

Instructions for Online Oceanography

Tasks for Week 1

Important: You *MUST* read this page before beginning.

The purpose of the tasks found in this document are to familiarize yourself with the course, both the Etudes course management system and the activities that you will need to do each week as part of the course.

In my traditional class, students spend nearly 6.5 hours in class each week, as well as another 6 hours or more at home studying. Expect to spend at least the same amount of time – 7 to 13 hours or more – on the week 1 tasks and each week in this class.

To join or remain in online oceanography, you *MUST* complete *ALL* of the tasks in this file within 1 week of the beginning of the ECC semester (in other words, by **Sunday at the end of the first week of the semester). If you do not complete *ALL* of these tasks by their due date, then you will be told to **drop** the class for non-participation.** Why?

- In online courses, your “attendance” is based on whether or not you engage in “*regular effective contact*” with your instructor each week. Examples of *regular effective contact* in this course include (1) regularly reading and posting in the discussion forums and (2) submitting work each week. The tasks in this document will show you how to do these tasks and lead you through other features of the course. As in a traditional course, if you do not “attend” class, you may be dropped from the class, and if you do not “attend” the first “day” of class, then you are automatically dropped from the class as a “no show.”
- If you cannot complete the “tasks for week 1” within the first week of the semester, then I do not think that you have the skills (e.g., reading comprehension, writing, computer, time management) and resources (e.g., time, computer and internet access) needed to successfully complete this course.

List of Your Tasks for Week 1

- | | |
|--|---|
| 1 – Log into Etudes | 11 – Read Reading Assignment 1A |
| 2 – Change Your Password & Email | 12 – Answer Study Guide 1A Questions |
| 3 – Read the Student Contract | 13 – Take Quiz 1A |
| 4 – Send Your Instructor a Private Message with Your Key Information | 14 – Post in the 1A Discussion Forums |
| 5 – Edit Your Profile and Upload an “Avatar” | 15 – Begin Work on the Density Lab (1B):
at least try to do Activities 1 & 6 by Friday |
| 6 – Post a Message Introducing Yourself | 16 – Post in the 1B Discussion Forums |
| 7 – Examine Course Map & Course Outline | 17 – Submit Answers to Assigned Questions |
| 8 – Take the Introductory Quiz | 18 – Post in the “Learning Group” Forum |
| 9 – Review the Study Guide 1A Questions | |
| 10 – Review the Questions that You have been Assigned to Answer | |

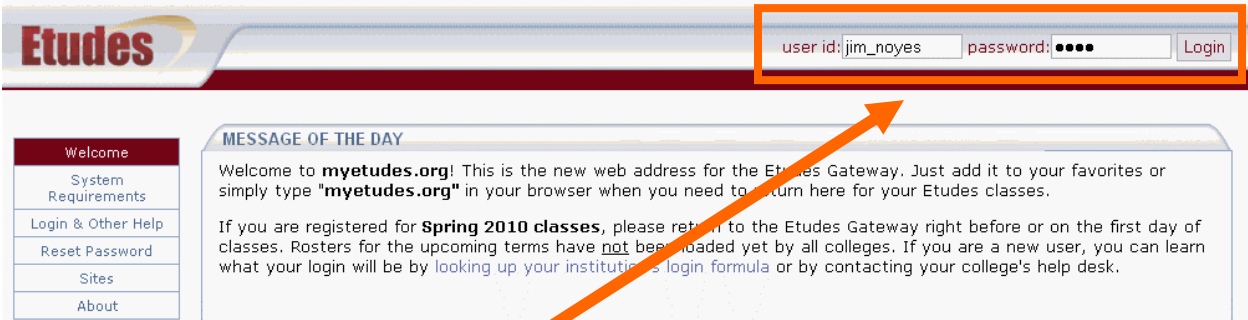
Go to the next page to begin your first task.

For your convenience, I have placed a link to Etudes on my course website,
www.elcamino.edu/faculty/tnoyes.

Task 1: Logging in to Etudes

In the class, we will use the Etudes course management system.

Enter the following URL into your preferred browser: <http://etudes-ng.fhda.edu/portal>



Then, login using your **User ID** and **Password**.

USER ID

Your Etudes **User ID** is the same as your MyECC login.

For most students, their **User ID** is: **firstname_lastname**
For example, if your name is Han Solo, then your login is han_solo.
However, some students have 4 numbers after their names.

PASSWORD

Your Etudes **Password** is your **4-digit MonthDay of birth** in the school records.

For example, if your birthday is April 11th, 1982 (04/11/82), your password will be 0411.
If your birthday is December 7th, 1941 (12/07/41), your password will be 1207.

Important: The login and password are **case sensitive**, so you must be careful about using capital and lowercase letters. For example, if my login was jim_noyes and my password was BK0134, then Etudes would **not** allow me to login if I entered Jim_Noyes and bk0134.

Task 2: Change Your Password and Email Information in Etudes

Once you have logged in, you will be in your “**My Workspace**” tab.

The screenshot shows the Etudes user interface. At the top left, the 'Etudes' logo is visible. Below it, the 'My Workspace' tab is highlighted with an orange box and an arrow. The main content area is divided into three sections: a navigation menu on the left, a 'GLOBAL CALENDAR' for February 2010, and a 'TIPS & INFORMATION' section. The navigation menu includes options like Home, Membership, Schedule, Resources, Announcements, Worksite Setup, Preferences, and Account. The 'Account' option is highlighted with an orange box. The 'GLOBAL CALENDAR' shows a grid of dates for February 2010. The 'TIPS & INFORMATION' section contains a warning about server maintenance occurring daily from 4:00 - 4:15 AM (PST).

Click on the “**Account**” button on the left, then click on the “**Modify Details**” button.

The two screenshots show the 'Account' page in Etudes. The left screenshot shows the 'Account' button highlighted in the navigation menu and the 'Modify Details' button highlighted at the bottom. The right screenshot shows the 'Account Details' form with the 'Email', 'Create New Password', and 'Verify New Password' fields highlighted with orange boxes. The 'Account Details' form includes fields for User Id, First Name, Last Name, Email, Create New Password, and Verify New Password. The 'Email' field is highlighted with an orange box. The 'Create New Password' and 'Verify New Password' fields are also highlighted with orange boxes. The 'Update Details' button is highlighted with an orange box at the bottom of the form.

Do the following:

- Enter your preferred **email address** (the one that you check regularly)
- Change your **password** (enter your new password in both boxes)

Do not forget to click on the “**Update Details**” button when you are done.

Task 3: Review the “Contract with Students”

Read the following statements about your abilities, intentions, and resources.

- I will be self-motivated. In other words, I can make myself concentrate upon and do the assigned work on time. I do not need someone else to supervise me and tell me what to do.
- I will ask questions promptly when I am confused. For example, I will read my assignments well before the due dates and ask questions if I do not understand the instructions.
- I have good reading comprehension. In other words, I like to read, and I learn a lot from reading books and web pages. In general, I understand what I read, and when I do not, I have strategies for determining the meaning of what I read.
- I am a good writer. I like to communicate in writing on the computer, and I use complete sentences, and good spelling and grammar. I can explain things to people step-by-step in writing.
- I will be polite and courteous to my instructor and fellow students. For example, I will use appropriate language in my postings and assignments. All my feedback will be constructive criticism which helps others improve, and does not mock their work or humiliate them.
- If I come to class to do the lab, I will arrive on time (at 8 a.m.), and I understand that I may not join a group that has already started lab. During this time, I will focus on my lab work. I will turn off my cell phone and keep it in my bags or clothing. I will only use my cell phone during a short break and outside the classroom.
- I understand that plagiarism (“copying”) is presenting someone else’s work as my own work. Altering a few words here and there does not make the work my own, nor does eliminating, adding, or switching the order of a few sentences or clauses. It is still copying. I will not plagiarize anyone else’s work or let anyone else take a test for me. I understand that if I plagiarize in a post, my plagiarism will be pointed out to the class in the forums, and I will lose points. I understand that if I plagiarize on submitted work like an exam, lab, or study guide, I will receive an “F” on the assessment and potentially in the class.
- I have the time to take this class. I can spend at least 12 hours per week and at least ½ hour per day on the class, so I can read and participate in the discussion forums a little each day. I will not do all the work for this class on only a few days each week (e.g., only Saturdays and Sundays).
- I have access to a computer with a reliable, fast internet connection (56 kbps+, e.g., DSL or cable) every day.
- I know (or will learn) how to: send and receive email (including attachments), use a word processing program like MS Word, modify images (e.g., copy, cut, paste, compress, crop), use drawing programs and features (like Paint and the MS Word drawing toolbar), and save files in different formats (like .doc, .jpg, and so on).

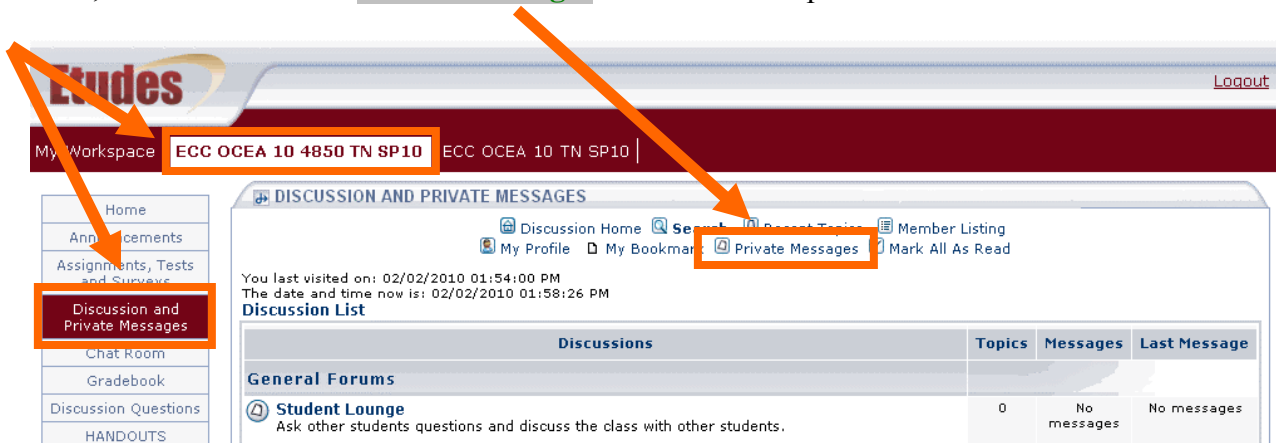
To remain in the class, you must agree with these statements. By continuing with and completing the week 1 tasks, you implicitly assent to the statements above.

