**5GL505 Applied Sedimentology**

**Virtual Field Course to South Wales, April 2020**

**Virtual field notebook**

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| **Please write your student number here:** |  |

**Instructions for using this notebook**

* **All of the work you do during this virtual field trip is individual work, and the University’s rules on plagiarism and collaboration apply.**
* Write your field notes here, just as you would in your favourite yellow notebook. Organize them in the usual way, dividing your notes into days and individual localities (see Notebook Organization below).
* Don’t forget to *Save* frequently. Include your student number in the file name.
* **All diagrams, logs and other graphics which you create should be included in this virtual notebook.**
* The drawing tools in Word are a bit of a nightmare to use, so the best way to include photos, maps and other graphics is to create them elsewhere, and then use *Insert -> Pictures*, or simply copy and paste the image into this virtual notebook document.
* We encourage you to draw field sketches and logs from the virtual localities by hand, scan and save them (using a scanner or Microsoft Lens) and then insert or paste them into your virtual notebook.
* Another easy way to create diagrams is in PowerPoint, using the drawing and text box tools, arrows etc. When your graphic is complete, you can either
  + Copy the slide using Ctrl-A to select everything on the slide, Ctrl-C to copy. Then switch to Word, and paste as a picture (don’t just hit Paste – it makes life more complicated!). You may need to resize the picture to fit the page.
  + Or save that slide as a .jpg file, which can then be inserted or pasted into your virtual notebook at the appropriate place.
* Base maps, logs and diagrams are provided in a separate PowerPoint file. You are encouraged to annotate and draw on these, copy the slide (or save it as a .jpg), and add it to your virtual notebook.
* You could also copy images from the locality web pages, draw and write on them in a PowerPoint slide, then insert into your notebook.
* If you are familiar with a drawing package such as Illustrator or Photoshop, you could create your diagrams there, save them and import into your virtual notebook, but don’t spend time learning a new package now.
* Every image you use which is not your own work needs a ***citation*** of source in the caption.

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| **Notebook organisation [adapted for virtual notebooks]** |
| ***Contents****.* Leave blank pages at the start of the notebook, and fill in as you fill your notebook. Make the contents list informative – “Day 1”. is not very useful to the reader; “Day 1 Recent lava flows in NW Tenerife” is much better. |
| ***Day and location information*** |
| * Brief introduction at the beginning of each day: day and date, general location, daily objectives or theme, weather conditions etc. * Each location needs locality information: name, grid reference or GPS location; type of location (e.g. road cutting, sea cliff, disused quarry, viewpoint…). Provide enough information for someone to find their way there. |
| ***Readable? Layout.*** |
| * Give yourself plenty of space. Use headings and subheadings. Start each day on a new page. Leave space for adding notes at the end of the day. |
| ***Separation of your own work from group discussion, what the lecturers say and information in the handout or on the virtual locality pages*** |
| * Must be very clear - use subheadings. If you are using information from the literature or the web, this must be properly cited in the text (see Harvard citation documents in your 1st year Skills module), and listed in a reference list. |
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| **Level of detail** |
| ***Outcrop descriptions & observations; accuracy & detail*** |
| * Provide detailed descriptions based on your observations. * Bullet points can be useful, but they are not very interesting to read. Explanations and interpretations are much clearer when written in continuous prose. * Clearly describe how units relate to each other; underlying or overlying; nature of contact etc. * Link your notes to your diagrams (adding numbers or letters to diagrams may help this, or put relevant notes on or around the margins of a diagram). |
| ***Rock descriptions*** |
| * Where hand specimen photos or photomicrographs are provided, give full, detailed and accurate descriptions for each. Use the hand specimen and thin section description schemes for sedimentary rocks as appropriate. |
| ***Sketches: Clear, detailed, useful, annotated? Sufficient number, scale, north arrow…*** |
| * Give yourself plenty of space. For ‘landscape format’ sections, turn your notebook through 90°. * Emphasize the important features (bedding, contacts etc.) * De-emphasize less important features (vegetation, scree, tectonic joints – unless you are doing a structural study…) * Fully label sketches. Include rock names & brief interpretations. * Give your diagrams sequential figure numbers, so you can easily refer to them in your notes. |
| ***Annotated location map (s)*** |
| * Include geological information, not just a list of locality numbers and days * Mark major geological features, such as faults * Present the information clearly and neatly. |
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| **Interpretation** |
| ***Analysis/Interpretation*** |
| * Try to interpret as you go along. This may be a relatively simple conclusion, such as *‘normal marine salinity*’, ‘*down-current migration of straight-crested dunes*’, or something more detailed and sophisticated. |
| ***Daily summaries*** |
| * Should not be a location-by-location repeat of what we saw during the day * Should explain how what we saw today fits into a bigger picture of regional geology * Should reflect on your development: What have I learned today? What skills have I developed today? * Should be placed at the end of the field day, not in a separate part of the notebook. |
| ***End-of-trip summary*** |
| * A reflective account of what you have learned during the field course about sedimentology and about the regional geology of South Wales, what fieldwork and intellectual skills you have acquired or improved, and how your skills and knowledge can be developed further. |
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| **Notebook overall** |
| * In most years, my commonest criticism has been ‘not enough information recorded’ – in terms of outcrop descriptions, rock descriptions and diagrams. |

**Contents**

**Day 1**