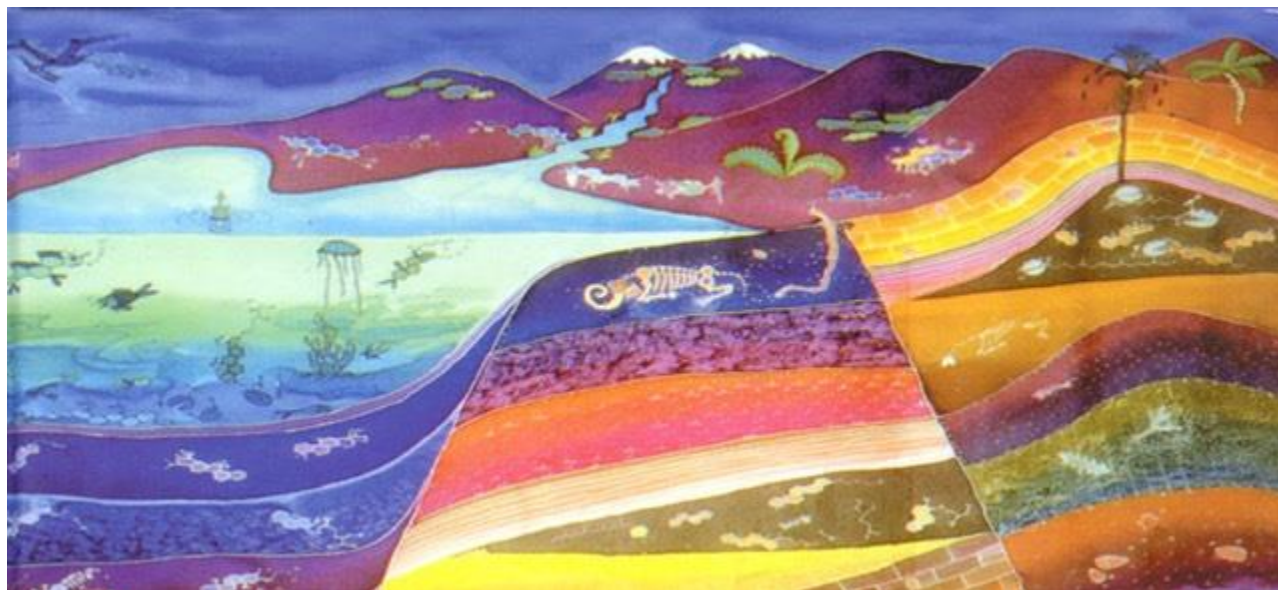


# GEOL 403/603: GEOCHEMISTRY, SPRING 2023



*Artwork via Alex Sessions*

## COURSE INFORMATION

Instructor: Dr. Brittany Hupp (she/her/hers)

Contact Information: bhupp@gmu.edu

Office Hours: W 2:00 to 3:00 pm or by appointment; Exploratory Hall 3454

Class Hours: Mondays & Wednesdays, 9:00 to 10:15 am

Class Location: Exploratory Hall 1309

## COURSE CATALOGUE DESCRIPTION

Includes stable isotope, crystal, water, and organic geochemistry; geochronology, and geochemistry of rocks.

## CLASS TEXTS\*:

- *Chemical Fundamentals of Geology and Environmental Geoscience*, 3<sup>rd</sup> Edition, Robin Gill, ISBN: 978-0-470-65665-5
- *Geochemistry, An Introduction*, 2<sup>nd</sup> Edition, Francis Albarède, ISBN: 978-0-521-70693
- *Practical Geochemistry*, Paul Alexandre, ISBN: 978-3-030-72453-5

\*PDFs of all class texts have been uploaded to the course website. Additional readings will be added to the course website as needed.

## PREREQUISITES

GEOL 403 Recommended Prerequisites: GEOL 101, GEOL 103, GEOL 102, and CHEM 211.

GEOL 603 Recommended Prerequisite: An undergraduate degree in physical or natural sciences, including at least one semester of chemistry, introductory physical geology, and preferably, mineralogy, or permission of instructor.

## STUDENT LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Define and make calculations using geochemical variables.
2. Describe the origin, behavior, and distribution of elements on Earth.
3. Understand the principles of chemical bonds, in terms of basic inorganic chemistry, and the chemical structure of silicate minerals.
4. Recall elemental thermodynamic laws, interpret T-P diagrams, and calculate reaction rates.
5. Interpret major and trace element data to constrain the evolution of Earth's mantle and crust in relation to plate tectonics.
6. Describe the mechanisms of radioactive decay and its application to geochronology and tracer geochemistry using common radioactive isotope systems employed in the geosciences.
7. Recall the principles of stable isotope geochemistry and interpret stable isotope records as they apply to the hydrologic system and evolution of the ocean-atmosphere-biosphere system.
8. Set up and conduct equilibrium speciation calculations of aqueous solutions and predict changes in the carbonate system.
9. Use information on geochemical reaction pathways and earth-surface physical processes to understand key low-temperature processes such as redox reactions, sediment diagenesis, chemical weathering, and organic matter decomposition.
10. Predict changes in fluxes associated with global biogeochemical cycles and interpret box models of geochemical systems.
11. Critically evaluate published literature of geochemical research.

