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Communication Intensive Courses

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My Himalaya Term Paper

By Mr. Did-it For-the-Grade.

Such-and-such a date.

The Himalaya.

The Himalaya is a geological region. It's probably really interesting but I wrote this paper in a rush last night so pleeze don't mind my misspeellings and somehow find this blather interesting or just get bored and stop reading it and give me a decent grade because faults and folds. Actually come to think of it the Himalaya has faults and folds, because it's a contractional mountain belt. And already this is better than a lot of term papers! Still, no references so far ;) … let's keep it that way! Ultimately this term paper, like most others, is a tale told by an idiot, full of sound and fury and flowery stuff meant to seem super smart and fill space, signifying nothing.

WIKIPEDIA

Lesser Himalayan Strata

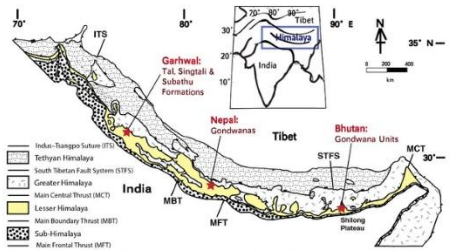
One of the major depositional strata in the Himalaya is the **Lesser Himalayan Strata** from the Paleozoic to Mesozoic eras. It had a quite different marine succession during the Paleozoic, as most parts of it are sparsely fossiliferous or even devoid of any well-defined fossils. Moreover, it consists of many varied lithofacies, making correlation work more difficult. This article describes the major formations of the *Paleozoic – Mesozoic Lesser Himalayan Strata*, including the *Tal Formation*, *Gondwana Strata*, *Singtali Formation* and *Subathu Formation*.

Contents

Geological background

The Himalayan mountain chain is a fold and thrust belt that can be divided into four units bounded by thrusts from south to north: the Sub-Himalaya, Lesser Himalaya, Greater Himalaya and Tethyan Himalaya.[1] The Lesser Himalayan Zone has a lower relief and elevation of the mountains compared to Greater Himalaya. The Lesser Himalaya Sequence (LHS) is bounded by two main thrusts: the Main Central Thrust (MCT) in the north and the Main Boundary Thrust (MBT) in the south.[2]

The main layers of the LHS includes non-fossiliferous, low-grade, metasedimentary rocks, metavolcanic strata and augen gneiss. These have been dated as an age ranging from 1870 Ma to 520 Ma (i.e. Proterozoic to Cambrian).[3][4] Near the end of the Early Cambrian, there was a regional diastrophism (i.e. deformation of the Earth's crust) or crustal movement that heaved up the Indian subcontinent, interrupting the sedimentation in the Lesser Himalaya and causing a widespread unconformity in Nepal. This is known as the Great Lesser Himalayan Unconformity, which separates the older LHS from the overlying younger LHS that has an age of Permian to Middle Eocene.[2]



Geographic locations of major formations discussed. Modified from N.R. McKenzie et al. (2011).

During the Paleozoic and Mesozoic, the LHS starts from the basal Tal Formation, which is part of the Outer Lesser Himalayan sequence in the Garhwal Himalaya. The Tal was deposited between the period of the Late Proterozoic to Palaeozoic Cambrian.[5] After that, there was a great hiatus between the Middle Proterozoic rocks and the overlying Palaeocene-Eocene strata.[6] This indicates that the LHS experienced a long period of denudation or

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EASC4407
Regional Geology


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EASC4407 REGIONAL GEOLOGY - **2019 Schedule version 1**

