanley, S., and Luczaj, J., 2014, Earth System History 4th edition W. H. Freeman

Wood, B., 2022, The Chicxulub File Discovering the K-Pg Mass Extinction: A Four Decade Perspective, *Journal of Big History* 5 (1): 59-76.
<https://doi.org/10.22339.jbh.v5i1.5130>



DEAD ENDS AND DINOSAURS: A HISTORY OF EARTH AND LIFE

EARTHSC 2207

Fall 20xx

3 Credit Hours

Online

Course overview

Instructor

- **Name:** Matthew Saltzman
- **Email:** saltzman.11@osu.edu
- Phone Number: 614-292-0481
- Course Zoom Link
- Office Hours: W, Th, 1:35-2:35 or by appointment

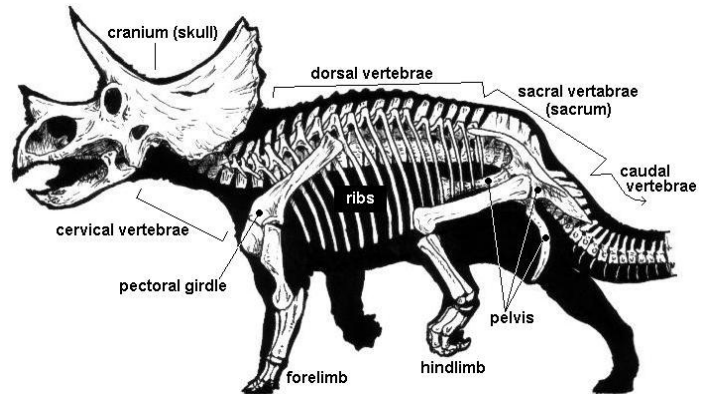
- Zoom Link

<https://osu.zoom.us/j/3606799265?pwd=U2ZjZTA5cHEoSk5uco40aWtHWEdUZz09>

Note: My preferred method of contact is email.

- Note: Class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites





There are no disciplinary or course prerequisites because the basic foundational knowledge needed to succeed in this course will be covered in lectures and readings. As a GE Origins & Evolution Theme course we will integrate Earth science and evolution, which are weaved together in the study of the fossil record of Life through time.

Course description

Throughout the history of Life on Earth, virtually all species go extinct, but how and why it happens differs among groups. For many taxa, diversity follows a boom-and-bust pattern marked by peaks of origination and turnover. This course will focus on the causes of these evolutionary patterns in the fossil record, which may be intertwined with climate change and volcanism or result from an extraterrestrial impact. The course will address whether climatic warming or cooling leads to extinction, and how important the rate of climate change may be. The role of volcanism in triggering severe or rapid climate change and mass extinctions is controversial. The evidence for extraterrestrial impact causing mass extinction, such as the case of the dinosaurs, will be addressed. Not all impacts cause extinction, and not all extinctions are caused by impacts. For example, the principles of plate tectonics are essential to develop and test the hypothesis that mass extinctions could be a consequence of globally increased levels of volcanic activity. The principles of evolution and incompleteness of the fossil record are important concepts that allow for a distinction between 'mass extinction' and 'background extinction' through geologic time.

The course covers three primary topics, which are integrated throughout to enable students to appreciate the origins and evolution of taxonomic groups and factors that have shaped this history.

1) The 'Big 5' mass extinctions have been recognized by geologists and paleontologists for many decades, but the estimated timing and magnitude of these events remains a subject of debate because of the incompleteness of the fossil record. These include the mass extinctions of the Late Ordovician (443 million years ago or myr), Late Devonian (372 myr), Permian-Triassic (251 myr), end-Triassic (200 myr), and end-Cretaceous (65 myr).

2) Environmental ('proxy') evidence for climate change associated with extinction events, including volcanism from chemical indicators such as mercury and strontium isotope records that reveal eruption activity and eruption type (i.e., explosive volcanism versus gradual types). Iridium records are used to fingerprint evidence for extraterrestrial impacts.



3) The consequences of extinction for the diversity of life through time, including which groups were opportunistic in the aftermath of extinctions, and the rise of entirely new groups from speciation events related to the opening up of previously occupied ecological niche space.

Readings from the published scientific literature on mass extinctions will provide the basis for class lectures, discussions, and a group project. For example, the class will read the extraterrestrial impact hypothesis for the mass extinction of the dinosaurs and other groups 65 million years ago published by Alvarez et al. in the journal *Science* in 1980, which is still an important reference for the current debate on extinction causes.

Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Articulate the difficulty of a literal reading of the fossil record and recognize the biases that exist because of the incompleteness of the record
2. Explain how the Big Five mass extinctions are defined relative to background extinctions
3. Compare and contrast the causal mechanisms proposed for each of the Big 5 mass extinctions
4. Identify challenges in uniquely characterizing an extinction mechanism as it may related to extraterrestrial versus Earth-bound causes, including impacts and volcanism
5. Apply systems thinking when considering the interconnectedness of Earth systems
6. Engage in theoretically grounded discussions regarding the relationship between plate tectonics, biological evolution, and Earth's climate system

General education goals and expected learning outcomes



As part of the Origins & Evolution Theme of the New General Education (GEN) curriculum, this course is designed to prepare students to be able to do the following:

General Theme GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking (about the topic or idea of the theme).
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

We will achieve these goals and associated ELOs by using critical and logical thinking to grasp the vastness of geologic time and the evolution of Life on Earth. Regarding **Goal 1**, all of the readings in this course are designed to enable students to engage in critical thinking and to learn about the topic at a more advanced and in-depth level than the foundations. Furthermore, a group project on a mass extinction event, aiming to address its cause and consequences for Life on Earth, will allow students to engage in critical thinking and an advanced, in-depth, scholarly exploration of the topic.

General Theme GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences (as they apply to the theme).

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Regarding **Goal 2**, students gain an appreciation of the interdisciplinary nature of the study of mass extinctions, which involves integration of concepts from foundational fields of astronomy, geology, and evolutionary biology, all of which needed to be brought to bear to demonstrate the coincidence of some extinction events with extraterrestrial meteorite impacts. Through the group project, exams and Top Hat quizzes, and reading of the primary academic literature associated with lecture topics, students will synthesize approaches and demonstrate a developing sense of self as a learner. The study of mass extinction and diversity of life through time is a highly active field and each year there are new discoveries with surrounding controversies that we discuss, such as whether extraterrestrial impacts or volcanism are more like to lead to climatic warming or cooling depending on the timescale of study. The Top Hat and Exam questions gauge how opinions and understanding of critical concepts evolve over the course of the semester. Finally, the Group Project involves a deeper analysis of the causes and consequences of a major mass extinction event. As part of the final project

students are asked to reflect on how what they have learned has changed their view of the subject and the origins and evolution of life on earth.

Origins & Evolution GOAL 3: Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

ELO 3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.

ELO 3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.

ELO 3.3 Engage with current controversies and problems related to origins and evolution questions.

To achieve unique Origins & Evolution **Goal 3**, we explore the time depth of natural Earth and Life systems using both the fossil record of ancient organisms and indirect ‘proxy’ records of past environment conditions in Earth’s atmosphere and oceans. These environmental proxy records have been developed using the scientific method, which students will appreciate through the primary journal literature and then apply to test hypotheses regarding the relationship between climate change and the diversity of Life.

Origins & Evolution GOAL 4: Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

ELO 4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.

ELO 4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.

Regarding **Goal 4**, we will further learn about how the scientific method is used to not only reconstruct the history of Earth’s climate but also assess the incompleteness of the fossil record and how this impacts our understanding of the pace of evolution. We will learn how frequent extraterrestrial impacts are in Earth history and examine examples in which the size of an impact can be related to the magnitude of an extinction event. We will also look at examples of volcanic activity in relation to species extinctions. We will contextualize early scientific controversies such as the extinction of the dinosaurs given knowledge at the time, and discuss the social, political, and religious conditions that influenced discussions regarding origins and evolution over time.

In summary, the evolution over time of the Earth, the origins and evolution of Life on Earth, and the development of human culture and Science are the subject of this entire course. Knowledge of these subjects will be assessed frequently. Each lecture will



include Top Hat review questions and discussion questions, and each of the three major sections of the course ends with a midterm that covers all material in that section. And at the end of the semester each group of 5-6 students presents their research on the cause of a mass extinction event, which requires synthesizing knowledge on how the evolution of Life and Earth's climate are linked. This class is considered an upper-level course in which the expectation is to not only remember and understand reading materials, but also to critically combine and apply basic concepts, such as the theory of evolution or plate tectonics to new problems. In the group project, in particular, creating, evaluating, and analyzing data to come up with an extinction mechanism that supports all existing data for an event is expected.

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course is divided into weekly modules that are released one week ahead of time and students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

At the start of each week I'll post an introductory video check-in with a road map and review of the learning objectives, sharing my thoughts on the week, comments on your collective endeavors, and appreciations of some of the highlights.

Each module will include a summary of the week's activities, recorded video lectures, homework questions to complete in Top Hat, readings to complete, and one or more discussion topic(s) to complete.

You will be working on your weekly modules from Monday through 11:59 Sunday. By Thursday you will need to post your initial contribution(s) to the discussion board(s) and continue the conversation on Friday and Saturday. By Sunday, you will need to have completed the Top Hat quiz for the week.



Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities AT LEAST ONCE PER WEEK You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. These count towards your grade (see 'Assignments' below).

Participating in discussion forums: 2 or more TIMES PER WEEK As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. The discussion board posts should be substantive, at least 3-4 sentences that provide an original contribution to the conversation. You are encouraged to post more often, and you can certainly post less substantive responses ("That was really smart. Thanks for that contribution!") as often as wish, but those will not count toward your discussion grade. This is one of the primary ways you will feel connected to your classmates and you should plan to read what they post as part of this activity. Most students feel motivated by ongoing conversations with their classmates. The modules will prompt you on what to discuss in the various forums. These count towards your grade (see 'Assignments' below).

