Contact information:
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Dr. Tayro Acosta-Maeda: POST 515A, 808-956-3188, tayro@hawaii.edu

This course will be taught together with ERTH 404, Chemistry of Planetary Surfaces.

Class contact hours:
T 2:30 – 5:00 PM in POST 544
R 1:30 – 4:00 PM in POST 544

Office Hours: by appointment

Course Description:
Essential techniques for remote compositional analysis of planets; understanding spectroscopy, mineralogy, and geochemistry of planetary surfaces and their measurement. Design of space flight instrumentation.

Number of Credits:
EPET-ME 301 is a four-credit lecture/laboratory course.

Relation to Curriculum
EPET-ME 301 is an integral part of the Earth and Planetary Exploration Technology certificate.

Prerequisites:
EPET-ME 201, or ERTH 101 and ERTH 101L and ERTH 105, or ERTH 101 and ERTH 107, and CHEM 161 and PHYS 272.

Class contact hours:
Two 3-hour meetings per semester week
Textbooks:
*Remote Compositional Analysis: Techniques for Understanding Spectroscopy, Mineralogy, and Geochemistry of Planetary Surfaces*, Editors: Janice L. Bishop, Jeffrey E. Moersh, and James F. Bell, III. Publisher: Cambridge University, 2019.


A copy of each textbook will be available for class use.

Course Materials and Laulima Website: At the beginning of the semester or a major instructional section, instructional materials will be posted on Laulima in the EPET-ME 301 resources folder. ME 301 students will be provided access to this folder.

Course Structure: The course is structured into learning modules generally aligned with semester weeks. The lecture/laboratory course structure allows about 50% of instruction time for lectures and lecture activities and about 50% for laboratory activities and course project activities. EPET-ME 301 project activities focus on the conceptualization and design of space instruments able to complete defined space mission objectives. The EPET-ME 301 class project designs will be used in EPET-ME 401 Capstone Project.

Course Delivery:
The main elements of course delivery are mini-lectures, guided group discussions, and project-based learning activities. Students are engaged in studying foundational publications in the field of planetary science and are asked to critically evaluate research design, data acquisition, and data analysis and research outcomes.

The laboratory component of the course is characterized by the integration of theory and practice. In the initial weeks break-out group work and group discussions focus on real problems underpinning lecture topics. Later in the semester, break-out group work will increase in time.

Learning objectives are integrated through and culminate in a group-based research project: the design of an instrument for a planetary exploration mission. The requirement is to provide a design and proof of concept. Where possible, a functional prototype, that can be used during the EPET-ME 401 Capstone Project, will be built.
Class contact hours:
The class period, T 2:30 - 5:00 pm, and R 1:30 – 4:00 pm will be used for regular lectures, laboratories, and project work. You will be informed in advance about the detailed schedule via announcements on Laulima.

Learning Objectives/Course Objectives
University-Level Learning Objectives
The design and structure of the course delivers learning outcomes aligned with the University of Hawai‘i Institutional Learning Objectives for Undergraduate Students. The course:
- Gives in depth experience in the conduct of scientific inquiry and research
- Engages students in continuous practice with critical and creative thinking
- Is structured around procedures of conducting research in Earth and planetary science
- Engages students through intensive interaction with instructors and peers by means of classroom activities and projects
- Directly cultivates the habits of scholarly inquiry and intellectual curiosity, including inquiry across disciplines

Department-Level Learning Objectives
- Students can explain the relevance of space science instrumentation outcomes to human needs
- Students can apply knowledge of relevant research methods, and the supporting disciplines to solve real world problems
- Students use the scientific method to define, critically analyze, and solve a problem in solar system exploration
- Students can report solar system exploration knowledge in both oral presentations and written reports
- Students can evaluate, interpret, and summarize the basic principles of solar system science, and their context in relationship to other core sciences to explain complex phenomena

Course-Level Student Learning Objectives:
1. Explain how the Scientific Method works, apply it to evaluate good versus bad science, and to analyze and assess data and draw conclusions about the world
2. Develop a better understanding and appreciation for the world we live and our solar system.
3. Improve cooperation, communication, and teamwork skills by collaborating in writing, presenting, and displaying data to communicate your knowledge, analysis and synthesis of data and ideas, and assessment of what they mean.

Topics
Exact content and order of topics will depend on progress and student interest:
Overview over planetary remote sensing
Optical camera modalities
Visible and circum-visible remote sensing
Raman spectroscopy of planetary surfaces
High energy spectroscopy and remote sensing
Long wavelength remote sensing
Extraterrestrial materials laboratory analysis
Data and information processing
Grading of Homework
Homework will count 20% toward your grade. There will be about 10 homework assignments to be completed by their respective due dates.

Grading of Group Projects
Group project teams will be established through class discussion led by the instructors. Each group will work on a planetary remote sensing instrument project. At the start of the project, a grading rubric will clearly establish how each project will be graded. Grading will vary slightly with each project.

The EPET-ME 301 group project will count 80% towards your grade. Overall project grading will be broken down into components that will add up to the final grade percentage. The components are: Project briefing reports (paper) 15%; Group project definition, preliminary design review (paper and presentation) 15%; Final design review (paper and presentation) 15%; Proof of concept (and/or prototype production) (paper and presentation) 35%.

Grading
Grading is not curved and therefore everyone can potentially get an A. Grades are greatly weighted by the two group projects. Grading will be based on homework and each individual’s grades in the group projects.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Homework</td>
</tr>
<tr>
<td>80%</td>
<td>Individual’s Grade on Group Project</td>
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</tbody>
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Letter grade breakdown:

A- = 90 – 92%, A = 93 – 96%, A+ = 97 – 100%
B- = 80 – 82%, B = 83 – 86%, B+ = 87 – 89%
C- = 70 – 72%, C = 73 – 76%, C+ = 77 – 79%
D- = 60 – 62%, D = 63 – 66%, D+ = 67 – 69%
F = < 60%

In-Group Participation
Your group’s assessment of your participation in and contribution to each project will impact your individual project grade.

Other Group Assessments
Each group will also be provided an opportunity to give formative and summative assessment of the other group’s projects. These assessments will NOT formally count toward your grade.

Extra Credit
Opportunities for extra credit will be announced during the semester.

Plagiarism
You will be preparing short written reports and short oral presentations for each project. DO NOT JUST COPY text from the Internet or from a book without a citation. Put your findings in your own words. Plagiariized text in a group report will result in a grade reduction by 2 levels (e.g., grade drop from an A to a C) for the first occurrence. A second occurrence will result in a zero for that project.

Other Resources
Disability Access:
The Earth Science Department will make every effort to assist those with disability and related access needs. For confidential services, please contact the Office for Students with Disabilities
Learning Assistance Center (LAC) is here to help students:

- Use appropriate study skills to achieve academic goals.
- Learn how to adjust learning approaches to fit their individual learning needs.
- Learn how to study effectively with others.
- Use effective learning practices.
- Use self-reliant learning behaviors.
- Have a functional understanding of course content.

Gender-Based Discrimination or Violence
University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources to support and assist you. Staff can also direct you to community resources. Here are some options:

- If you wish to speak with someone CONFIDENTIALLY, contact the confidential resources available here:
  http://www.manoa.hawaii.edu/titleix/resources.html#confidential

- If you wish to REPORT an incident of sex discrimination or gender-based violence, contact: Dee Uwono, Title IX Coordinator, Hawai‘i Hall 124, t9uhm@hawaii.edu, (808) 956-2299

- As members of the University faculty, your instructors are required to immediately report any incident of potential sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and your instructors cannot guarantee confidentiality, you will still have options about how your case will be handled. Our goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.