WEEK 1	04-Sep-19	1-- Regional Geology: Topics, Solving Problems	
Webb		2-- **Introduction to Wikipedia Project**	
	06-Sep-19	1-- the Canadian Rockies: fold-and-thrust belts	
		2&3-- **How to make a Wikipedia page (bring your laptop to class) & Wiki rubric draft**	
		READING 1 - Dahlstrom, 1969	
WEEK 2	11-Sep-19	1-- the Canadian Rockies: fold-and-thrust belts	
Webb / Ali		2&3-- **How to draw in Inkscape (bring your laptop to class) & Wiki rubric finalized**	
	13-Sep-19	1-- Commonalities of the Alps, Taiwan, Variscan, Himalaya: tectonics and surface processes	
		2-- Mini-lecture: how to make an evolutionary diagram (adv vs retr subd zones).	
		READING 2 - one of Montgomery and Stolar, 2006; Malavieille, 2010	
		EXTRA (not required) READING - Webb, 2013	
	DUE:	**SELECTION OF WIKI TOPIC, Turn in to Webb via email** (25 points)	
WEEK 3	18-Sep-19	**Welcome to East Asia!**	**Now is the time to do the hard work for your Wikipedia page.**
Ali	20-Sep-19	**Welcome to East Asia! Here's how it works.**	
WEEK 4	25-Sep-19	1-- From the western USA to Tibet: rifts, core complexes, extensional tectonics	
Webb		2-- Informal team presentation: how to explain an evolutionary diagram	
		READING 3 - one of Coney and Harms, 1984; Wernicke and Axen, 1988; Kapp et al., 2008	
		EXTRA (not req.) READING-Lister&Davis,1989; McQuarrie&Wernicke,2005	
	DUE:	**By this class, you must obtain approval for your Reading 4 / Exam 1 Part A paper.**	
	27-Sep-19	1-- **EXAM 1, Part A** (30 points)	
		2-- In-class exercise presenting chosen paper.	
		*READING 4 - **Student choice**, each must choose a fully distinct paper that we will not otherwise read!*	
WEEK 5	02-Oct-19	1-- Hadley cells and the Andes, the Monsoon and the Himalaya: tectonics and climate	
Webb / Ali		2-- Informal team presentation: how to explain an evolutionary diagram	
		READING 5 - one of Montgomery et al., 2001; Clift et al., 2008; Boos and Kuang, 2010	
	04-Oct-19	**Welcome to East Asia! Here's how it works.**	
WEEK 6	09-Oct-19	The closure of the Tethyan Ocean: from mantle dynamics to climate	
Webb / Ali		*READING 6- one of Wortel & Spakman, 2000; Kapp et al., 2007; Replumaz et al., 2010;2014; DeCelles et al., 2011; Iaffaldano et al., 2011; Schildgen et al., 2014; Webb et al., 2017*	
	11-Oct-19	**Welcome to East Asia! Here's how it works.**	
	12-Oct-19	**DUE:** **WIKIPEDIA DRAFT PAGE turn in to Webb via email** with link **by noon** (95 points)	
WEEK 7	Reading / field trip week: 14-19 October.		
WEEK 8	22-Oct-19	**DUE:** **Wikipedia (1) feedback and (2) reflection notes posted by noon** (10 points)	
Webb	23-Oct-19	**In-class Wikipedia feedback session**	
	25-Oct-19	Odd regions: non-plate tectonics, salt tectonics, syntaxes, drips	
		READING 7 - one of Saleeby and Foster, 2004; Hudec and Jackson, 2007; DeCelles et al., 2009; Yin and Taylor, 2011; Koons et al., 2013; Bendick & Ehlers, 2014; Magni, 2019	
WEEK 9	30-Oct-19	Tracking geological cooling: thermochronologic techniques	
Webb		*READING 8 - Ault et al., 2019 in press Tectonics*	
	DUE:	By this class, you must obtain approval for your Exam 1 Part B paper (*READING 9*).	
	01-Nov-19	1-- **EXAM 1, Part B** (30 points)	
		2-- In-class exercise: thermochronology prediction experiment 1	
WEEK 10	06-Nov-19	LECTURE: Cooling histories and Himalayan tectonics: Tracking exhumation with thermochronology	
Webb		DISCUSSION: Deep-mantle forcing of orogenesis	
		READING 10 - Faccenna et al., 2013 Tectonics; Faccenna et al., 2017 EPSL	
	08-Nov-19	In-class exercise: thermochronology prediction experiment 2	
WEEK 11	13-Nov-19	Barberton, Isua, Pilbara 1: lithologies and deformation patterns of early Earth	
Webb		*READING 11 - one of Collins et al., 1998; Komiya et al., 1999; Van Kranendonk et al., 2019; Byerly et al., 2007; Nutman and Friend, 2009; Arai et al., 2015*	
	15-Nov-19	In-class exercise: thermochronology prediction experiment 3.	
	16-Nov-19	DUE: **Wikipedia page goes LIVE! Turn in via email with link by noon** (75 points)	
WEEK 12	19-Nov-19	DUE: **Wikipedia (1) feedback and (2) reflection notes posted by noon** (10 points)	
Webb	20-Nov-19	**In-class Wikipedia feedback session**	
	22-Nov-19	Barberton, Isua, Pilbara 2: tectonic modes of early Earth	
		READING 12 - one of Stern, 2008; Van Kranendonk, 2010; Moore & Webb, 2013	
WEEK 13	27-Nov-19	Regional to Planetary: could there be a unified theory of terrestrial planetary crusts	
Webb		*READING 13 - Turcotte, 1989; Taylor and McLennan, 2009 [Chapter 1]; Moore et al., 2017*	
	DUE:	By this class, you must obtain approval for your exam 2 paper (*READING 14*).	
	29-Nov-19	**EXAM 2** (60 points)	
FINAL WIKI PROJECT DUE:		**Noon, 19-Dec-19** (60 pts) + **Reflection / feedback report** (5 pts)	