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional. **Optional Zoom Sessions:** Over the course of the semester, I may hold optional Zoom sessions to review material in preparation for exams. These optional live zoom sessions will be recorded and made available to all students.

Course communication guidelines



Tone and civility

Students are expected to work together and treat others as they would wish to be treated themselves. Everyone should be respectful of others viewpoints.

Citing your sources

All sources must be properly cited. Ohio State Libraries has excellent guidance on software available. <https://guides.osu.edu/citation> Choosing and using citations will be emphasized when the primary literature is reviewed at the beginning of the class in the first module. We will use the primary literature for our readings, but additional sources may be included from news organization or online resources.

Protecting and saving your work

Carmen is not immune to glitches in saving work, either through server issues or student connectivity issues. Students should compose their work in documents or word processing tools outside of Carmen where they can ensure their work will be saved. This provides a backup in case they encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

Course materials and technologies

Textbooks

- There is a textbook for the course (required). Additional readings will come from book chapters, and the primary literature (journal articles) and be uploaded to Carmen. A free online Historical Geology textbook is recommended for those who want additional context for some of the journal readings <https://opengeology.org/historicalgeology/>

Other fees or requirements

None



Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access



You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Top Hat

- **There is a requirement** that you use **Top Hat**
- Sign for a **Top Hat** account at <https://app.tophat.com/login> (do NOT select the SSO bypass option) using your OSU username/password and there is no cost to you.
- Once you have a Top Hat account, enter join code # XXXXXX (or search for the course “2XXX Spring 2025 Saltzman”) to be enrolled.
- It is useful to browse the **student support pages** <https://success.tophat.com/s/> and if you have questions you are encouraged to call Top Hat or live chat at <https://success.tophat.com/s/contact-main>.
- Access Top Hat by smartphone or computer web browser

Turnitin



As noted below in the section on academic integrity, we will use Turnitin in this course. You can learn about use of this product here and should be familiar with how it is used by referring here to the student hub of information <https://guides.turnitin.com/hc/en-us/categories/21850416398221-Student-hub>

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Exam I	20%
Exam II	20%
Exam III	20%
Top Hat questions	10%
Discussion Board posts/writing	10%
Group Presentations	20%
Total	100%

See course schedule below for details and due dates for all of the above.

Description of major course assignments

Exams



- There are 3 exams taken as Quizzes in Carmen.

Each exam will cover the material in the modules up to that exam. Questions will include multiple choice and short answer. Quizzes will be available for 24 hours on the day of the exam, and students will have 80 minutes to complete the Quiz in Carmen after opening it.

- Academic integrity and collaboration guidelines

Exams will be open notes but no collaboration with other students is allowed.

Top Hat homework

- Homework questions on Top Hat will be posted at the beginning and end of each module. The questions will include a mixture of: 1) review questions with correct answers that are based on the course content and 2) opinion questions that are for participation points only.

Discussion Board posts and writing

- Discussion board posts are required and must involve meaningful dialogue demonstrating critical thinking in order to get full credit. Each of the 3 steps outlined below will enable the course to meet ELO 1.1.
- 1. Students must first write a question and testable hypothesis about a topic in the lectures and readings. This requires *critical thinking* to synthesize content from sources that disagree on interpretations of the facts presented. For example, a question may be: “what is the evidence that the extinction of the dinosaurs at the Cretaceous-Paleogene boundary 65 million years ago was a result of an extraterrestrial impact?”. They must also include a hypothesis, for example: “in order to test this hypothesis, the evidence should point to a global change in Earth’s climate coincident with the evidence for an extraterrestrial impact.” To receive full credit, a student must write



a question and develop the hypothesis in such a way that ties in the reading with the lecture content and demonstrates critical thinking. As part of the proposed hypothesis, students will articulate the *uncertainty* about the cause of a mass extinction event and *explain critically* why there is uncertainty.

- 2. Students must answer a question written by another student (in part 1 above) and address whether the student has demonstrated that their proposed hypothesis is testable. This fully referenced writing opportunity will involve integration of ideas from multiple sources, and also provide a series of recommendations for the types of data that might be collected as part of future research endeavors. These research recommendations will highlight the strengths and weaknesses of each approach, including the nature of uncertainty in measurements and their interpretations. Using the example of the extraterrestrial impact hypothesis for the dinosaur extinction, a student would answer this question through researching the evidence necessary to answer the question and test the hypothesis. If there is conflicting evidence supporting or refuting the hypothesis, a student can conclude that the question may not yet be answered.
- 3. Students must grade the writing of another student's written answers to the question posed about the cause of a mass extinction event and testability of a proposed hypothesis (part 2 above). In order to accomplish this writing exercise and appropriately grade each other, students will be provided with a rubric. This rubric will include an evaluation of the stated question/hypothesis, nature of the data to be collected, clarity of writing, and completeness of multiple and relevant sources.
- The writing assignments are designed to be interactive, varied, and meaningful in development of peer-to-peer evaluation. These 3 writing assignments engage in the scientific method and encourage participation in both hypothesis generation and testing, as well as exposure to the primary scientific literature at an advanced level.



