

### Lab 10 – East Stroudsburg Field Lab Report

Deadline: Monday October 6<sup>th</sup>, 11 am.

What to turn in (by email)

- Report text (emailed)
- Sketches and photos of fossils. Make sure you have a scale, and label all anatomical features.

Sketches should be scanned and sent as email attachments (or embedded in your field report).

***Maximum size of an individual email message is 10 MB.***

Format of the report:

- Logistical details
  - Date, time of trip, weather.
- Field observations & interpretations (treat each stop separately).
  - For each type of fossil that you collected:
    - Provide a labeled sketch (with scale) and a photo
    - Identify the fossil – genus if possible, and phylum, class, order
    - Preservation: how is it preserved? Is it complete or broken?
  - Based on your sample and from what you saw in the outcrop, rank the different fossils in order of abundance (1 = most abundant). If one organism is super-abundant compared with the rest, provide an estimate of it's proportion of the total biota (e.g., 50% of the specimens are this organism)
  - Lithological information:
    - Describe and name the rock type
  - Synthesize the fossil and rock information and identify the probable depositional environment. Is this a life assemblage or a death assemblage?
- Significance of sites: why are these sites significant (scientifically or otherwise)?
- If you use any external sources – information must be cited, and you must have a works cited. (See termpaper guidelines for details.)

The following chart provides guidelines for grading.

Top row: provides grade range for each standard. 3rd column: defines the standards and the number of points each standard is worth.

Grade: enter the number of points (0 to 5) for the standard that applies (see top row).

*Attach a copy of this chart to your report, and in the 2nd column, put in the grade you think your report will get.*

Prof's grade	Your self-grade		Unacceptable (0-2)	Acceptable (3)	Good (4)	Excellent (5)
<b>SCIENCE (80 points)</b>						
		<b>Logistical</b>	No information	Much information	Some information	Complete information.

		<b>information</b> (weight 1)	provided.	missing.	missing.	
		<b>Organiz- ation</b> (weight 2)	Report is poorly organized. Reader can not follow either lines of reasoning for stops, or can not determine what stops are being written about.	Reader can ascertain what stops are being written about. Stops are organized logically. .	Reader can ascertain what stops are being written about; each stop is organized logically. Report overall is organized logically.	Reader can ascertain what stops are being written about. Report is logically organized. Subheadings used.
		<b>Stop 1 (Brown St. Quarry)</b> (weight 4)	Omitted, or very brief.	Moderately complete descriptions/interpretations provided; <i>or</i> some features omitted.	Fossils & rock described, environmental interpretations provided but no rationale for interpretations is given.	Detailed description of fossils and lithology; environmental interpretations given, with rationale provided.
		<b>Stop 1 sketches</b> (weight 2)	Sketches not included.	Sketches provided, no scale, no labels <i>or</i> grossly inaccurate.	Sketches lack either scale or label or are somewhat inaccurate.	Sketches include scale and labels and accurately portray the fossil.
		<b>Stop 2 (Bible Camp stop)</b> (weight 4)	Omitted, or very brief.	Moderately complete descriptions/interpretations provided; <i>or</i> some features omitted.	Fossils & rock described, environmental interpretations provided but no rationale for interpretations is given.	Detailed description of fossils and lithology; environmental interpretations given, with rationale provided.
		<b>Stop 2 sketches</b> (weight 2)	Sketches not included.	Sketches provided, no scale, no labels <i>or</i> grossly inaccurate.	Sketches lack either scale or label or are somewhat inaccurate.	Sketches include scale and labels and accurately portray the fossil.
		<b>Significance of sites</b> (weight 1)	Significance not given, or factually incorrect.	Significance outlined.	Significance provided in moderate detail.	Significance explained in detail.
<b>SCIENCE TOTAL (out of 80)</b>						

<b>WRITING (20 points)</b>						
		<b>Grammar/ spelling</b> (weight 2)	There are so many errors that meaning is obscured. The reader is confused and stops reading.	The writing has many errors, and the reader is distracted by them.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing is free or almost free of errors.
		<b>Linguistics - tone</b> (weight 1)	The tone is unprofessional. Tone is not appropriate for an academic paper. Writing does not engage the reader.	The tone is not consistently professional or appropriate for an academic paper.	The tone is generally professional. For the most part, it is appropriate for an academic paper.	The tone is consistently professional and appropriate for an academic paper. Writing is exciting and reader is engaged in subject.
		<b>Linguistics - word choice</b> (weight 1)	Many words are used inappropriately, confusing the reader.	Word choice is merely adequate, and the range of words is limited. Some words used inappropriately.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is consistently precise and accurate.
<b>WRITING TOTAL (out of 20)</b>						
<b>REPORT TOTAL (out of 100)</b>						