General information	
Academic subject	***Paleontology Lab***
Degree course	Bachelor's degree L/32
Academic Year	2 year
European Credit Transfer and Accumulation System (ECTS)	2
Language	*Italian*
Academic calendar (starting and ending date)	*March-june 2022*
Attendance	

Professor/ Lecturer	
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Department and address	*Dipartimento di Scienze della Terra e Geoambientali via E. Orabona, 4 Bari*
Virtual headquarters	*Dipartimento di Scienze della Terra e Geoambientali via E. Orabona, 4 Bari*
Tutoring (time and day)	wednesday 9-13

Syllabus	
Learning Objectives	Exploring the territory for its abiotic and biotic components
Course prerequisites	Zoology, geology, mineralogy
Contents	Taxonomy, evolutionary processes, stratigraphic and paleoenvironmental distribution of the following systematic groups: Phylum Porifera – Classes Desmospongea and Archaeocyatha Phylum Cnidaria – Orders Rugosa, Tabulata e Scleractinia. Phylum Bryozoa Phylum Brachiopoda Phylum Mollusca - Classes Bivalvia, Gastropoda, Cephalopoda. Phylum Echinodermata – Classes Echinoidea, Edrioasteroidea, Crinoidea Phylum Artropoda - Subphylum Trilobita Phylum Protozoa – Order Foraminiferida
Books and bibliography	MANUALE di PALEONTOLOGIA FONDAMENTI – APPLICAZIONI. Edizioni Idelson Gnocchi 1908 Srl, aprile 2020. 472 pp. ISBN: 9788879477147 teachers' notes
Additional materials	lecture notes.

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
50	*0*	*30*	*20*
ECTS			

2		*2*	
Teaching strategy	*Inquiry-based learning*		
Expected learning outcomes			
Knowledge and understanding on:	Developing skills in observing morphological characters that allow to identify the fossil skeletal remains at phylum, class and order level. Developing skills to link morphological features and mode of life of fossil organisms. Improve knowledge on the main evolutionary stages in terms of phylum, class, order and their distribution in geological time in terms of appearance / disappearance with the support of practical observation of fossil skeletal remains and descriptive taxonomic notes.		
Applying knowledge and understanding on:	Acquiring basic skills for the identification of invertebrate fossil remains		
Soft skills	• *Making informed judgments and choices* Acquiring skills in discriminating between different options *Communicating knowledge and understanding* Developing communication skills for the description of morphological features of fossil skeletons and processes *Capacities to continue learning* Improving skills in acquiring the main taxonomic features in a fossil specimen in order to identify it at phylum, class or order level. Improving skills in placing the fossil skeletons in an adequate chronological framework and tracing the main evolutionary processes of the examined fossil group.		

Assessment and feedback	
Methods of assessment	Identification and oral description of fossil specimen and its stratigraphical distribution and paleoenvironmental meaning
Evaluation criteria	• *Knowledge and understanding* The student must demonstrate to know all the contents of the teaching and, in a special way, the main morphological features diagnostic to taxonomic identification at phylum, class and order hierarchical level. • *Applying knowledge and understanding* The student must be able to apply, in the most appropriate way, the taxonomic knowledge of the main invertebrate fossil groups and collocate the fossils in a temporal and space vision • *Autonomy of judgment* In addition to ascertaining the acquisition of the concepts, the ability to connect the acquired knowledge with other naturalistic disciplines, both abiotic and biotic, is evaluated. • *Communicating knowledge and understanding* For positive evaluation, the students will have to demonstrate the critical acquisition of the acquired notions. • *Communication skills* *The mastery of the scientific vocabulary, the clarity and simplicity of exposure essential elements for teaching and scientific dissemination will be assessed very positively.* • *Capacities to continue learning* Critical ability

Criteria for assessment and attribution of the final mark	The highest grade is achieved by showing reasoning skills and appropriate scientific language. The evaluation will be negative if the student shows that he learned the notions using wrong terms.
Additional information	