- Discussion Board posts will be evaluated for the quality of your post, how substantive your comments are on the posts of others (posts that don't simply agree or disagree but build on the ideas in the post or suggest a different angle), and your collegiality—that is, engaging in conversation, by showing, through multiple comments, genuine interest in ideas of others, by asking questions, and answering questions put to you.
- At the end of each week, in the Discussion Board posts each student is asked to reflect upon how what they have learned has changed their view of the subject and the origins and evolution of life on earth.
- Academic integrity and collaboration guidelines

Top Hat questions will be open notes but no collaboration with other students is allowed.

Group Project/Presentations

- At the beginning of the semester, groups will be formed that will stay together to research a mass extinction event throughout the semester based on class readings and your own literature search. The final project for this course (as a group) is to create a ten-minute PowerPoint research presentation that synthesizes what you have learned throughout the semester and that explains your mass extinction event in terms of:
- Cause: What likely led to the mass extinction? Was it an Earth-bound cause (e.g., warming or cooling, related to volcanism, or was there an extraterrestrial impact?)
- Impact: What affect did this have on the long-term diversity of life? Which groups continued and diversified in the aftermath of the extinction, and which groups never recovered?
- As part of their final group project presentations, students will reflect on how what each of them have learned individually and as a group about mass extinction events and their causes has



changed their view of the subject and the origins and evolution of life on earth.

- The groups will be assigned during the first week of classes. Assignments related to the group project include a prospectus outlining the mass extinction event research plan and literature search in week 3. A literature review is completed in week 6. At the end of week 11, an initial draft of the PowerPoint presentation is posted on Carmen for initial review and feedback. A final draft is due at the end of week 13, giving the students two weeks to practice their presentations to be recorded on Zoom and links to presentations submitted during the Final Exam period (due December 6 of Exam Week).
- The group project on a mass extinction event, aiming to address its cause and consequences, will allow students to explore a topic using the primary literature or other resources provided to students and listed in the course schedule. The full list of readings is indicated in the Course Schedule and Bibliography at the end of this syllabus. These readings will serve as the starting point for research towards developing a group project on a mass extinction event to be presented during the Final Exam period.
- Each group of 5-6 students presents their research on the cause of a mass extinction event, which requires synthesizing knowledge on how the evolution of Life and Earth's climate are linked.
- In the group project, creating, evaluating, and analyzing data to come up with an extinction mechanism that supports all existing data for an event is expected.
- The Group Project will be a collaborative effort. Students will need to be citing sources properly and use of generative Artificial Intelligence is not allowed.

Late assignments



Late assignments will not be accepted. Exceptions will be made for those with a formal excuse (i.e., illness with a doctor's note).

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

The following outlines my intended availability throughout the course. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem.)

- Grading and feedback: You can generally expect feedback within 7 days.
- Email: I will reply to emails within 24 hours on days when class is in session at the university.
- Discussion board: I will check and reply to messages in the discussion boards every 24 hours on school days.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.



It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

Turnitin use in this course: Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of Ohio State's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the similarity Report following [Section A of Ohio State's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the Ohio State database. The OSU Writing Center: <http://cstw.osu.edu> provides more information on proper citing of your sources of information.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:



- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Statement on artificial intelligence and academic integrity:

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology — but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

The use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. The use of unauthorized GenAI tools will result in referral to the Committee on Academic Misconduct. If you feel you need to use GenAI for translation, please contact me first. If you have any other questions regarding this course policy, please contact me.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected

categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbcs.osu.edu>)

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's



Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations



Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).



Policy: [Religious Holidays, Holy Days and Observances](#)

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates. *SEE
BIBLIOGRAPHY FOR PEER REVIEWED JOURNAL ARTICLES

REFER TO THE CARMEN SITE FOR UP-TO-DATE DUE DATES.

Date	Topic
Week 1	
Aug 20-23	Introduction to the course: questions, structure, and goals
	Topic: Geologic Time
Week 2	
August 26-30	Topic: Origin of Animals <i>Reading:</i> Earth System History Chapter 3, 4
	Topic: Cambrian Explosion <i>Assignment:</i> Group Project selection of mass extinction research project
Week 3	
September 3-6	Topic: Great Ordovician Biodiversification Event <i>Reading:</i> Earth System History Chapter 13
	Topic: Late Ordovician Mass Extinction Event and Oxygen Late Ordovician Mass Extinction and Glaciation <i>Reading:</i> Earth System History Chapter 13 <i>Assignment:</i> Group Project prospectus due
Week 4	
September 9-13	Topic: Late Ordovician Mass Extinction and Volcanism
	Topic: Late Devonian Mass Extinction <i>Reading:</i> Earth System History Chapter 14 <i>Assignment:</i> Question and Hypothesis for mass extinction due
Week 5	
September 16-20	Exam #1 – Section 1 (due at 11:59pm on Sept 20)
	Topic: Siberian Traps Volcanism and the End-Permian Mass Extinction <i>Reading:</i> Earth System History Chapter 14, 15
Week 6	