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	DUE:	**By this class, you must obtain approval for your Reading 4 / Exam 1 Part A paper.**
	27-Sep-19	1-- **EXAM 1, Part A** (30 points)
		2-- In-class exercise presenting chosen paper.
		*READING 4 - **Student choice**, each must choose a fully distinct paper that we will not otherwise read!*

Now is the time to do the hard work for your Wikipedia page.


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Chat CL4.17

SHIFT+ENTER for line break

Current number of users in the chat: 6

A A A Exit full screen

Philippe Courtial - EGU Office (14:52) Hi everyone, I am looking forward to participating in this exciting session.

Susanne Buiter RWTH Aachen (convener) (14:52)
We will discuss the displays in order of appearance (see the box to the right). Each author is asked for a 1-2 sentence introduction (please prepare!). Then we will take questions.

P. van der Beek, Univ. Grenoble, Author (14:52) Hi all, I'm the author of Display D3899 and am excited to present this work

Susanne Buiter RWTH Aachen (convener) (14:52) As conveners we have prepared overarching questions based on the displays for an open discussion at the end of the chat.

Hazel Gibson, EGU Office (14:52) Hello everyone, I am looking forward to this chat!

Terri Cook (14:52) Me too!

B I X_2 X^2

SHIFT+ENTER for line break

- Show user list (6)
- All abstracts
- Abstracts with presentations (10)

Chat time: 14:00–15:45

D3883 | EGU2020-15589
Climate change in mountains around the globe: Elevation dependencies and contrasts to adjacent lowla[...]
Enrico Arnone et al.

D3884 | EGU2020-18274
Detection of precipitation and snow cover trends in the the European Alps over the last century usin[...]
Julien Beaumet et al.

D3885 | EGU2020-15536
Investigating the anthropogenic influence on the mesoscale over Kilimanjaro
Carolyne Pickler and Thomas Mölg

D3886 | EGU2020-16856
Impactful Tibetan Plateau Vortices: structure, lifecycle and environmental conditions
Julia Curio et al.

D3887 | EGU2020-1329
The impact of the Westerlies on the PBL growth and land surface energy balance on the north of the c[...]