Task 4: Send Your Instructor a Private Message with Your Key Information

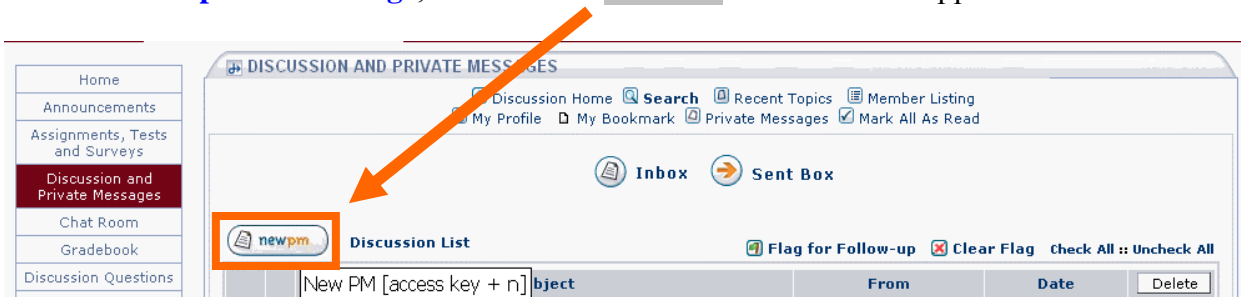
Click on the “**ECC Ocea 10**” tab near the top of the page to go to the oceanography course.

Then, click on the “**Discussion & Private Messages**” button on the left.

Next, click on the small “**Private Messages**” link near the top.

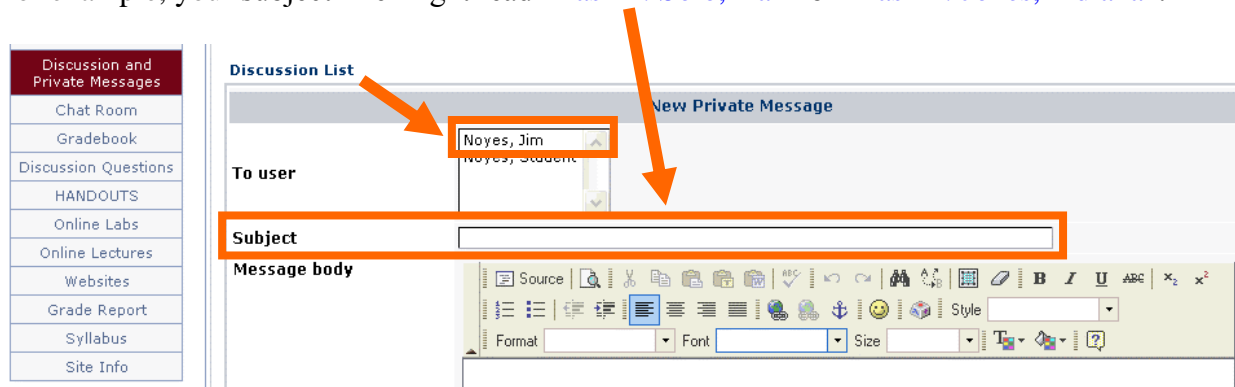


To send a **new private message**, click on the “**New PM**” button on the upper left.



In the “**To User**” menu, go down to and select “**Noyes, Jim**” (your instructor’s name!).


In the subject line, type “**Task 4:**” followed by your last name, a comma, and your first name. For example, your subject line might read “**Task 4: Solo, Han**” or “**Task 4: Jones, Indiana**”.

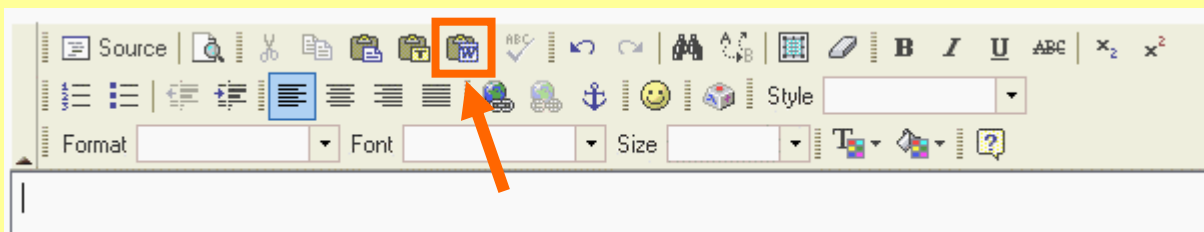


In the message body, provide the following information:

- Write “**I can and will fulfill all of the obligations stated in the *Contract with the Students*.**” You must agree to abide by the requirements of the contract to take the course.
- **Your Formal Name** (e.g., Thomas James Noyes)
- Your “**Nickname**” (e.g., “Please call me Jim.”), if you would like me to use a different name than the one that appears on the roster.
- The **email address** that you would like me to use (e.g., tnoyes@elcamino.edu).
- The **phone number** that you would like me to use
- A couple of “good times” during the week for me to call you on the phone. In other words, when are you likely to be available?

Click the “**Submit**” button at the bottom when you are done.

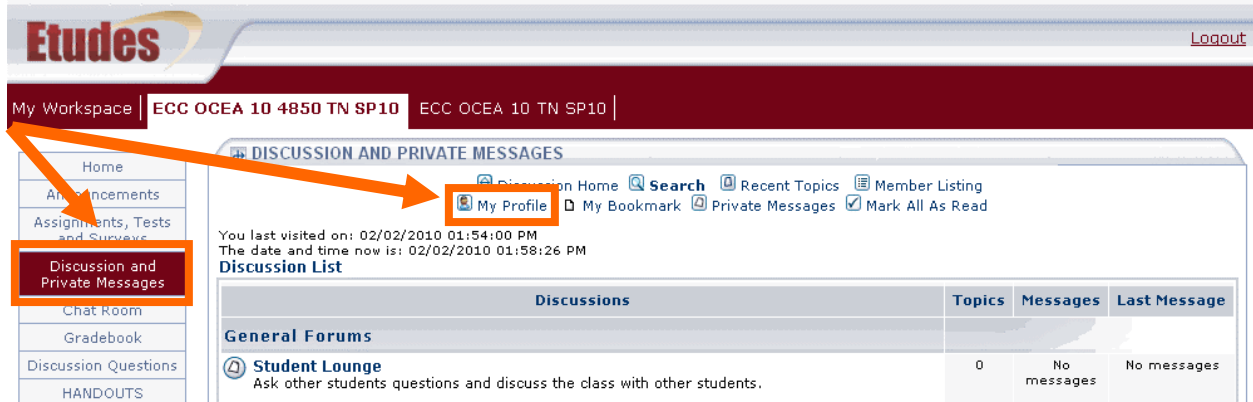
Note: It is often a good idea to draft a message in MS Word, MS Works, Wordpad, Notepad, or another text editor program, one that you can **SAVE regularly** so that you do not lose your work if you lose your connection with the internet. When done, paste your work into Etudes. However, if you use MS Word or Works, a bunch of “junk” may appear at the beginning unless you hit the MS Word text button  and paste your text into the resulting box that opens.



Task 5: Create Your Profile

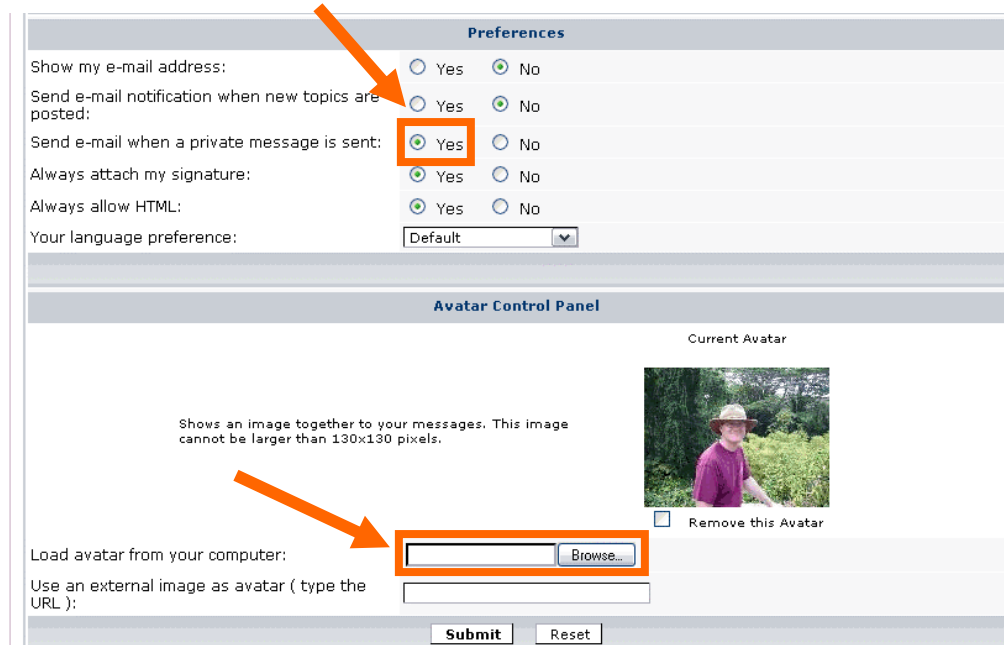
Click on the “**Discussion & Private Messages**” button on the left (if you are not already there).

Next, click on the small “**My Profile**” link near the top.