September 23-27	Topic: Permian-Triassic Mass Extinction: ‘Mother of All Mass Extinctions’ Part I <i>Reading:</i> Benton, M.J., and Twitchett, R.J., 2003, How to kill (almost) all life: the end-Permian extinction event
	Topic: Permian-Triassic Mass Extinction: ‘Mother of All Mass Extinctions’ Part II (continue <i>Reading:</i> Benton, M.J., and Twitchett, R.J., 2003) <i>Assignment:</i> Group Project scientific literature bibliography due
Week 7	
October 1	Topic: Microbes and the Aftermath of the End-Triassic Mass Extinction <i>Reading:</i> Earth System History Chapter 15, 16
	Topic: End-Triassic Mass Extinction <i>Reading:</i> Earth System History Chapter 15, 16 <i>Assignment:</i> Student (peer) response to Question and Hypothesis for mass extinction due
Week 8	
October 7-9	Topic: Aftermath of the End-Triassic Mass Extinction
October 10-11	Fall Break
Week 9	
October 14-18	Exam #2 – Section 2 (due at 11:59pm on October 18)
	Topic: Dinosaurs Inherit the Earth <i>Reading:</i> Earth System History Chapter 16, 17
Week 10	
October 21-25	Topic: Early Theories for the Dinosaur Extinction <i>Reading:</i> Alvarez, L.W., Alvarez, W., and Asaro, F., 1980, Extraterrestrial Cause for the Cretaceous-Tertiary Extinction
	Topic: The End-Cretaceous Impact Hypothesis and Iridium Anomaly <i>Reading:</i> Wood, Barry. 2022. “The Chicxulub File: Discovering the K-Pg Mass Extinction: A Four Decade Perspective.” <i>Journal of Big History</i> 5 (1): 59-76.
Week 11	
October 28- Nov 1	Topic: The Impact Hypothesis and Iridium Anomaly (continue <i>Reading</i> Alvarez et al., 1980 and Wood, 2022)
	Topic: Deccan Volcanism and End-Cretaceous Extinction <i>Reading:</i> T. Rex and the Crater of Doom (2008), by Alvarez, Ch 1-3 <i>Assignment:</i> Group Project initial draft due
Week 12	
November 4-8	Topic: Deccan Volcanism and End-Cretaceous Extinction (continue <i>reading</i> T. Rex and the Crater of Doom (2008))
	Topic: Chixilub Impact Structure and End-Cretaceous Extinction (continue <i>reading</i> T. Rex and the Crater of Doom, Ch 4-5)



Week 13	
November 11-15	Topic: Aftermath of the End-Cretaceous Mass Extinction (continue reading <i>T. Rex and the Crater of Doom</i> , Ch 4-5)
	Topic: Mammals Inherit the Earth <i>Reading:</i> <i>Earth System History Ch 18</i> <i>Assignment:</i> Group Project final draft due
Week 14	
November 18-22	Topic: Cenozoic Extinctions <i>Reading:</i> <i>Earth System History Ch 18</i>
	Topic: Climate and Human Evolution <i>Reading:</i> <i>Earth System History Ch 19</i> <i>Assignment:</i> Student (peer) grading of student response to Question and Hypothesis for mass extinction due
Week 15	
November 25-26	Topic: The Sixth Mass Extinction <i>Reading:</i> Barnosky, A.D. et al., 2011, Has the Earth's sixth mass extinction already arrived?
November 27-29	Thanksgiving break
Week 16	
December 3	Exam #3 (due at 11:59pm on Dec 3)
December 6 (Final Exam Week)	Group Project Presentations during Final Exam period (these are recorded on Zoom and due at 11:59pm on December 6)

Bibliography: Readings are textbook chapters, book chapters, review papers, and peer-reviewed journal articles aimed at non-specialists (see lecture schedule above for integration with subject matter)

Alvarez, L.W., Alvarez, W., and Asaro, F., 1980, Extraterrestrial Cause for the Cretaceous-Tertiary Extinction: *Science*, v. 208, p. 1095-1108.

Alvarez, W., *T. Rex and the Crater of Doom*, 2008, Princeton University Press, 208 p.

Barnosky, A.D. et al., 2011, Has the Earth's sixth mass extinction already arrived? *Nature*, v. 471, p. 51–57, doi:[10.1038/nature09678](https://doi.org/10.1038/nature09678).

Benton, M.J., and Twitchett, R.J., 2003, How to kill (almost) all life: the end-Permian extinction event: *Trends in Ecology & Evolution*, v. 18, p. 358–365, doi:[10.1016/S0169-5347\(03\)00093-4](https://doi.org/10.1016/S0169-5347(03)00093-4).