## COURSE STRUCTURE

This course is divided into four major units each spanning ~3 weeks:

- Introduction to Geochemistry & Geochemistry of the Solid Earth
- Isotope Geochemistry
- Geochemistry of the Hydrosphere & Atmosphere
- Geochemistry of the Surficial Earth

For each major unit there will be 2 assignments for undergraduate students (UG) and 3 assignments for graduate students (GR) which are summarized in the table below:

1. **Problem Sets (UG & GR):** Homework will consist of problem sets that will be assigned early in each unit and will be due at the start of the following unit. Each problem set accounts for 10% of your total grade if you are an undergraduate student, and 8% of your total grade if you are a graduate student. If you score below an 80% on a problem set, you

can correct wrong answers and resubmit the problem set to be regraded, with a maximum potential regraded score of 80%. Resubmissions must be turned into Dr. Hupp within 1 week of the graded problem set being initially passed back to the class. Note this option for resubmission will not be available for Problem Set #4. While coworking with your classmates on problem sets is encouraged, it is required that you turn in work that you have personally completed. *The problem set exercises are meant to provide students experience working with and interpreting real data in order to develop skills relevant to the careers in the geologic workforce, improve understanding of course topics, and provide practice doing common geochemical calculations.*

2. **Unit Exams (UG & GR):** There will be an exam at the end of every unit, with each exam accounting for 15% of your final grade. The last exam will take place during our final exam period on Monday, May 15<sup>th</sup> from 7:30 to 10:30 am and may include cumulative questions. Exams will be “closed book”. However, a list of potential exam questions will be provided 1 week before the exam to encourage students to study and solidify their understanding of exam topics. *This approach provides students the opportunity to have more control over their potential for success in this course and encourages long-term retention of course topics.*
3. **Paper Readings & Reviews (GR):** For each unit, graduate students will be required to find, read, and critically evaluate a peer-reviewed, published research paper relevant to at least one topic being covered within the unit. The template to be used for each review is provided on the course website. You are encouraged to read over the template before you start reading your paper of choice. Each unit paper review is due at the start of the following unit. *The paper readings and reviews are meant to be useful to students’ thesis research and/or to provide insight and experience into how to critically review (and thoroughly write your own) geochemical research.*
4. **Bonus!** Students have the opportunity to increase their total course grade by completing the “Science and Society” article review activity which is posted on the course website. This bonus activity may be completed up to 3 times, with the potential of each article review raising your total final grade by 0.5% (for a maximum potential grade increase of 1.5% upon high-quality completion of 3 article reviews). You can find more information on bonus grading and requirements in the activity directions. All bonus assignments must be turned in by midnight on the last day of classes for the semester, May 6<sup>th</sup>.

Assignment Type	Undergraduate % of Total Grade	Graduate % of Total Grade
Unit Exams (4)	60% (15% each)	60% (15% each)
Problem Sets (4)	40% (10% each)	32% (8% each)
Paper Readings & Reviews (4)	-	8% (2% each)

### FINAL GRADE SCALE

A+ = 97 – 100%	B+ = 87 – 89%	C+ = 77 – 79%	D = 60 – 69%
A = 93 – 96%	B = 83 – 86%	C = 73 – 76%	F = 0 – 59%
A- = 90 – 92%	B- = 80 – 82%	C- = 70 – 72%	

## COURSE POLICIES

Attendance: Attendance at all scheduled lecture sections is required to achieve the requisite level of knowledge in this course.

Expectations for time spent outside of class: Please allot two hours per class meeting outside of class time work on problem sets and reading reviews, study for exams, and complete readings.

Technology requirements: Access to a working computer with a strong internet connection is required for course work done outside of class. If you have a laptop, please bring it to each class meeting. Microsoft Excel software is required to complete course problem sets and can be downloaded for free; read more about Excel installation here:

<https://its.gmu.edu/service/microsoft365apps/>. You will also need access to a basic scientific calculator.

Use of technology: During class, please be respectful of our time together and do not engage in activities that are unrelated to class. Cell phones may be left on but muted and used for emergencies only.

Names and Pronouns: I will gladly honor your request to address you by your preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes.