Go down the page to the “**Preferences**” section.

Find the line that says “**Send email when a private message is sent,**” and click on the “**Yes**” radio button so that messages from your instructor will automatically be sent to your email address.




Next, go down to the “**Avatar Control Panel.**”

Click on the “**Browse**” button and locate **a picture on your computer that you would like to appear next to your posts** in the discussion forums.

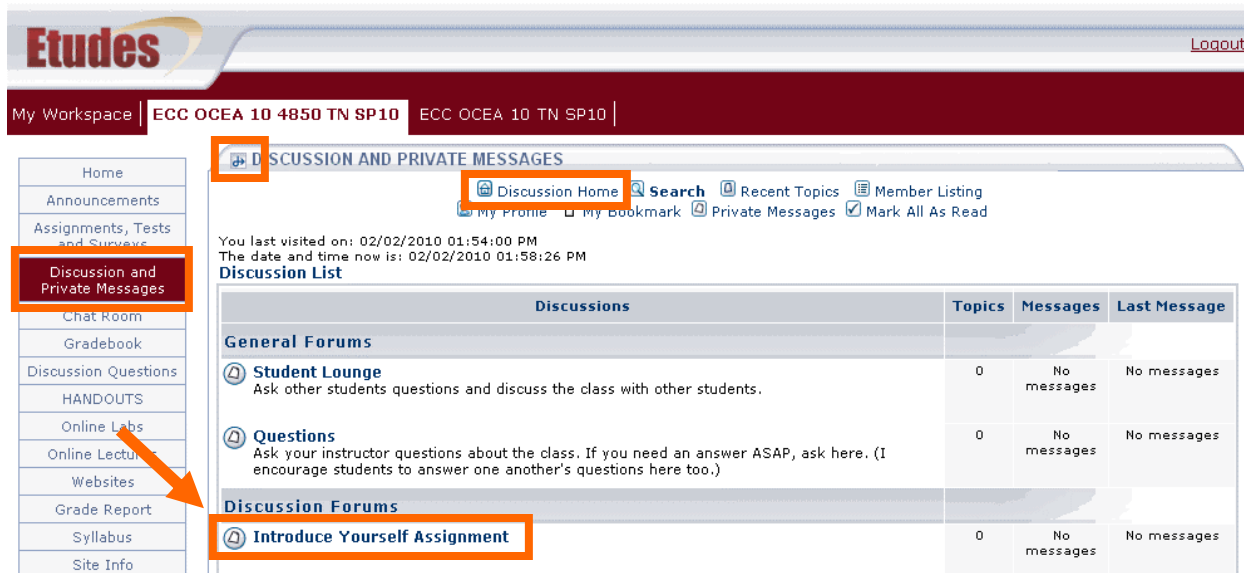
NOTE: The system *will* accept images larger than 130 by 130 pixels, but your image may look nicer if you reduce it to 130 by 130 pixels.

Finally, click on “**Submit**” to upload your image and update the rest of your information.

Task 6: Introduce Yourself in the Discussion Forums

Click on the “**Discussions & Private Messages**” button on the left, the “discussion home” link, **OR** the weird “Jiffy Lube”-like symbol  to return to the discussion forums.

Next, click on the small “**Introduce Yourself**” forum link to go to the Introduce Yourself forum.



The screenshot shows the Etudes website interface. On the left sidebar, the 'Discussion and Private Messages' button is highlighted with a red box. An orange arrow points from this button to the 'Introduce Yourself Assignment' link in the 'Discussion Forums' section of the main content area. Other elements highlighted include the 'Discussion Home' link and the 'Introduce Yourself Assignment' link.

Post a new message in the “**Introduce Yourself**” discussion forum by selecting the “**New Topic**” button.



The screenshot shows the 'Introduce Yourself Assignment' forum page. The 'new topic' button is highlighted with a red box and an orange arrow points to it.

The subject line of your post should be “**your last name, your first name.**”

For example, “**Noyes, Jim.**” In your post, answer at least **1** of the following questions.

- If you could travel anywhere in the world, where would you go?
Why would you go there? What do you want to see, do, and/or experience?
- What would you do if you did not have to work (if money were not an issue)?
How would you spend your time? What would you do with your life?
What would your goals be? Why?

Then, respond to at least 2 other student’s posts. For example, you might tell the other student:

- what you would do if you went to the same place that they wish to travel to
- if you have visited the place they want to go, make suggestions of what to do or see or give your own impressions of the place

Task 7: Learn How to Use the Course Map and Course Outline

The Course Map and Course Outline are your primary sources of information about what you should be working on and completing each week. They contain the same information, but each one has advantages and disadvantages. The Course Map is a new feature in Etudes; I'm interested to see which one students prefer.

The Course Map is a short list of the items that you should **begin** working on each week; it shows you what you have completed and what still needs to be done. You must click on each item to get more information and instructions. Clicking on a test or assignment in the Course Map will take you directly to a page where you can take the test or turn in the assignment. In addition, you can see your score and whether your work has been graded yet.

The screenshot shows the COURSEMAP interface with a table of items and progress. The table has columns for Title, Open, Due, Activity, Count, and Score. The items listed are:

Title	Open	Due	Activity	Count	Score
Week 1					
Intro Quiz - EXTRA CREDIT - Do this first!	Feb 9, 2012 6:00 AM	Feb 15, 2012 11:59 PM	-	-	-
Week 1 Questions	Feb 4, 2012 6:00 AM	Feb 19, 2012 11:59 PM	Feb 11, 2012 3:56 PM	1 submission	ungraded
Week 1 Resources	-	-	Feb 6, 2012 11:26 PM	3 sections	n/a
Quiz 01A	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	Feb 5, 2012 12:26 PM	1 submission	3.5
Quiz 01B	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	-	-	-

Annotations in the image include:

- A green checkmark next to 'Week 1 Questions' and 'Quiz 01A' indicates completion.
- Due dates are listed in the 'Due' column for each item.
- Grading information is shown in the 'Score' column, such as 'ungraded' and '3.5'.

A green checkmark indicates that you have completed a task.

Due dates for each item.

Grading Information

The “**Resources**” links on the Course Map take you to the “**Modules**” section of Etudes. Modules contain links for each topic that will take you to reading assignments, study guides, lab files, and other information that you need to complete the tests and assignments.

The screenshot shows the MODULES interface with a section for 'Week 1 Resources'. The content sections of this module are:

- Week 1 Tasks
- 1A - Introduction to Oceanography
- 1B - Density Lab

The '1A - Introduction to Oceanography' section is highlighted, and a link to '1A - Introduction to Oceanography' is shown. The link is annotated with a green box and a green arrow pointing to the '1A - Introduction to Oceanography' section in the 'Week 1 Resources' section.

The '1A - Introduction to Oceanography' section includes the following information:

- Week 1 Resources**
- 1A - Introduction to Oceanography**
- (Last viewed on February 6, 2012 11:26 PM)
- Begin working on the following topic this week:**
- Introduction to Oceanography (Topic 1A)**
- [Study Guide 1A](#)
- [Reading 1A](#)
- **Lecture 1A:**
 - Part 1: [Slides & Audio](#)

The Course Outline contains the same information as the Course Map. However, it gives you instructions for each item so you do not need to click on a bunch of links and then go back again and again. Instead, you can scroll through the items and instructions. However, unlike the Course Map, it cannot take you directly to quizzes and other tasks.

Most files are in pdf format. If you cannot open these files, download the free adobe acrobat reader from <http://get.adobe.com/reader/>.

Click on the “**Course Outline**” button on the left.

The top part of the Course Outline contains links that will take you to the instructions for each week, and also links that will take you to information on each individual topic and lab assignment.

COURSE OUTLINE

Options

Click on the appropriate link below to go to your tasks for the week, or to find information related to a particular topic or lab:

Week:

[Week 1](#) [Week 2](#) [Week 3](#) [Week 4](#) [Week 5](#) [Week 6](#) [Week 7](#) [Week 8](#)

[Week 9](#) [Week 10](#) [Week 11](#) [Week 12](#) [Week 13](#) [Week 14](#) [Week 15](#) [Week 16](#)

Lecture Topics:

[1A – Introduction to Oceanography](#) [9B – El Niño](#)

[2A – The Ocean Environment](#) [10A – Phytoplankton](#)

users present:

Now page down a little bit. Just below the links is information about the exams. (For detailed information about the exams, grading, and so on, please refer to the “**Syllabus**” link on the left.)

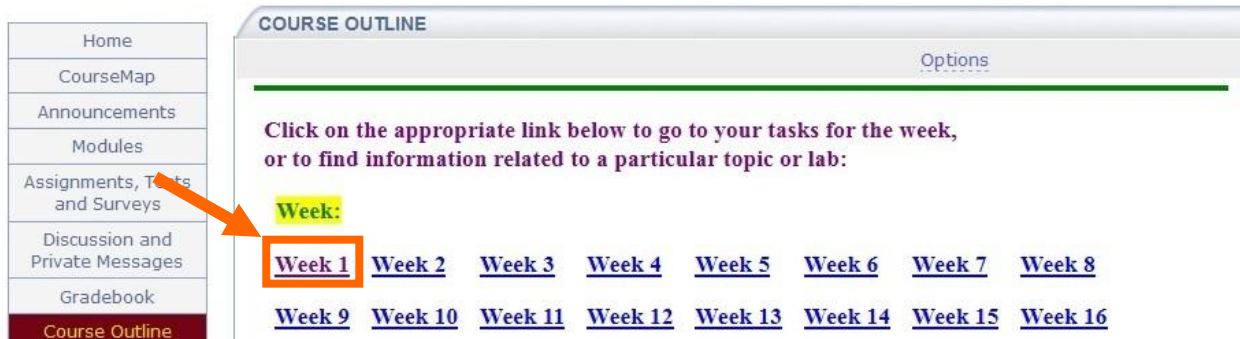
13C - Overfishing

	Opens Friday:	Closes Sunday:	Topics Covered:
Exam #1	March 11, 2011	March 13, 2011	1A, 1B, 2A, 14A
Exam #2	April 1, 2011	April 3, 2011	2B, 3A, 4A, 14A
Exam #3	April 29, 2011	May 1, 2011	5A, 6A, 6B, 7A, 14B
Exam #4	May 13, 2011	May 15, 2011	8A, 9A, 10A, 10B, 14E
Exam #5	May 27, 2011	May 29, 2011	11A, 11B, 13A