Stanley, S., and Luczaj, J., 2014, Earth System History 4th edition W. H. Freeman

Wood, B., 2022, The Chicxulub File Discovering the K-Pg Mass Extinction: A Four Decade Perspective, *Journal of Big History* 5 (1): 59-76.
<https://doi.org/10.22339.jbh.v5i1.5130>

GE Theme course submission worksheet: Origins & Evolution

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Origins & Evolution)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

EARTHSC 2207 “Dead Ends and Dinosaurs: A History of Earth and Life” examines the history of Life on Earth and links between biological evolution and climate. The focus is on the ‘Big 5’ mass extinction events which have been variously attributed to episodes of global warming or cooling, triggered in many cases by volcanic activity, or extraterrestrial impact by a meteorite. As we may currently be in the midst of Earth’s ‘Sixth Mass Extinction’ due to global warming, we see a clear fit with the Origins and Evolution Theme which focusses on students “Having an appreciation of the deep past is important for understanding humanity’s place in the universe. The origins and evolution theme puts humans into this larger context and allows us to recognize the fragility of the human condition, how and why humans have survived over time—i.e., our strength as a species-- as well as how and why other closely related human species became extinct. “

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 1.1 Engage in critical and logical thinking.	<p>Critical and logical thinking is a main theme of the activities in this course. Students will engage in logical thinking as they weigh the types of geologic evidence that underpin hypotheses for the causes of the largest mass extinction events in Earth history. In lectures, readings of the peer-reviewed literature, and in small-group activities, students will engage in critical thinking.</p> <p>Students will also read articles that highlight two sides of an ongoing debate over whether the extraterrestrial impact hypothesis for the mass extinction that killed off the dinosaurs and many other groups at the end of the Cretaceous is valid, or whether the preceding volcanic eruptions of the Deccan Traps in India may have been a primary driver.</p> <p>In another example, we will look at the end of the course at whether or not we are in the midst of a sixth great mass extinction event as a result of human-induced global warming. This requires students engage in critical thinking to compare the modern extinction, which is much faster but of lower magnitude in terms of species loss, with the much slower but larger losses of diversity in deep geologic time.</p>
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<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme</p>	<p>Students will read seminal papers in the fields of geology, evolutionary biology and climate change. These include the primary literature form prominent journals that are aimed at non-specialists. This allows for an in-depth scholarly exploration of the topic of mass extinction. Students will work in small groups throughout the semester to apply what they learn in this class to look in detail at one of the Big Five mass extinction events and come up with a consensus view of the cause. As the students grapple with the conflicting evidence that exists in the literature, and debate the degree of uncertainty associated with the evidence from the geologic and fossil records, they will gain an appreciation of the nature of scientific discovery. The exercise also involves literature review, properly citing references, teamwork, constructing effective visual aids, and oral presentation of results to a broad audience.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>At the start of the course, all students are put in small groups that include students from different backgrounds in terms of their major and class standing, and address interdisciplinary problems with diverse teams. Primary literature will be available on Carmen as a starting point, but student groups will need to expand their research to include additional articles that they will find on their own using tools such as Google Scholar or Web of Science. The group project will involve a debate over the nature of the evidence and the robustness of conclusions regarding extinction mechanisms and severity of biological species loss. Students will incorporate evolutionary biology and geology principles into their thinking, but also address biases in the literature towards certain viewpoints depending on the type of evidence being discussed. Some authors prefer certain types of evidence over others, but this may reflect unconscious bias towards defending their previous hypotheses. Questioning assumptions leads to lively debates, and students can learn to appreciate different view points of their collaborators.</p> <p>In the context of the study of mass extinction in Earth's past, students learn to reflect on the current changes in biological diversity with a warming planet. As is the case with past extinction events, the currently proposed 'Sixth Mass Extinction' event is controversial because of: 1) the ways in which species are defined (i.e., completeness of the records), and 2) extent to which the rate of extinction rises above the 'background' extinction level that is taking place at any given time as species originate and go extinct.</p>

<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>The development and progression of thought and experience is linked to the group project in which the causes and consequences of a mass extinction event are examined. During each lecture, a portion of the class is devoted to discussion comparing and contrasting each extinction event covered in such a way that students can steadily build up their confidence and ability to dissect arguments made in journal articles we read.</p> <p>At the end of each week in Top Hat and/or Discussion Board posts, we ask students to reflect upon how what they have learned has changed their view of the subject and the origins and evolution of life on earth. In the final week of the course we ask students to use their group projects to tell us how what each of them have learned individually and as a group about mass extinction events and their causes have changed their view of the subject and the origins and evolution of life on earth. By including ELO 2.2 in multiple types of assignments spread throughout the course and in the final group project, we are able to track the evolution of thought and effectiveness of the course in meeting this learning goal.</p> <p>One example of this is that in the first exam students use observations of proxy records of volcanic activity and climate to infer the cause of the Late Ordovician mass extinction event; in the second exam, they revisit these same proxies with an increasingly critical eye that allows them to parse out the 'signal' from 'noise' in the proxy records; in the third exam students synthesize past records from deep time and compare them with more recent records, which demonstrates that while there is less noise in the data (i.e., the more recent records are better preserved), the signal is not as strong as some of the older events. As a result of this progression, students reflect on the modern Earth system and biological diversity in the context of past, gaining an appreciation for the different challenges faced throughout geologic time. The final group project serves to tie together these reflections that have taken place during lectures and exams, and allows students to articulate what they have learned.</p>
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Goals and ELOs unique to Origins & Evolution