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CIC CERTIFICATION


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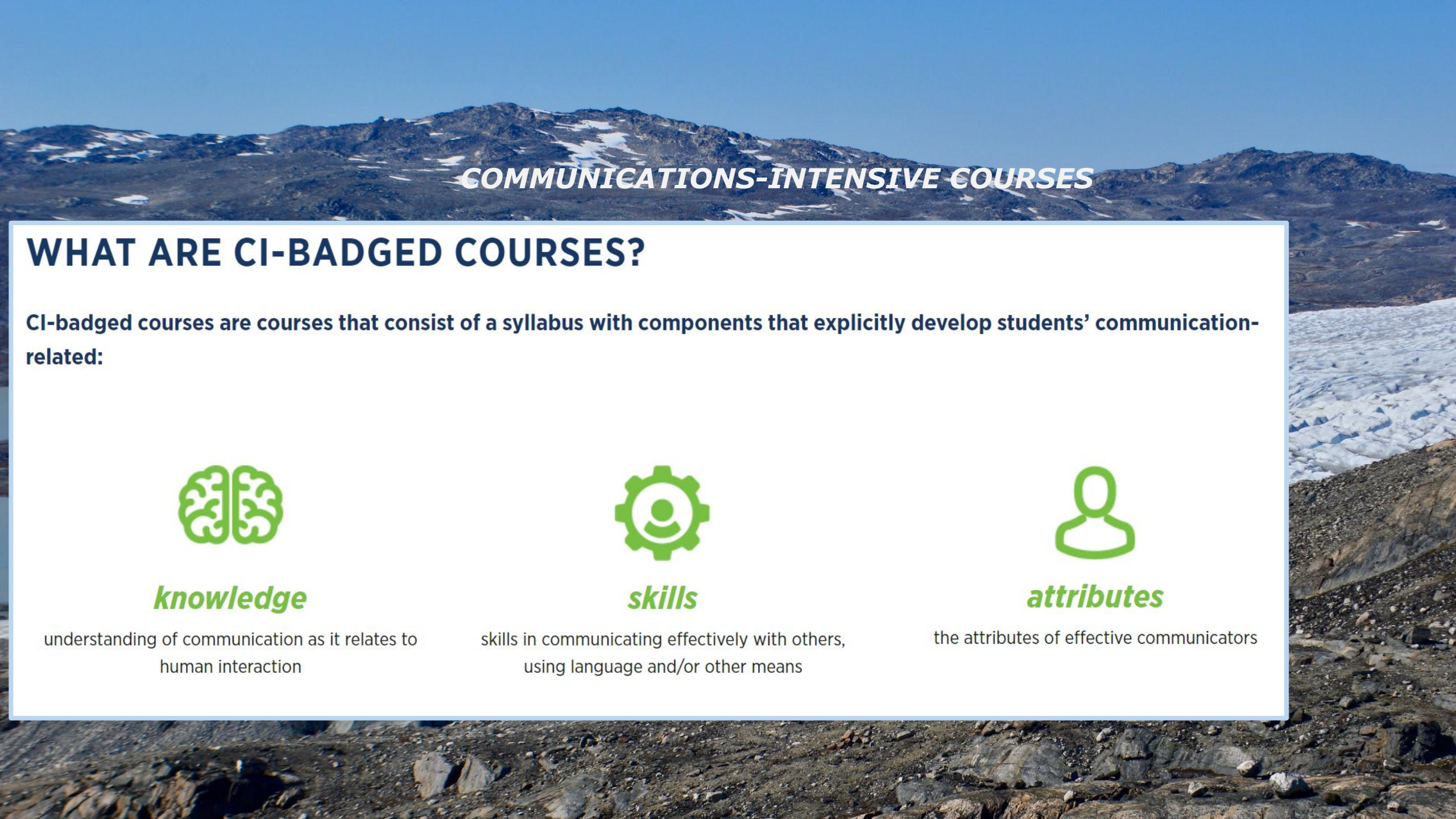


COMMUNICATIONS-INTENSIVE COURSES

WHAT ARE CI-BADGED COURSES?