	Opens Tuesday:	Closes Friday:	Topics Covered:
Exam #6	June 7, 2011	June 10, 2011	5B, 8B, 9B, 10D, 10E, 12A, 13B, 13C, 14D

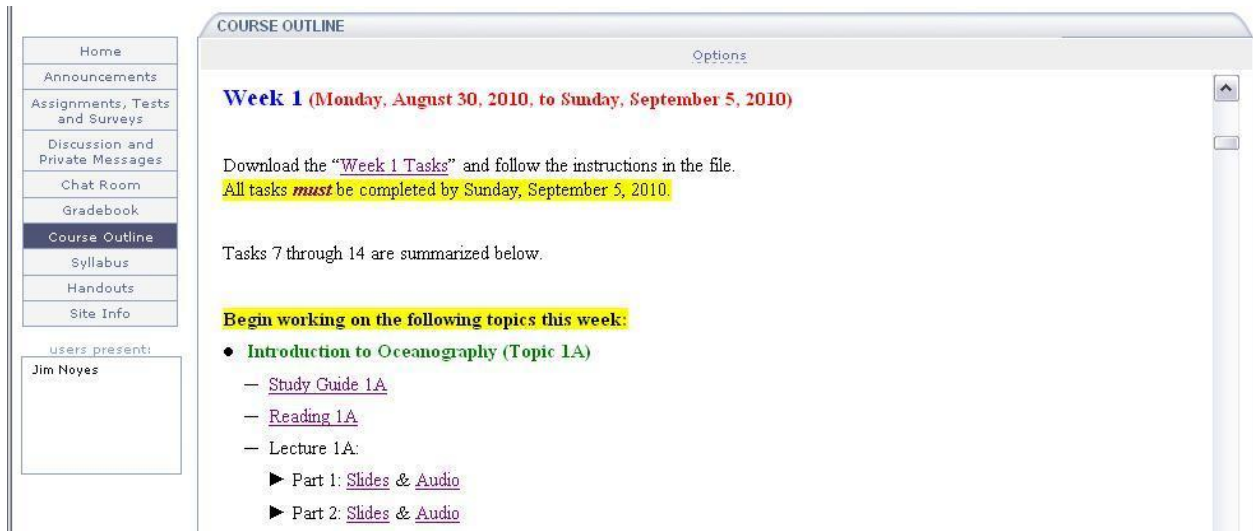
users present:
Jim Noyes

Click on the **Week 1** link.



The screenshot shows a web interface for a course outline. On the left is a vertical navigation menu with items: Home, CourseMap, Announcements, Modules, Assignments, Tests and Surveys, Discussion and Private Messages, Gradebook, and Course Outline (highlighted in red). The main content area is titled 'COURSE OUTLINE' and contains the text: 'Click on the appropriate link below to go to your tasks for the week, or to find information related to a particular topic or lab:'. Below this is a 'Week:' label, followed by a row of links: [Week 1](#), [Week 2](#), [Week 3](#), [Week 4](#), [Week 5](#), [Week 6](#), [Week 7](#), [Week 8](#), [Week 9](#), [Week 10](#), [Week 11](#), [Week 12](#), [Week 13](#), [Week 14](#), [Week 15](#), and [Week 16](#). The 'Week 1' link is highlighted with an orange box, and an orange arrow points from the 'Assignments, Tests and Surveys' menu item to it.

You should now see instructions for week 1 like those shown below.
Page down and briefly review them.



The screenshot shows the 'Week 1' page. The left navigation menu is the same as in the previous screenshot, but 'Course Outline' is now highlighted in blue. The main content area is titled 'COURSE OUTLINE' and shows: **Week 1 (Monday, August 30, 2010, to Sunday, September 5, 2010)**. Below this, it says: 'Download the "Week 1 Tasks" and follow the instructions in the file. All tasks *must* be completed by Sunday, September 5, 2010.' Then: 'Tasks 7 through 14 are summarized below.' A yellow highlight is under the text: 'Begin working on the following topics this week:'. Below that is a list:

- **Introduction to Oceanography (Topic 1A)**
 - [Study Guide 1A](#)
 - [Reading 1A](#)
 - Lecture 1A:
 - ▶ Part 1: [Slides & Audio](#)
 - ▶ Part 2: [Slides & Audio](#)

To return to the top of the Course Outline, just click on the "Back" button on your browser or mouse, or click on the "**Return to the top of the page**" link at the end of the Week 1 instructions.

From the Course Outline, you can access the information:

- by week,
- by topic, or
- by lab,

whichever is most convenient for you.

At the top of the Course Outline, click on the link for the Lecture Topic “**1A – Introduction to Oceanography**”. Notice how it takes you to the same information for Week 1 that you just looked at by selecting the “Week 1” link.

The screenshot shows the 'COURSE OUTLINE' page. On the left is a navigation menu with 'Course Outline' highlighted. The main content area has a header 'COURSE OUTLINE' and an 'Options' link. Below this, it instructs users to click on links for weeks or lecture topics. A grid of week links (Week 1 to Week 16) is shown. Under 'Lecture Topics', '1A – Introduction to Oceanography' is highlighted with an orange box. An arrow points from this link to a detailed view of the topic. This view shows a list of items for 'Introduction to Oceanography (Topic 1A)': Study Guide 1A, Reading 1A, and Lecture 1A (with sub-items for Part 1 and Part 2, each with 'Slides & Audio' links).

Similarly, if you click on the link for the Lab “**1B – Density**”, you should see:

The screenshot shows the 'COURSE OUTLINE' page with a navigation menu on the left. The main content area shows a grid of lab links (8B – Hurricanes, 13C – Overfishing, 9A – Ocean Currents, 1A – Density, 3A – Map Skills, 9A – Ocean Currents, 14A – Cabrillo Beach ASA, 10A – Phyttoplankton, 14B – Rocky Shore ASA). '1B – Density' is highlighted with an orange box. An arrow points from this link to a detailed view of the lab. This view shows 'Density Lab (Topic 1B) – due Sunday, Sunday' with a list of items: Read about Density, Lecture 1B: Slides & Audio, Lab 1B (with sub-items for Assignment File 1B and Hints 1B), and Pictures: download, edit as instructed in the assignment file, and add to your lab file (with sub-items for Activity 1: Wood & Penny and Activity 5: Putting Warm, Cold, & Salty into a Tank).

All the files on the site are **ALSO** accessible in tables via the “Handouts” page.

Click on the “**Handouts**” button on the left.

The screenshot shows a web interface with a left-hand navigation menu and a main content area. The navigation menu includes links for Home, Announcements, Assignments, Tests and Surveys, Discussion and Private Messages, Chat Room, Gradebook, Course Outline, Syllabus, **Handouts** (highlighted with an orange box and arrow), and Site Info. Below the menu, it shows 'users present: Jim Noyes'. The main content area, titled 'HANDOUTS', features a background image of Earth from space. It contains several links: **Syllabus**, **Course Outline Summary**, **Week 1 Tasks**, **Readings & Study Guides** (highlighted with an orange box and arrow), **Online Lectures**, **Online Labs**, **Nature of Science Homework**, and **Computer Help: Using MS Paint, Using Drawing Toolbar in MS Word**.

For example, to find a particular reading assignment or study guide, click on the “**Readings & Study Guides**” link, and then right click on the file(s) you want to download. (The readings and study guides for the first week are highlighted below.)

The screenshot shows the 'Reading Assignments & Study Guides' page. It features a table with the following structure:

Topic	Reading	Study Guide (pdf files)	Study Guide (doc files)
Introduction to Oceanography	<u>01A</u>	<u>01A</u>	<u>01A</u>
Density Lab	<u>01B</u>	<u>01B</u>	<u>01B</u>
The Ocean Environment	<u>02A</u>	<u>02A</u>	<u>02A</u>
Nature of Science & Oceanography	<u>02B</u>	<u>02B</u>	<u>02B</u>
Map Skills		<u>03A</u>	<u>03A</u>
Atoms	<u>04A</u>	<u>04A</u>	<u>04A</u>
Waves	<u>05A</u>	<u>05A</u>	<u>05A</u>
Tsunami	<u>05B</u>	<u>05B</u>	<u>05B</u>

The 'Introduction to Oceanography' row is highlighted with an orange box, and an orange arrow points to the '01A' link in the 'Reading' column.

I suggest that you download and print a copy of the **Course Outline Summary**. It lists the tasks which are described in more detail on the Course Outline page. If I were you, I would refer to it frequently to plan my study schedule, and “cross-out” tasks on it once I complete them.



COURSE OUTLINE SUMMARY – Spring 2012 – Online – Section #4850	
The following table outlines the course. It may need to be “recalibrated,” so stay tuned.	
Tasks for Week 1 which begins on Monday, 2/13 <u>Friday Meeting:</u> Help with the Week 1 Tasks and Density Lab (1B) (Print the lab and bring it with you!)	Begin and Complete the Week 1 Tasks Begin Introduction to Oceanography (1A) Begin Density Lab (1B) <u>Work due on Sunday (the end of the week):</u> Week 1 Tasks due Answers to assigned study guide & lab questions Post in the "Learning Group Forum" on Fri., Sat., or Sun.
Tasks for Week 2 which begins on Monday, 2/20 <i>Friday: Last Day to Add</i> <u>Friday Meeting:</u> Cabrillo Alternate Site Activity (14A) meet at 8:30 a.m. outside Aquarium (Print the ASA and bring it with you!)	Begin Ocean Environment (2A) Begin the Cabrillo Online ASA (14A) OR attend on Friday <i>Submit ASA Waiver in AT&S or via mail</i> <u>Work due on Sunday (the end of the week):</u> Quiz 1A due Quiz 1B due Density Lab (1B) due Answers to assigned study guide & lab questions Post in the "Learning Group Forum" on Fri., Sat., or Sun.