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

GOAL 4: Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

<p>ELO 3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.</p>	<p>To illustrate the time depth of both geologic time and humanity, students work in the group project to compare and contrast the changing dynamics of biological evolution and extinction. Through in depth study of the mechanisms of mass extinction that have been identified in deep time, including the extraterrestrial impact and volcanic winter scenarios, students can articulate the likelihood of a mass extinction caused by humans who are also changing the climate in much the same way a volcanic or extraterrestrial event may. The exams and Top Hat questions build towards an understanding of life on Earth such that students can articulate the different mechanisms for evolution. For example the largest mass extinction event of all time at the end of the Permian period was likely caused by a volcanic eruption, but whether this resulted in extreme warming or cooling over different timescales will be debated throughout the course as similar mechanisms are discussed for successive events. The consequences of warming and cooling scenarios for levels of oxygen in marine environments is of particular significance to theories.</p>
<p>ELO 3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.</p>	<p>Students learn how Earth scientists and paleontologists are able to reconstruct the history of Life on Earth using observations and biologic and geologic principles. As highlighted in various ways with examples throughout the lectures and journal article readings, this reconstruction relies on the assumption that the underlying mechanisms of plate tectonic theory and evolutionary theory hold steady throughout space and time. The incompleteness of the fossil record and the records of environmental proxies through time both limit the knowledge of deep time processes and make it important to be on the lookout for artifacts that can influence real patterns. For example, we will read articles on the Permian-Triassic mass extinction event which discuss the likelihood that the gradual nature of the mass extinction assumed in many previous studies involved a literal reading of the fossil record. If confidence intervals on species ranges is calculated statistically, it can be seen that a sudden extinction should be expected to look gradual in the fossil record. This is an example of the scientific method, and is powerful in the sense that many extinction events were later interpreted to be artifacts of the incompleteness of the fossil record.</p>

<p>ELO 3.3 Engage with current controversies and problems related to origins and evolution questions.</p>	<p>Students are first taught to recognize early scientific controversies over the causes of mass extinction events such the one at the end of the Cretaceous period that involved dinosaurs. Importantly, we also discuss the social, political, and religious conditions that influenced discussions regarding origins and evolution over time, and specifically whether ‘catastrophism’ or ‘gradualism’ was the proper way to understand past Life on Earth. The notion of catastrophism was often shunned, but with the recognition of an extraterrestrial impact causing loss of species, this idea became accepted.</p> <p>Students further appreciate the limitations of Darwin’s theory of evolution in the context of mass extinction. We read primary scientific literature which asks the question of what ‘rules’ apply during mass extinctions that may not apply during natural selection. Prevailing views on speciation mechanisms, sometimes involving geographic isolation of populations by physical separation related to plate tectonics, are contrasted with the nearly instantaneous affects of events such as meteorite impacts. This notion challenges students understanding of evolutionary theory and over what spatial and temporal scales it may apply. In particular the article in <i>Science</i> by Alvarez et al., 1980 on the extraterrestrial impact hypothesis is anticipated to generate significant discussion among students.</p>
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<p>ELO 4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.</p>	<p>The evolution over time of Earth, the origins and evolution of life on Earth, and the links to humanity are the subject of this course. Students’ knowledge of these subjects is assessed extensively. Each week has Top Hat quiz questions to assess knowledge. Each of the sections of the course ends with an exam that covers all material in that section. And the group project allows students to present their understanding of the causes and consequences of one of Earth’s great mass extinctions, which requires students to creatively synthesize their knowledge on how species evolution occurs and what perspective this can offer on the current anthropogenic warming and Sixth Mass Extinction event. More generally, the evolutionary history of Life on Earth is a constant theme of the lectures and readings, and students explore it further through the group project.</p>
<p>ELO 4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.</p>	<p>Through lectures, exams and the group project, students will understand that the theory of evolution can be viewed in different contexts when it comes to mass extinction events. First, there is the ‘Darwinian’ understanding of evolution as it relates to natural selection whereby species produce more offspring than can survive, and variability in offspring allows selection of certain traits to take place. In times of mass extinction, the idea of natural selection may no longer apply because an extraterrestrial impact may produce circumstances that don’t allow for certain traits to matter. If a population is in the path of a meteorite or volcanic eruption then none will survive regardless of the ways in which natural selection normally produce change through time. Exam questions based on lectures focus on theses differences between ‘background’ and ‘mass’</p>

	<p>extinctions, as well as the ways in which they can be similar or differ depending on the 'kill mechanism'. The group project also emphasizes comparing and contrasting how these mechanisms of evolution may be changing in the current global warming episode related to human activity.</p>
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Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Bob Muck* on *10/11/24*

Reviewer Comments:

My comments and suggestions regarding the distance education syllabus are listed below:

1) Under the section of “How This Online Course Works” it would be helpful to include additional information about what students are expected to complete each week. For example, include information about the weekly recorded lectures students must watch, the weekly introduction videos and road map with learning outcomes mentioned in the cover sheet, the weekly check-in videos with announcements mentioned in the cover sheet, the homework questions in Top Hat, in addition to the readings and weekly discussion board postings. Guidance on which assignment to complete first or a process to follow will be helpful too.

