

A,J,M,N,P,Q,R.

Revised:

Date of Previous Revision:

Dec. 3, 1992.

Date of Current Revision:

**C:** GEOLOGY 121

**D:** History of the Earth

**E:** 3

Subject & Course No.	Descriptive Title	Semester Credits												
<p><b>F:</b> Calendar Description: This course is concerned with Earth history and the events that have shaped the development of the Earth. Topics include: the origin of the Earth, origin and evolution of life, mass extinction events, dinosaurs, Ice Age mammals, and ancient climates. Techniques used to date and interpret events of the past and reconstruct ancient environments will be discussed. Field trips may be required.</p>														
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture / Lab</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>2 hours lecture per week / 2 hours lab per week</b></p> <p>Number of Weeks per Semester:</p> <p><b>14</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p>None.</p>													
	<p><b>I:</b> Course Corequisites:</p> <p>None.</p>													
	<p><b>J:</b> Course for which this Course is a Prerequisite</p> <p>GEOL 320, 420.</p>													
	<p><b>K:</b> Maximum Class Size:</p> <p>35</p>													
<p><b>L:</b> PLEASE INDICATE:</p> <table border="0"> <tr> <td data-bbox="272 1570 334 1619"><input type="checkbox"/></td> <td data-bbox="345 1570 472 1602">Non-Credit</td> <td></td> <td></td> </tr> <tr> <td data-bbox="272 1619 334 1667"><input type="checkbox"/></td> <td data-bbox="345 1619 656 1650">College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td data-bbox="272 1667 334 1724"><input checked="" type="checkbox"/></td> <td data-bbox="345 1667 609 1698">College Credit Transfer:</td> <td data-bbox="886 1667 1000 1698">Requested</td> <td data-bbox="1149 1667 1289 1698">Granted X</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>			<input type="checkbox"/>	Non-Credit			<input type="checkbox"/>	College Credit Non-Transfer			<input checked="" type="checkbox"/>	College Credit Transfer:	Requested	Granted X
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**M:** Course Objectives / Learning Outcomes**A. Geology as a Science**

1. Understanding the nature of science and its strategies
2. Understanding of the difference between experimental and historical (interpretive) sciences
3. Development of critical thinking skills in assessing evidence and interpretations
4. Understanding of the role of time perspective in geological investigations: time as the fourth dimension
5. Understanding of the cumulative nature of history: that each outcome provides the initial conditions for the next
6. Understanding of the development, nature, and implications of Uniformitarian theory and differences from Catastrophism
7. Understanding the place of geology vis-à-vis other disciplines

**B. Time Perspective and Context**

1. Knowing “by heart” the geological time scale in terms of eons, eras, periods, and Cenozoic epochs
2. Knowing the history of important events and people involved in the development of the geological time scale
3. Knowledge of the character and overall historical context of the solar system

**C. Stratigraphy**

1. Knowing the underlying principles of stratigraphy as applied to sedimentary successions (relative dating)
2. Understanding of the origins of sedimentary rocks and of stratified and cross-cutting igneous rocks
3. Understanding of the Principle of Fossil Succession
4. Knowing how the stratigraphic and fossil records served as the basis for an understanding of geological time (relative)
5. Understanding of the facies concept as applied to both rocks (sediments) and fossils
6. Understanding of the potential and procedures of paleoecological/paleoenvironmental analyses
7. Understanding of the role of analogy (use of modern analogues) in paleoenvironmental work, and limitations thereof

**D. Fossils**

1. Familiarity with the major kingdoms and of the phyla of organisms typically encountered in the fossil record
2. Knowing how to identify examples of all these phyla, including a basic suite of fossils at the genus level
3. Development of skills in observation of diagnostic criteria as a basis for fossil identification
4. Development of ability to distinguish fossils



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Course Designer(s)

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Education Council / Curriculum Committee Representative

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Dean / Director

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Registrar

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