Notice that I have written some instructions on **how to use standard drawing and editing tools**. If you have not used these tools before, you may find these instructions useful when doing the Density Lab (1B), the first lab. (*Note: These instructions are for an older version of MS Word. I now need to update them.*)

Task 8: Take the Introductory Quiz

You will receive 5 points of extra credit for taking this quiz Monday through Wednesday of week 1. After this time, the value will slowly decrease: 4 pts on Thursday, 3 pts on Friday, 2 pts on Saturday, 1 pt on Sunday. **You will get the full amount of extra credit no matter how good or bad your score is**, because we don't really expect you to know anything about the ocean yet. Please just do your best: give your first "gut" feeling when answering a question, and then move on to the next question; do NOT spend a lot of time on these questions or look up their answers. In fact, please, please, please take the quiz **BEFORE** you start reading about topics 1A and 1B.

Why? The purpose of this quiz is to measure what you know, think, or just plain guess to be true about the ocean entering the class. Its purpose is to tell us what students already know (or think they know) - and then when we administer it at the end of the semester again, what students might have learned from us. ***This information gives us clues about what we are doing well and where we need to improve as instructors.*** In other words, this quiz is mainly about teachers and teaching, **NOT** about evaluating students.

To take the quiz, go the “**Course Map**” and click on the link for the **Intro Quiz**

The screenshot shows the COURSEMAP interface. On the left is a navigation menu with options like Home, CourseMap, Announcements, Modules, Assignments, Tests and Surveys, Discussion and Private Messages, Gradebook, Course Outline, Syllabus, Handouts, and Site Info. The main content area is titled 'COURSEMAP' and 'Items and Progress'. It displays a table with columns: Title, Open, Due, Activity, Count, and Score. The table lists items for Week 1, including 'Intro Quiz - EXTRA CREDIT - Do this first!', 'Week 1 Questions', 'Week 1 Resources', 'Quiz 01A', and 'Quiz 01B'. 'Quiz 01A' is highlighted in yellow and shows a score of 3.5.

Title	Open	Due	Activity	Count	Score
Week 1					
Intro Quiz - EXTRA CREDIT - Do this first!	Feb 9, 2012 6:00 AM	Feb 15, 2012 11:59 PM	-	-	-
Week 1 Questions	Feb 4, 2012 6:00 AM	Feb 19, 2012 11:59 PM	Feb 11, 2012 3:56 PM	1 submission	ungraded
Week 1 Resources	-	-	Feb 6, 2012 11:26 PM	3 sections	n/a
Quiz 01A	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	Feb 5, 2012 12:26 PM	1 submission	3.5
Quiz 01B	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	-	-	-

OR go to “**Assignments, Tests, and Surveys**” and click on the link for the **Intro Quiz**.

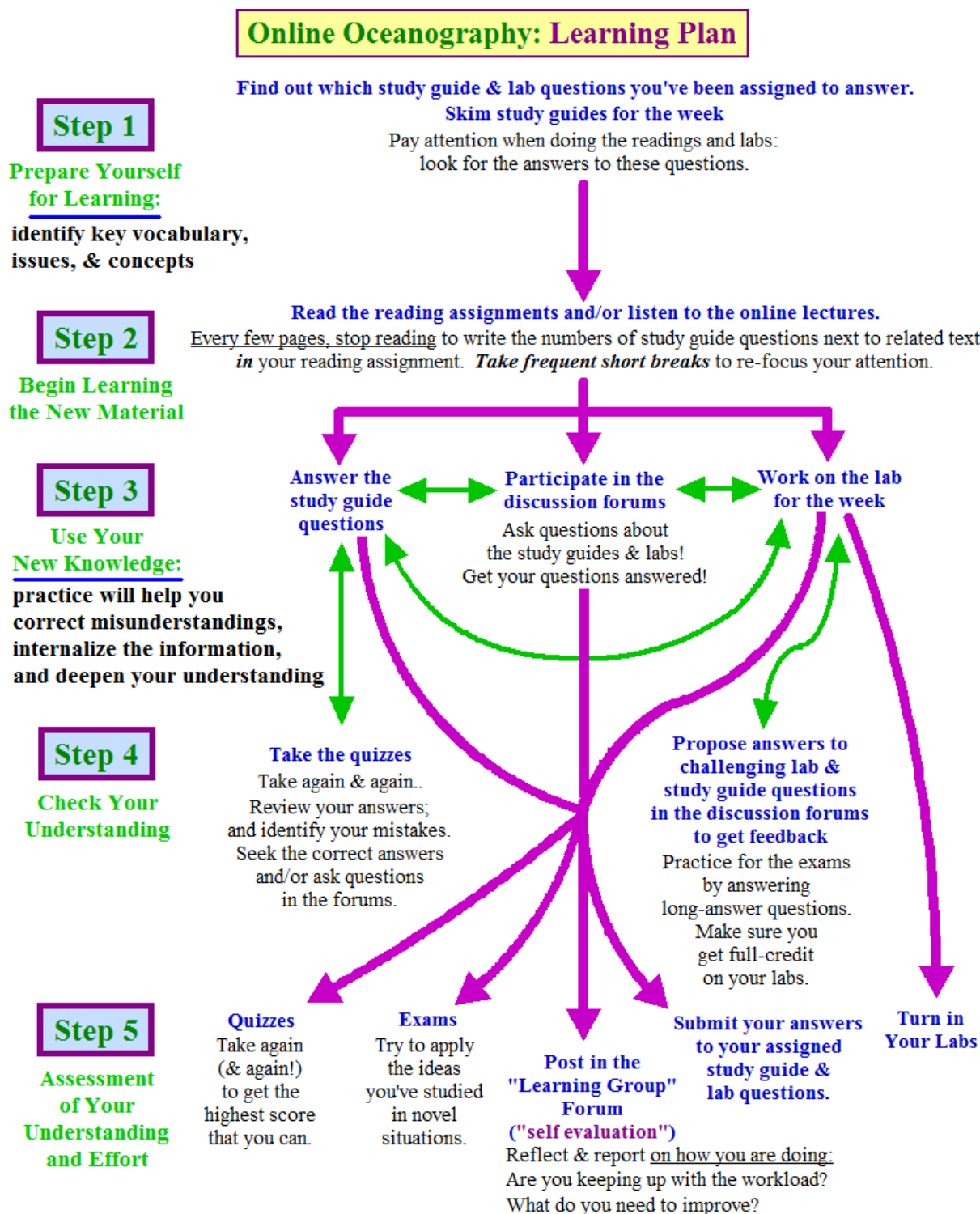
The screenshot shows the ASSIGNMENTS, TESTS AND SURVEYS interface. On the left is a navigation menu with options like Home, CourseMap, Announcements, Modules, Assignments, Tests and Surveys, Discussion and Private Messages, Gradebook, Course Outline, Syllabus, Handouts, and Site Info. The main content area is titled 'ASSIGNMENTS, TESTS AND SURVEYS' and 'Assessments'. It displays a table with columns: Type, Title, Status, Open, Due, Time Limit, Tries, Started, Finished, and Grade. The table lists assessments including 'Intro Quiz - EXTRA CREDIT - Do this first!', 'Quiz 01B', 'Quiz 01A', and 'Week 1 Questions'. 'Quiz 01A' is highlighted in yellow and shows a grade of 3.5.

Type	Title	Status	Open	Due	Time Limit	Tries	Started	Finished	Grade
	Intro Quiz - EXTRA CREDIT - Do this first!	Ready to begin	Feb 9, 2012 6:00 AM	Feb 15, 2012 11:59 PM	-	0 / 1	-	-	-
	Quiz 01B	Ready to begin	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	0:25	0 / unlimited	-	-	-
	Quiz 01A	Finished (may try again)	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	0:45	1 / unlimited	Feb 5, 2012 12:24 PM	Feb 5, 2012 12:26 PM	3.5 Review
	Week 1 Questions	Finished	Feb 4, 2012 6:00 AM	Feb 19, 2012 11:59 PM	-	1 / 1	Feb 5, 2012 12:34 PM	Feb 11, 2012 3:56 PM	ungraded Review

Then, click on the “**Begin**” button and answer the questions as best you can; it is fine if you guess.

Learning Plan

The flow chart below summarizes the steps that you should take each week to make your learning deeper, easier, and faster. The remaining tasks will take you through each step of the learning plan cycle for week 1.



Task 9:

Step 1 of the Learning Plan: *Prepare Yourself to Learn* Review the Study Guide Questions

Before you do the reading or listen to the online lectures each week, you should **briefly read through the study guide questions**. To read or listen effectively and efficiently, **you need to prepare yourself for what you are going to learn**: try to identify the key vocabulary, ideas, and concepts that you need to look for as your read.

Go to the top of the **Course Outline**, click on the link for **Week 1**, and page down and locate the **study guides for topics 1A & 1B**. Alternatively, you could click on the link for lecture topic “**1A – Introduction to Oceanography**” and the link for the lab “**1B – Density Lab**” to get to the study guides. **Or** go to **Course Map**, click on the “**Week 1 Resources**” link, and then on the links for “**1A – Introduction to Oceanography**” and “**1B – Density Lab.**” **Or** go to **Modules** and click on the same links. **Or** go to “**Handouts**” and then click on the “Readings and Study Guides” link. There are lots of different ways to get to this information.