CI-badged courses are courses that consist of a syllabus with components that explicitly develop students' communication-related:

knowledge

understanding of communication as it relates to human interaction

skills

skills in communicating effectively with others, using language and/or other means

attributes

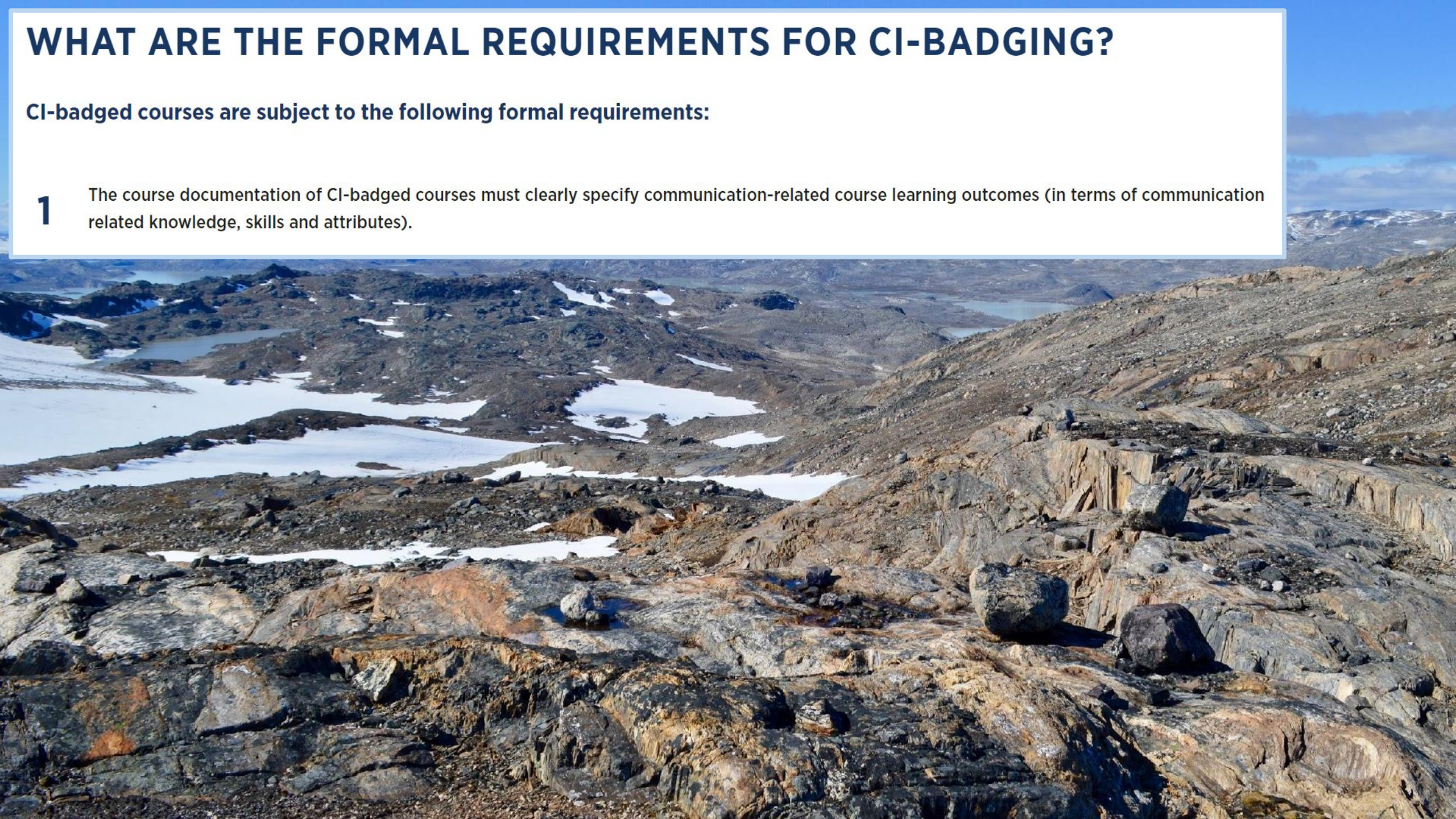
the attributes of effective communicators