Late Policy: All assignments are due at their assigned due dates unless an alternative arrangement has been made. In general, each student is allowed one “freebie” extension of 3 days for one assignment per semester. Beyond the freebie extension, grades earned for work turned in late will be reduced by 25% each set of 3 days it is late (e.g., an assignment turned late will have the grade reduced by 25%, whereas an assignment 3 to 5 days late will have the grade earned reduced by 50%.) If there are circumstances that prevent you from turning in an assignment on time, please contact me before an assignment is late so that we may establish an alternative timeline.

Communication Plan: Email is the best way to get in touch with me. If you send me an email, I will respond within 2 business days. *Please note, I do my best not to read or respond to emails past 6 pm.* I am also reachable in-person before/after class and during office hours. If you would like to meet at an alternative time in person or via zoom, feel free to reach out and we can work together to find a different time to meet.



## COURSE SCHEDULE

Assignment key: PS = Problem Set, RR = Reading Review (graduate students only)

Unit	Class Date	Lecture Topic	Reading	Assignments
1. Introduction & Geochemistry of the Solid Earth	Jan. 23	Intro to Class; Chemistry Review		
	Jan. 25	Behavior, Distribution, & Origin of the Elements	Gill Ch. 11; Alexandre Ch. 1	
	Jan. 30	Crystal Chemistry & Mineral Reactions	Gill Ch. 7 & 8	PS 1 assigned
	Feb. 1st	Thermodynamics I	Gill Ch. 1 & 2	
	Feb 6th	Thermodynamics II & Kinetics	Gill Ch. 2 & 3	
	Feb. 8th	Geochemistry of the Solid Earth	Albarède Ch. 11; Alexandre Ch. 3	
	Feb 13th	<b>Unit 1 Exam</b>		Unit 1 Exam
2. Isotope Geochemistry	Feb. 15th	Introduction to Isotopes	Albarède Ch. 3; Gill Ch. 10	PS & RR 1 due
	Feb 20th	Stable Isotopes I	Albarède Ch. 3; Gill Ch. 10	
	Feb. 22nd	Stable Isotopes II	Albarède Ch. 3; Gill Ch. 10	PS 2 assigned
	Feb 27th	Radiogenic Isotopes I	Albarède Ch. 4; Gill Ch. 10	
	March 1st	Radiogenic Isotopes II	Albarède Ch. 4; Gill Ch. 10	
	March 6th	Cosmogenic & Clumped Isotopes	Albarède Ch. 4; Gill Ch. 10	
	March 8th	<b>Unit 2 Exam</b>		Unit 2 Exam
<i>Mar 13th-17th: Spring Break</i>				
3. Geochemistry of the Hydrosphere & Atmosphere	March 20th	Atmospheric Chemistry	Gill Ch. 11; Albarède Ch. 9.2	PS & RR 2 due
	March 22nd	Properties of Water	Gill Ch. 4; Albarède Ch. 7	
	March 27th	Seawater Chemistry	Gill Ch. 4; Albarède Ch. 7.	PS 3 assigned
	March 29th	Aqueous Geochemistry I	Gill Ch. 4; Albarède Ch. 7	
	April 3rd	Aqueous Geochemistry II	Gill Ch. 4; Albarède Ch. 7	
	April 5th	Redox	Gill Ch. 4; Albarède Ch. 7 & 10	
	April 10th	<b>Unit 3 Exam</b>		Unit 3 Exam
4. Geochemistry of the Surficial Earth	April 12th	Chemical Weathering	TBD	PS & RR 3 due
	April 17th	Organic Matter	TBD	
	April 19th	Biogeochemical Cycles I	TBD	PS 4 assigned
	April 24th	Biogeochemical Cycles II	TBD	
	April 26th	Paleoenvironmental Proxies I	TBD	
	May 1st	Paleoenvironmental Proxies II	TBD	
	May 3rd	~Flex Time~ (Careers in Geochem, TBD)		PS & RR 4 due by May 6 <sup>th</sup> @ midnight
	<b>Unit 4 Exam: Monday, May 15th, 7:30-10:30 am</b>			Unit 4 Exam

## **MASON POLICY GUIDELINES**

These university and class policies are important to understand:

### ***Disability Accommodations***

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500.

Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

Office of Disability Services: <http://ods.gmu.edu>

### ***Academic Integrity***

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously, and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.

### ***Diversity and Inclusion***

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also

entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

### ***Sexual Harassment, Sexual Misconduct, and Interpersonal Violence***

Notice of mandatory reporting of sexual or interpersonal misconduct: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

### ***Privacy***

Students must use their MasonLive email account to receive important University information, including messages related to this class. Please see <http://masonlive.gmu.edu> for more information.