The screenshot displays a course management system interface. On the left is a navigation menu with items like Home, CourseMap, Announcements, Modules, Assignments, Tests and Surveys, Discussion and Private Messages, Gradebook, **Course Outline** (highlighted with an orange box and arrow), Syllabus, Handouts, Activity Meter, and Site Info. Below the menu, it shows 'users present: Jim Noyes'. The main content area is titled 'COURSE OUTLINE' and contains the following text:

Click on the appropriate link below to go to your tasks for the week, or to find information related to a particular topic or lab:

Week:

[Week 1](#) [Week 2](#) [Week 3](#) [Week 4](#) [Week 5](#) [Week 6](#) [Week 7](#) [Week 8](#)
[Week 9](#) [Week 10](#) [Week 11](#) [Week 12](#) [Week 13](#) [Week 14](#) [Week 15](#) [Week 16](#)

Lecture Topics:

[1A – Introduction to Oceanography](#) [9B – El Niño](#)
[2A – The Ocean Environment](#) [10A – Phyttoplankton](#)

Below this, there are two sections:

- Introduction to Oceanography (Topic 1A)**
 - [Study Guide 1A](#) (highlighted with an orange box and arrow)
 - [Reading 1A](#)
 - Lecture 1A:
 - ▶ Part 1: [Slides & Audio](#)
 - ▶ Part 2: [Slides & Audio](#)
- Density Lab (Topic 1B) – due Sunday, September 12, 2010**
 - [Study Guide 1B](#) (highlighted with an orange box and arrow)
 - [Reading 1B](#)
 - Lecture 1B: [Slides & Audio](#)
 - [Lab 1B](#)
 - [Assignment File 1B](#) (contains instructions & pictures for doing the lab at home)
 - [Hints 1B](#)
 - Pictures: *download, edit as instructed in the assignment file, and add to your lab file*
 - [Activity 1: Wood & Penny](#)

Right click on the links for the study guides, download the files, and look over the questions. Try to identify the key vocabulary, themes, concepts, and ideas that you will want to look for when you read the reading assignments.

Task 10:

Step 1 of the Learning Plan: *Prepare Yourself to Learn* Review the Study Guide and Lab Questions that You have been Assigned to Answer

Click on the “**Assignments, Tests, and Surveys**” button on the left.
Or in the **Course Map**, click the link for the **Week 1 Questions**.

Click on the “**begin**” or “**ready to begin**” link for the “**Week 1 Questions**”.

Type	Title	Status	Open	Due	Time Limit	Tries	Started	Finished
A	Week 1 Questions Begin	Ready to begin	Feb 4, 2012 6:00 AM	Feb 19, 2012 11:59 PM	-	0 / 1	-	-
Q	Quiz 01B Begin	Ready to begin	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	0:25	0 / unlimited	-	-

Click on the “**Honor Pledge**” checkbox at the bottom of the screen,
and then click on the “**Begin**” button.

allowed and the due date passes, the system will auto-finish the Assignment for you, with everything that you have completed up to that point.

This Assignment requires you to agree to this Honor Pledge

The work that I will submit for this Assignment is my own; I will neither give nor receive any aid on this Assignment.

I agree

Begin

Copy the questions into a file, or find the questions in your study guide(s) and lab and highlight them so that you know to pay particular attention for information that might be useful for answering them.

Question 1 of 2 (worth 1 point)

Study Guide 1A-3. What are practical applications of the knowledge that we gain from studying the ocean? In other words, what do we study and how do we use the resulting knowledge? Give several examples. Make sure that you clearly identify reasons to study the ocean, not ways in which the ocean benefits us without any human action or knowledge.

Answer

B I U ABC x₁ x₂ Font family Font size A ab HTML

Hit the “Continue Later” button at the bottom of the page.

This allows you to leave an assignment and come back to complete it later.



DO **NOT** HIT THE “Finish” BUTTON, because this will submit the assignment. If you submit an assignment early by accident, contact your instructor ASAP so that he can “reset” it for you. If your request is made slightly before the due date and as a result you submit your work after the due date, there will be a (small) late penalty.

Task 11:

Step 2 of the Learning Plan: *Begin Learning the New Material* Read the Reading Assignment

Go to the top of the **Course Outline**, click on the link for **Week 1**, and page down and locate the **reading assignments for topics 1A & 1B**. Alternatively, you could click on the link for lecture topic “**1A – Introduction to Oceanography**” and the link for the lab “**1B – Density Lab**” to get to the reading assignments. **Or** go to **Course Map**, click on the “**Week 1 Resources**” link, and then on the links for “**1A – Introduction to Oceanography**” and “**1B – Density Lab.**” **Or** go to **Modules** and click on the same links. **Or** go to “**Handouts**” and then click on the “Readings and Study Guides” link. There are lots of different ways to get to this information.

Right click on the links for the readings, download the files, and begin reading the reading assignments.

The screenshot shows a course management interface. On the left is a navigation menu with items like Home, CourseMap, Announcements, Modules, Assignments, Tests and Surveys, Discussion and Private Messages, Gradebook, **Course Outline**, Syllabus, Handouts, Activity Meter, and Site Info. The main content area is titled 'COURSE OUTLINE' and contains instructions to click on links for tasks. It lists 'Week:' links from Week 1 to Week 16, with Week 1 highlighted. Below that is a 'Lecture Topics:' section with links for '1A – Introduction to Oceanography' and '1B – El Niño'. The 1A section is expanded to show: 'Introduction to Oceanography (Topic 1A)' with sub-items 'Study Guide 1A', 'Reading 1A', and 'Lecture 1A:'. Under 'Lecture 1A' are 'Part 1: Slides & Audio' and 'Part 2: Slides & Audio'. Below that is 'Density Lab (Topic 1B) – due Sunday, September 12, 2010' with sub-items 'Study Guide 1B', 'Reading 1B', 'Lecture 1B: Slides & Audio', and 'Lab 1B'. Under 'Lab 1B' are 'Assignment File 1B (contains instructions & pictures for doing the lab at home)' and 'Hints 1B'. A sidebar on the left shows 'users present: Jim Noyes' and a menu with 'Announcements', 'Assignments, Tests and Surveys', 'Discussion and Private Messages', 'Chat Room', 'Gradebook', 'Course Outline', 'Syllabus', and 'Handouts'.

Note: Most topics have an Online Lecture that supplements the reading. Right click on the desired slide files (in pdf format) and audio files (in mp3 format), and download them to your computer. You can play the audio files with whatever audio software and devices you like to use, including an mp3 player. As you listen, you can look at the slides on the computer screen, or you can print them and review them away from the computer. (Hint: **Print 4 or 6 slides to a page** to save ink and paper, plus printing time.) By the way, you can find **ALL** of the online lecture slides and audio in one place: click on “**Handouts**” and then on the “**Online Lectures**” link on the Handouts page.

Read the reading assignments.

After reading a page or two, glance at the study guide questions, and look back over what you just read for the answers to the study guide questions. Write the question numbers next to the relevant text so that you can easily come back to it later. This will make completing the study guides much easier. For example:

6 **Plankton**

Plankton are the most common kind of life in the ocean. Most plankton are tiny (microscopic) animals and algae (plant-like organisms), but plankton can be quite large. For example, jellyfish are plankton, and can have tentacles over 100-feet long. The key characteristics that make organisms "plankton" are:

- Plankton are *floaters*: they try to float, or at least sink very slow through ocean water
- Plankton are *drifters*: they cannot swim or swim poorly, so ocean currents and waves push them around, and they cannot do anything about it.

Note that many plankton can swim, but plankton are not very strong swimmers.

Plankton are important in the ocean, because they are at the bottom of most ocean food chains. (In other words, they are food for many ocean animals.) There are two major categories of plankton, phytoplankton and zooplankton. Phytoplankton are algae; like plants, they make their own food using the energy of the Sun. Zooplankton are animals.

7?

8 **Phytoplankton and Photosynthesis**

Phytoplankton are tiny (one-celled) algae: plant-like organisms that use sunlight as an energy source to make their own food in a process called photosynthesis ("making with light"). When they carry out photosynthesis, they use large amounts of water and the gas carbon dioxide – both abundant in ocean water – to make carbohydrates ("food" molecules):

Sunlight + Water + Carbon Dioxide → Carbohydrates + Oxygen
(**"Sugars"**)

"Plankton" means "wanderers."

Pay particular attention to information that might be useful for answering the study guide question(s) that you were assigned.

After reading a few pages and recording information that will help you answer the study guide questions, **congratulate yourself (you have finished part of the task)**, and take a **short** break for a minute or two: stand up; stretch; walk around the room; look at a favorite picture that is far away (this helps rest your eyes), check your email or cell phone, make a cup of tea or coffee, check the news or sports scores, etc. Taking a **short** break will not slow you down; instead it will help you re-focus your attention so that you can read effectively plus make you feel better – a win, win situation.

Some study guide questions are not answered in the reading assignment or online lectures: they require you to apply the information that you are trying to learn. As you read, identify parts of the reading assignment that contain information that will help you answer these challenging questions. Write the question numbers along the side of the text so that you can easily find useful information later.

Task 12:

Step 3 of the Learning Plan: Use Your New Knowledge

Answer the Study Guide Questions

Use the reading assignment for topic 1A to answer the study guide questions (as best you can – you do **NOT** need to complete the entire study guide to finish this task). Wait to answer most of the questions for study guide 1B until you have done the density lab (topic 1B).

If you are not sure about the answer to a question:

- put down an answer (your best guess) and put a question mark by the question, or
- leave the answer space blank, and circle the question.

For example:

A photograph of a handwritten study guide page with several questions and answers. Orange arrows point to specific parts of the page: the first question, the question number '7', the question number '8', and a question mark next to the answer for question 8. The questions and answers are as follows:

Can algae be plankton?	_____
Can animals be plankton?	yes - some plankton are animals
Can some plankton swim?	yes - some can swim
? Are all plankton small (microscopic)?	yes - p. are small
What is the largest example of plankton that you can think of?	_____
7. Is <u>most</u> of the life in the ocean macroscopic ("large") or microscopic (very small)?	yes - <u>most</u> small
8. What do plants and algae need to carry out photosynthesis?	
? sunlight, water	

Don't waste your time struggling to answer these kinds of questions.

Instead, write down the question numbers of these questions on the front page of the study guide. Plan on coming back to them after asking about them in the discussion forums or after taking the online quizzes. Speaking of which...