COMMUNICATIONS-INTENSIVE COURSES

WHAT ARE THE FORMAL REQUIREMENTS FOR CI-BADGING?

CI-badged courses are subject to the following formal requirements:

1 The course documentation of CI-badged courses must clearly specify communication-related course learning outcomes (in terms of communication related knowledge, skills and attributes).



WHAT ARE THE FORMAL REQUIREMENTS FOR CI-BADGING?

2 CI-badged course learning outcomes must include learning outcomes that relate specifically to at least two of the following four communication 'literacies':

(in terms of communication

ORAL LITERACY

The ability to communicate through spoken texts that are constructed with the appropriate content, structure and language features, fit for their intended academic or professional purpose and audience.

WRITTEN LITERACY

The ability to communicate through written texts that are constructed with the appropriate content, structure and language features, fit for their intended academic or professional purpose and audience.

VISUAL LITERACY

The ability to communicate in speech and writing through appropriate visual modes (e.g., diagrams, graphs, charts) and/or visual media (e.g., posters, 3-D printed objects, stage performances).

DIGITAL LITERACY

The ability to use appropriate information and communication technologies to find, evaluate, create, and communicate information in speech and writing (e.g., wikis, websites, virtual reality projects).

WHAT ARE THE FORMAL REQUIREMENTS FOR CI-BADGING?

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WRITTEN LITERACY

(in terms of communication

3 At least **40% of the course grade** of a CI-badged course must be assigned to communication-rich assessment tasks relating specifically to communication-related knowledge, skills and attributes, as specified in the course learning outcomes. **Assessment rubrics** must be provided that describe expected student performance in these communication-rich assessment tasks.

VISUAL LITERACY

The ability to communicate in speech and writing through appropriate visual modes (e.g., diagrams, graphs, charts) and/or visual media (e.g., posters, 3-D printed objects, stage performances).

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COMMUNICATIONS-INTENSIVE COURSES

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Eike Schling HKU Architecture


COMMUNICATIONS-INTENSIVE COURSES

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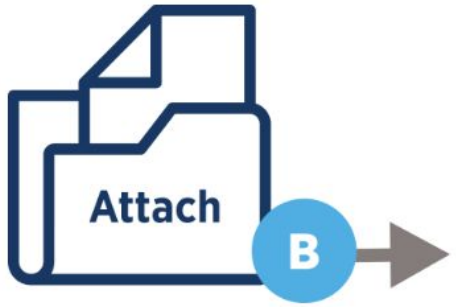
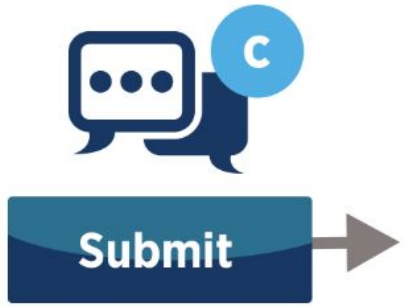
STAGE 1

CiC Committee endorsement of CiC certification application

1 Download C-I certification form
2 Complete the form



1 C-I certification Form
2 Course syllabus, grade descriptors and assessment rubrics



Contact the CiC Committee

Wait for feedback and endorsement from CiC Committee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Thank you, keep in touch!
aagwebb@hku.hk
P.S. This is Isua, SW Greenland.
Geosciences: explore your world.