



# GEOS344

## Petrology and Geodynamics of the Lithosphere

S1 Day 2018

*Dept of Earth and Planetary Sciences*

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#### Disclaimer

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## General Information

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E5B-10

Credit points

3

Prerequisites

GEOS207 and (GEOS226 or GEOS272)

Corequisites

Co-badged status

Unit description

This unit embodies a detailed description of the chemical and mineralogical composition of the crust and uppermost 200 km of the mantle. Themes covered include the composition of the mantle and the melts it can give rise to, the mineralogical makeup and textures of metamorphic crustal rocks, and a characterisation of the assemblages of rocks that are typical for various tectonic environments on the modern and ancient Earth. Emphasis is laid on integrating information from different sub-disciplines of the Earth sciences. Practical work comprises exercises on metamorphic and igneous rocks and builds an understanding of the intimate relationship between geochemistry and petrology.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

To gain an appreciation of the mineralogy of mantle and lower crustal rocks and of their melting conditions and processes by which they may melt.

To gain an appreciation of the relationship between mineral assemblages, mineral composition, and the geochemistry of the rocks they are contained in.

To be able to recognize metamorphic mineral assemblages under the petrographic microscope and to assign these to their metamorphic pressure-temperature conditions of origin.

To read, construct and interpret basic geological phase diagrams.

To gain an overview of the rock types (igneous, metamorphic and sedimentary) to be expected in specific geotectonic environments, and so be able to recognize geological settings in the Earth's past.

To further develop skills in teamwork, independent observations, and written presentation of scientific information.

To gain an appreciation of the deep cycles of volatile components in the Earth.

## General Assessment Information

If you receive [special consideration](#) for the final exam, a supplementary exam will be scheduled in the interval between the regular exam period and the start of the next session. By making a special consideration application for the final exam you are declaring yourself available for a resit during the supplementary examination period and will not be eligible for a second special consideration approval based on pre-existing commitments. Please ensure you are familiar with the [policy](#) prior to submitting an application. You can check the supplementary exam information page on FSE101 in iLearn ([bit.ly/FSESupp](http://bit.ly/FSESupp)) for dates, and approved applicants will receive an individual notification one week prior to the exam with the exact date and time of their supplementary examination.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Quizzes</a>	15%	No	TBA
<a href="#">Practical assessments</a>	30%	No	TBA

Name	Weighting	Hurdle	Due
Final examination	40%	No	Examination period
Assignment	15%	No	17/04/2018

## Quizzes

Due: **TBA**

Weighting: **15%**

3 quizzes during semester, each worth 5% of total mark

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- To read, construct and interpret basic geological phase diagrams.
- To gain an overview of the rock types (igneous, metamorphic and sedimentary) to be expected in specific geotectonic environments, and so be able to recognize geological settings in the Earth's past.
- To gain an appreciation of the deep cycles of volatile components in the Earth.

## Practical assessments

Due: **TBA**

Weighting: **30%**

Practical work done in the three-hour practical classes will be collected in and marked on three occasions.

Marks will be 10% for each practical collected in, totalling 30% for the course.

Whether a given week's practical work will be collected in for marking will be announced at the beginning of the practical session.

On successful completion you will be able to:

- To gain an appreciation of the mineralogy of mantle and lower crustal rocks and of their melting conditions and processes by which they may melt.
- To gain an appreciation of the relationship between mineral assemblages, mineral composition, and the geochemistry of the rocks they are contained in.
- To be able to recognize metamorphic mineral assemblages under the petrographic

microscope and to assign these to their metamorphic pressure-temperature conditions of origin.

- To read, construct and interpret basic geological phase diagrams.
- To gain an overview of the rock types (igneous, metamorphic and sedimentary) to be expected in specific geotectonic environments, and so be able to recognize geological settings in the Earth's past.
- To further develop skills in teamwork, independent observations, and written presentation of scientific information.

## Final examination

Due: **Examination period**

Weighting: **40%**

The examination will consist partly of questions on the material covered in lectures and partly of practical work on microscopy, which will be covered in practicals after the mid-term break.

On successful completion you will be able to:

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- To be able to recognize metamorphic mineral assemblages under the petrographic microscope and to assign these to their metamorphic pressure-temperature conditions of origin.
- To gain an overview of the rock types (igneous, metamorphic and sedimentary) to be expected in specific geotectonic environments, and so be able to recognize geological settings in the Earth's past.
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- To gain an appreciation of the deep cycles of volatile components in the Earth.