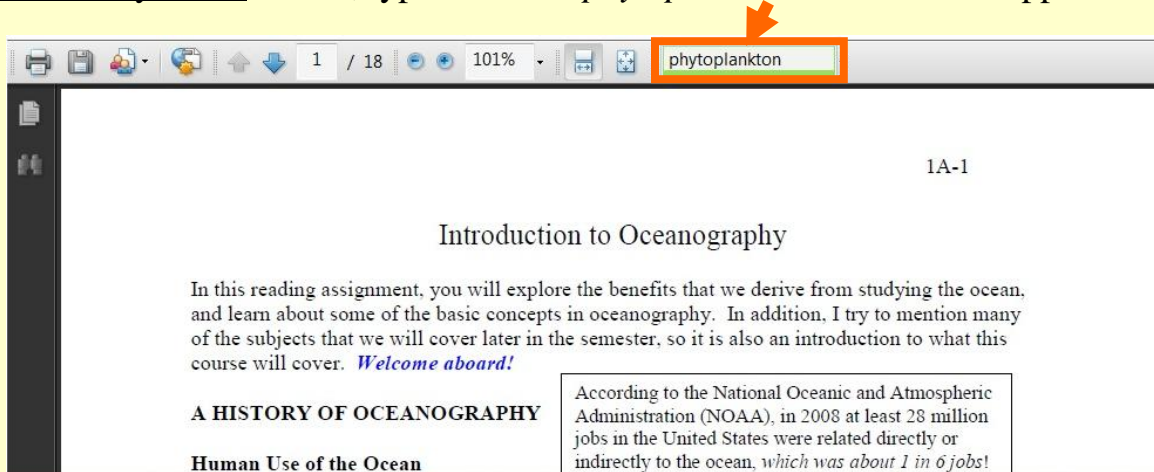
The Most Useful Thing You Will Learn in the “Week 1 Tasks” Assignment:

CTRL-F

One of the most useful “tricks” for searching for information on a webpage or in an electronic document like your reading assignments is the *keyboard shortcut* “CTRL-F”. This is a quick way to open up the “*find*” function in a program. For example, suppose a study guide question asks:

What are phytoplankton?

To search for the word *phytoplankton* in your reading assignment, just **hold down** the control key (the key marked “CTRL”, typically found in the lower left part of your keyboard) and press the “F” key while holding the CTRL key down. Then, type the word *phytoplankton* into box that appears.



Hit the “enter” or “return” key; you will “jump” to the first use of the word *phytoplankton* in the document.

A screenshot of a PDF viewer showing a specific paragraph of text. The word "phytoplankton" is highlighted in blue. An orange arrow points from the search bar in the previous image to this word. The text reads: "Plankton are important in the ocean, because they are at the bottom of most ocean food chains. (In other words, they are food for many ocean animals.) There are two major categories of plankton, phytoplankton and zooplankton. Phytoplankton are algae; like plants, they make their own food using the energy of the Sun. Zooplankton are animals." The word "wanderers." is visible in a small box to the right of the text.

Plankton are important in the ocean, because they are at the bottom of most ocean food chains. (In other words, they are food for many ocean animals.) There are two major categories of plankton, phytoplankton and zooplankton. Phytoplankton are algae; like plants, they make their own food using the energy of the Sun. Zooplankton are animals.

Just keep hitting the “enter” key and you will keep “jumping” to the next use of the word *phytoplankton*. Use this feature to find the places in the reading assignment where you can learn about *phytoplankton*.

Task 13:

Step 4 of the Learning Plan: *Check Your Understanding* Take Quiz 1A

The quizzes have several purposes. First and foremost, they give students immediate feedback about their understanding of the online lectures and reading assignments. They also insure that students keep up with the course material by making them do some work each week.

Click on the “**Assignments, Tests, & Surveys**” button on the left.

Or in the **Course Map**, click for the link for the **Quiz 1A**.

Go down the list to **Quiz 1A**, and click on the “**begin**” or “**ready to begin**” link.

The screenshot shows the 'ASSIGNMENTS, TESTS AND SURVEYS' page. On the left sidebar, the 'Assignments, Tests and Surveys' button is highlighted with a red box and an orange arrow. The main content area displays a table of assessments:

Type	Title	Status	Open	Due	Time Limit	Tries	Started	Finished	Grade
Progress Report	Progress Report-Week 01	Not yet open	Aug 29, 2011 6:00 AM	Sep 4, 2011 11:59 PM	-	0 / 1	-	-	-
Lab	Lab 01B - Density	Not yet open	Aug 29, 2011 6:00 AM	Sep 11, 2011 11:59 PM	-	0 / 1	-	-	-
Progress Report	Progress Report-Week 02	Not yet open	Sep 5, 2011 6:00 AM	Sep 11, 2011 11:59 PM	-	0 / 1	-	-	-
Quiz	Quiz 01A	Not yet open	Aug 29, 2011 6:00 AM	Sep 11, 2011 11:59 PM	0:45	0 / unlimited	-	-	-
Quiz	Quiz 01B	Not yet open	Aug 29, 2011 6:00 AM	Sep 11, 2011 11:59 PM	0:25	0 / unlimited	-	-	-
ASA 14A	ASA 14A - Cabrillo	Not yet open	Sep 5, 2011 6:00 AM	Sep 18, 2011 11:59 PM	-	0 / 1	-	-	-

After reading the instructions, click on the “**Begin**” button near the bottom of the screen.

Answer the questions of Quiz 1A – which covers the topic “1A – Introduction to Oceanography” – to the best of your ability. You may refer to your study guide as you take the quiz.

When you are done, click on the “**Finish**” button at the top or bottom of the quiz. (You may need to do so several times. If you have not answered all the questions on the quiz, then the computer will ask “are you sure?” several times to make sure that you really want to finish.)

The screenshot shows the 'Working on Test' page for Quiz 01A. The 'Finish' button is highlighted with a red box and an orange arrow. The page displays a progress bar, a time limit of 1:00, and the first question: "Question 1 of 37 (worth 0.25 points)". The question asks: "Which continent is marked in the picture below?"

Then, click on the “**Review**” button to see how you did.

Question 24 of 37 (worth 0.5 points)

What is the purpose of photosynthesis? In other words, why do plants and algae carry out photosynthesis? What do they want to make? (Mark all that apply.)

- A. To make carbon dioxide.
- B. To make food (carbohydrates). ?
- C. To make nutrients.
- D. To make oxygen.

Question 25 of 37 Score: 0.5 (of possible 0.5 points)

Do phytoplankton live near the surface of the ocean or deep in the ocean? Why?

- A. Near the Surface, because there is more sunlight
- B. Near the Surface, because there are more nutrients
- C. Down Deep, because there is more sunlight
- D. Down Deep, because there are more nutrients

If you got the question right, a **green check mark** ✓ appears next to your answer.

If you got the question wrong, nothing appears next to your answer.

Use the answers to improve your study guide. For example, erase question marks (?) next to questions that you were not sure about but got “right.” Circle questions that you got “wrong.”

Click on the “**Return**” button when you are done reviewing your answers.

Notice that Quiz 1A is still in your list in “**Assignments, Tests, & Surveys**” and it now says that you can “**try again**”. (The quiz may have moved down the page, so you may need to scroll down to find it. I find that using CTRL-F to “find” a quiz is very handy, though you could also use the [title](#) link at the top to sort the assignments and tests into alphabetical order.) **You can take and re-take quizzes as many times as you like until their due date. Your score on the due date becomes your final grade.** (If you do not take the quiz by the due date, you may request special access to the quiz; a late penalty will be assessed.)

Discussion and Private Messages	Lab 01B - Density	Ready to begin	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	0 / 1	-	-	-	
Gradebook	Quiz 01A	Try again	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM	0:45	1 / unlimited	Feb 5, 2012 12:24 PM	Feb 5, 2012 12:26 PM	3.5 Review
Course Outline	Week 1	Questions	Feb 4, 2012 6:00 AM	Feb 19, 2012 11:59 PM	-	1 / 1	Feb 5, 2012 12:24 PM	Feb 5, 2012 12:24 PM	ungated Review
Syllabus									
Handouts									
Site Info									

Go back to the reading assignment and try to find the answers to the questions that you got wrong, or plan on asking about them in the discussion forums, speaking of which...

Notice that in “**Assignments, Tests, and Surveys**” there is also a “**review**” link on the far right for quizzes that you have taken. It allows you to see your “right” and “wrong” answers again. NOTE: Etudes saves the quiz with your highest score, so if you take the quiz again and get a lower score, you can only review the quiz with the lower score **once**. If you want to save a quiz for review later, you need to copy the review webpage and paste its contents into a document file.

Task 14:

Step 3 of the Learning Plan: *Use Your New Knowledge* Participate in the 1A Discussion Forum

Click on the “**Discussions & Private Messages**” button on the left.

Go to the **Discussion Forum for topic “1A – Introduction to Oceanography”** and post on **topic 1A**: ask questions about the material in reading assignment 1A, propose answers to questions on study guide 1A, etc.

You are expected to read the discussion forums *regularly*, and to engage in a discussion of the *course material* (the ocean and oceanography) and post in the forums at least a few times each week – *on several different days*, and not just on the weekends! As part of your posts, you must *provide information that makes it easy for your readers to learn from and respond* to your post, like the text of questions, question numbers, page numbers, and so on.

Compose a subject line which describes the information in your post – including the question number and whether the question comes from a study guide or a lab. For example:

Subject Line: SG 1A-3. Uses of Knowledge about the Ocean

Subject Line: SG 1A-15. Where is there more life, near the coast
or in the middle of the ocean?

This is **very** important, because it will help students use the discussion forums to find the information they need to answer study guide and lab questions.

In addition, include the **complete text** of the question at the beginning of your post, highlighted in some way using **bold**, *italics*, **color**, etc. This makes it easier for your reader to distinguish between the question and your remarks.