Here is an example:

Every week I'll post an introductory video check-in with a road map and review of the learning objectives, sharing my thoughts on the week, comments on your collective endeavors, appreciations of some of the highlights, and so forth.

Each module will include a summary of the week's activities, recorded video lectures, homework questions to complete in Top Hat, readings to complete, and one or more discussion topic(s) to complete.

You will be working on your weekly modules from Monday through 11:59 Sunday. By Thursday you will need to post your initial contribution(s) to the discussion board(s) and continue the conversation on Friday and Saturday. By Sunday, you will need to have completed the Top Hat quiz for the week.

2) The syllabus states students are required to participate in the discussion boards on a weekly basis, but this isn't included as part of their grade for the course. I recommend making the discussion board posts part of their course grade in the event students don't participate or do so very poorly. It will also be helpful to include additional information about your expectations regarding the quality of the posts to the discussion boards. For example, would simply saying “I agree” be an acceptable post? And do you want to require that they provide substantive comments to other student posts?

Here is example information you might adopt:

Each discussion will be worth 3 points: 1 point for the quality of your initial post; 1 point for two substantive comments on the posts of others made on Friday/Saturday (posts that don't simply agree or disagree but build on the ideas in the post or suggest a different angle); a third point for being a colleague—that is, actually engaging in conversation, by showing, through multiple comments, a genuine interest in the ideas of others, by asking questions, and by answering questions that are put to you.

Or this:

The discussion board posts should be substantive, at least 3-4 sentences and should not boil down to “I agree” or “I disagree” with no original contribution to the conversation. You are encouraged to post more often, and you can certainly post less substantive responses (“That was really smart. Thanks for that contribution!”) as often as wish, but those will not count toward your discussion grade. This is one of the primary ways you will feel connected to your classmates and you should plan to read what they post as part of this activity. Most students feel motivated by ongoing conversations with their classmates. The modules will prompt you on what to discuss in the various forums.

3) Will the optional live sessions be recorded for those students who can't attend? If these will be recorded it will be helpful for students to have this information in the syllabus.

4) The syllabus states that student group presentations will be given to the class during the final exam period. Will these presentations be made via live zoom sessions? This should be explained in the syllabus.

5) The syllabus states that Top Hat will be used in the course and the cover sheet states that Turnitin will be used. Both of these technologies should be included in the syllabus under Course Technology. A short explanation should be included for the students to understand how each will be used.

When using Turnitin, an additional statement should be included in the syllabus:

<https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/turnitin/turnitin-best-practices>

Additional resources and examples can be found on ASC's Office of Distance Education website.



Outlook

RE: Concurrence request Earth Sciences "Dead Ends and Dinosaurs: A History of Earth and Life"

From Freudenstein, John <freudenstein.1@osu.edu>

Date Fri 10/11/2024 10:25 AM

To Sawyer, Derek <sawyer.144@osu.edu>; Vaessin, Harald <vaessin.1@osu.edu>

Cc Saltzman, Matthew <saltzman.11@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Dear Derek:

I compared the content of your proposed course with that of our "Dynamics of Dinosaurs" (EEOB 2250) and there is minimal overlap, so I see no reason for concern with the proposal and wish you success with this course.

Best wishes,

John Freudenstein



John V. Freudenstein, PhD

Professor

Vice Chair for Undergraduate Studies

Director of the Herbarium (OS)

Dept. of Evolution, Ecology and Organismal Biology

1315 Kinnear Road

Columbus, OH 43212

614-688-0363

freudenstein.1@osu.edu eeob.osu.edu

From: Sawyer, Derek <sawyer.144@osu.edu>

Sent: Thursday, October 10, 2024 2:50 PM

To: Vaessin, Harald <vaessin.1@osu.edu>; Freudenstein, John <freudenstein.1@osu.edu>

Cc: Saltzman, Matthew <saltzman.11@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Subject: Concurrence request Earth Sciences "Dead Ends and Dinosaurs: A History of Earth and Life"

Dear Professors Vaessin and Freudenstein,

Please find attached a syllabus for a proposed new course in Earth Sciences "Dead Ends and Dinosaurs: A History of Life." This course would be offered at the 2000 level by Prof. Matthew Saltzman.

The School of Earth Sciences is requesting concurrence for the proposed new course.

*Responses are kindly asked for within 2 weeks by **Friday, October 25, 2024**.* Concurrence will be assumed if no response is received by then.

Please email your responses/concurrences to me (sawyer.144@osu.edu).

Please let me know if you have any questions.

Many thanks,
Derek



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Associate Director of Administration

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