## Assignment

Due: **17/04/2018**

Weighting: **15%**

Assignment will consist of a combination of spreadsheet calculations and an essay. The assignment will be set in the first half of the course and the background will be covered in the lecture in Week 4.

On successful completion you will be able to:

- To gain an appreciation of the mineralogy of mantle and lower crustal rocks and of their melting conditions and processes by which they may melt.
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## **Delivery and Resources**

### **Required and Recommended Texts and/or Materials**

There is no set textbook for GEOS 344.

The following books have been taken as sources for many graphics used in lectures. Others come from scientific journal publications and will be made available on-line (iLearn) as the course proceeds.

Winter, J.D. (2010) Principles and igneous and metamorphic geology. Pearson education. ISBN-10: 0321592573

Best, M.G. (2003) Igneous and metamorphic petrology. Blackwell. ISBN-10: 1405105887

Bucher, K., Grapes, R. (2011) Petrogenesis of metamorphic rocks. Springer. ISBN-10: 3540741682

Spear, F. S. (1994) Metamorphic phase equilibria and pressure-temperature-time paths. Mineralogical Society of America Monograph. ISBN 0-939950340

Vernon, R. H., Clarke, G.L. (2008) Principles of metamorphic petrology. Cambridge. ISBN-10: 0521871786

Philpotts, A.R., Ague, J.J. (2009) Principles of igneous and metamorphic petrology. Cambridge. ISBN-10: 0521880068

Blatt, H., Tracy, R., Owens, B. (2005) Petrology: igneous, sedimentary and metamorphic. W.H. Freeman. ISBN-10: 0716737434

Putnis, A. (1992) Introduction to mineral sciences. Cambridge. ISBN-10: 0521429471

Spry, A. (1969) Metamorphic textures. Pergamon Press.

Nesse, W.D. (2011) Introduction to mineralogy. Oxford. ISBN-10: 0199827389

#### **Library Loans**

The Library at Macquarie will have provided you with information on library loans. The procedures differ for metropolitan and country students. Please familiarise yourself with the procedures appropriate in your case. If you have any enquiries contact the Library on (02) 9850-7500.

## Technology Used and Required

Unit Web Page

<http://ilearn.mq.edu.au>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Assessment tasks

- Practical assessments
- Final examination

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:



## Learning outcomes

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- To be able to recognize metamorphic mineral assemblages under the petrographic microscope and to assign these to their metamorphic pressure-temperature conditions of origin.
- To further develop skills in teamwork, independent observations, and written presentation of scientific information.
- To gain an appreciation of the deep cycles of volatile components in the Earth.

## Assessment tasks

- Practical assessments
- Final examination
- Assignment

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcome

- To gain an appreciation of the deep cycles of volatile components in the Earth.

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

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- To be able to recognize metamorphic mineral assemblages under the petrographic microscope and to assign these to their metamorphic pressure-temperature conditions of origin.
- To read, construct and interpret basic geological phase diagrams.
- To gain an overview of the rock types (igneous, metamorphic and sedimentary) to be expected in specific geotectonic environments, and so be able to recognize geological settings in the Earth's past.
- To gain an appreciation of the deep cycles of volatile components in the Earth.

## Assessment tasks

- Quizzes
- Practical assessments
- Final examination
- Assignment

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- To gain an appreciation of the mineralogy of mantle and lower crustal rocks and of their melting conditions and processes by which they may melt.
- To gain an appreciation of the relationship between mineral assemblages, mineral composition, and the geochemistry of the rocks they are contained in.
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## **Assessment tasks**

- Quizzes
- Practical assessments
- Final examination
- Assignment

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- To gain an appreciation of the mineralogy of mantle and lower crustal rocks and of their melting conditions and processes by which they may melt.
- To gain an appreciation of the relationship between mineral assemblages, mineral composition, and the geochemistry of the rocks they are contained in.
- To be able to recognize metamorphic mineral assemblages under the petrographic microscope and to assign these to their metamorphic pressure-temperature conditions of origin.
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- To gain an appreciation of the deep cycles of volatile components in the Earth.

## **Assessment tasks**

- Practical assessments
- Final examination
- Assignment

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- To gain an appreciation of the relationship between mineral assemblages, mineral composition, and the geochemistry of the rocks they are contained in.
- To further develop skills in teamwork, independent observations, and written presentation of scientific information.

## **Assessment tasks**

- Practical assessments
- Final examination
- Assignment

## **Changes from Previous Offering**

The weighting of the four assessment types remains the same, but three practicals will be collected in and marked instead of two in the past.