For detailed information about posting in the discussion forums, including your responsibilities, please read the **Discussion Forums FAQ**: (www.elcamino.edu/faculty/tnoyes/Discussion_FAQ.htm).

In my experience, I have found that some students are too embarrassed to post a question or to propose an answer to a question from a study guide or lab. If you send me a private message with the full text of your post, I will post it for you. In this case, you must provide me with the subject line of the post, and tell me whether or not the post starts a new forum or is a reply in a forum that already exists.

I reserve the right to edit or delete unsatisfactory student posts (e.g., a post that does not highlight the differences between text of a question and the students’ answer or that does not identify the study guide or lab and the question number in the subject line). If I find that I need to edit a student’s posts again and again to make them easier for other students to read and use them, I may charge a student a fee (in points) for my services, or delete their work and tell them to re-do it.

Task 15:

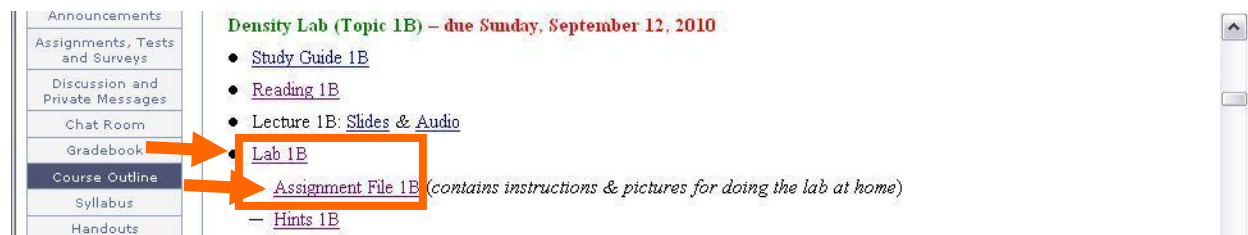
Step 3 of the Learning Plan: *Use Your New Knowledge* Begin Working on the Lab

Go to the top of the **Course Outline**, click on the link for **Week 1**, and page down and locate the **Density Lab (Topic 1B)**. Alternatively, you could click on the link for the lab “**1B – Density Lab**”. Or go to **Course Map**, click on the “**Week 1 Resources**” link, and then on the link “**1B – Density Lab**.” Or go to **Modules** and click on the same link. Or go to “**Handouts**” and then click on the “Online Labs”. There are lots of different ways to get to this information.



Review Density Lab Study Guide (1B) and read the Density Lab reading assignment (1B).

Right click on the links for the **Lab 1B file** and the **Assignment 1B file**, and download **BOTH** files



“**Rename**” the lab file by adding your name to the name of the file. For example, your file might be called “01B-Lab_Solo_Han.doc” or “01B-Lab_Jones_Indiana.doc”.

Open the lab file and **write your name at the beginning of the lab file**. Use a color like **red**, **green**, or **blue**, or **highlight** your name so that it stands out.

The **Assignment file** contains instructions and pictures for doing the lab “online.” Open the assignment file, and follow the instructions in the assignment to complete the lab. During the first few days of week 1 (by Thursday), try to complete *at least* activities 1 and 6. (You will need to complete **ALL** of the activities before the lab’s due date.)

The **Hints 1B file** contains common mistakes and misconceptions that students make. You may also find the hints file useful for completing the lab and correcting your work.

(Continued on the Next Page)

Please try to complete **AT LEAST activity 1** and **activity 6** by Sunday at the end of week 1 of the semester. The completed lab will not be due until the Sunday at the end of week 2 of the semester.

Use a color like red, green, or blue, or highlight your answers in the lab file so that it is easy to tell the difference between the questions and your answers.

For example:

17. Well BEFORE the red water reaches the top of the <u>straw</u> , remove the bottle from the pot. What happens to the level of the red water <i>at first</i> when you take the bottle out of the pot? (What <u>happens the instant</u> that you take the bottle out the pot?) Does it go up or down? Goes Up
18. Continue watching the red water in the tube. Does the level of the red water eventually begin to rise or fall? Goes Down
19. Why did the water level go up (eventually) after you put the bottle in the pot? The water eventually went up, because...
Note: Density is <i>not</i> the

If you wrote your answers by hand, you may scan in or photograph your work and submit it if you prefer not to type the answers into a file. In this case, you do not have to highlight your answers, but the work must be legible (easily readable) or you will be asked to submit it again and it will be considered “late.”

If you are not sure how to answer a question:

- put down an answer (your best guess) and put a question mark by the question, or
- leave the answer space blank, and circle the question.

Do not waste your time struggling to answer these kinds of questions.

Instead, write down the question numbers of these questions on the front page of the lab, and plan on coming back to them after asking about them in the discussion forums. Speaking of which...

Task 16:

Step 3 of the Learning Plan: *Use Your New Knowledge* Participate in the 1B Discussion Forum

Click on the “**Discussions & Private Messages**” button on the left.

Go to the **Discussion Forum for topic “1B – Density Lab”** and post on **topic 1B**: ask questions about the material in reading, assignment 1B, propose answers to questions in lab 1B or on study guide 1B, etc.

You are expected to read the discussion forums *regularly*, and to engage in a discussion of the *course material* (the ocean and oceanography) and post in the forums at least a few times each week – *on several different days*, and not just on the weekends! As part of your posts, you must *provide information that makes it easy for your readers to learn from and respond* to your post, like the text of questions, question numbers, page numbers, and so on.

Compose a subject line which describes the information in your post – including the question number and whether the question comes from a study guide or a lab. For example:

Subject Line: SG 1B-14. How to Measure Density

Subject Line: Lab 1B-20. Why the Water Level Went Down At First

This is **very** important, because it will help students use the discussion forums to find the information they need to answer study guide and lab questions.

In addition, include the **complete text** of the question at the beginning of your post, highlighted in some way using **bold**, *italics*, **color**, etc. This makes it easier for your reader to distinguish between the question and your remarks.

For detailed information about posting in the discussion forums, including your responsibilities, please read the **Discussion Forums FAQ**: (www.elcamino.edu/faculty/tnoyes/Discussion_FAQ.htm).

In my experience, I have found that some students are too embarrassed to post a question or to propose an answer to a question from a study guide or lab. If you send me a private message with the full text of your post, I will post it for you. In this case, you must provide me with the subject line of the post, and tell me whether or not the post starts a new forum or is a reply in a forum that already exists.

I reserve the right to edit or delete unsatisfactory student posts (e.g., a post that does not highlight the differences between text of a question and the students’ answer or that does not identify the study guide or lab and the question number in the subject line). If I find that I need to edit a student’s posts again and again to make them easier for other students to read and use them, I may charge a student a fee (in points) for my services, or delete their work and tell them to re-do it.

Task 17:

Step 5 of the Learning Plan: *Assessment of Your Understanding and Effort* Submit Answers to the Study Guide and Lab Questions that You Were Assigned

Click on the “**Assignments, Tests, and Surveys**” button on the left.

Or in the **Course Map**, click for the link for the **Week 1 Questions**.

Click on the “**Continue**” link for the **Week 1 Questions**. (The link will say “**begin**” if you haven’t looked at them yet. I hope that you are not looking at them for the first time at the end of the week!)



The screenshot shows a course management system interface. On the left is a navigation menu with options: Home, CourseMap, Announcements, Syllabus, **Assignments, Tests and Surveys** (highlighted in red), Discussion and Private Messages, and Gradebook. The main content area is titled "ASSIGNMENTS, TESTS AND SURVEYS" and contains a table of assignments. The table has columns: Title, Status, Open, Due, Time Limit, Tries, Started, Finished, and Grade. Two assignments are listed: "Week 1 Questions" and "Lab 01B - Density". The "Week 1 Questions" row is highlighted, and the "Continue" link below it is enclosed in a red box. An orange arrow points from the "Assignments, Tests and Surveys" menu item to the "Continue" link.

Title	Status	Open	Due	Time Limit	Tries	Started	Finished	Grade
Week 1 Questions Continue	In progress	Feb 4, 2012 6:00 AM	Feb 19, 2012 11:59 PM		1 / 1	Feb 5, 2012 - 12:34 PM		-
Lab 01B - Density Continue	In progress	Feb 4, 2012 6:00 AM	Feb 26, 2012 11:59 PM		1 / 1	Feb 5, 2012 - 12:33 PM		-

Answer the questions in the empty boxes below each question or set of questions.

Click on the “**Finish**” button when you are done and wish to submit the assignment – but don’t forget to submit the assignment!

Note: You can hit the “**Continue Later**” button if you want to leave the assignment and to come back to it later. Do *NOT* hit the “**Finish**” button until you are ready to submit the assignment.

Task 18:

Step 5 of the Learning Plan: *Assessment of Your Understanding and Effort* Post in the “Learning Group” Forum

Students should post in the “Learning Group” forum **each week on Friday, Saturday, or Sunday**. Students will *briefly* post about their goals, achievements, challenges, strategies, and future plans.

Click on the “**Discussions & Private Messages**” button on the left.

In the Learning Group forum, post a reply in the learning group discussion for the week.

In your weekly post, *briefly* address the following questions:

- Describe your achievements for the last week.
Are you falling behind or keeping up with the workload?
- Identify strategies and behaviors that helped you meet your goals for the past week.
Propose strategies and behaviors that will help you meet your goals for the upcoming week.
- Identify “challenges” that kept you from meeting your goals for the past week.
Propose strategies or choices that would have helped you overcome the challenges that kept you from meeting your goals.
- Describe your goals for the coming week. Be specific.
In other words, which topics are you going to read about?
Which study guides and labs will you work on?
How much of them do you intend to complete?
Which quizzes will you attempt for the first time? try again for a better score?
- Comment on the goals, strategies, and challenges of other students:
give them encouragement, suggest strategies that they might try,
tell them that they’re not the only one struggling with an issue,...**Brainstorm ideas!**

Note: Your goals can be personal or professional, as can the strategies used to achieve them, especially if the goals and strategies help you to do your school work.

Congratulations! You have finished your tasks for week 1!