Introduction to Oceanography

Instructor: Dr. T. James Noyes (a.k.a. “Jim”)  
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Office: NATS 217  
Office Hours: Mondays, Tuesday, Wednesdays, and Thursdays, 11:10 to 11:55 am, and by appointment.  
(On days with ASAs, office hours will be immediately after the ASA at the ASA site. Click on the class meeting links below for specific dates.)  
Faculty Website: http://www.elcamino.edu/faculty/tnoyes

Textbooks:  
Professor Noyes’ Class Lecture Notes (Fall 2018) (Recommended)  

Other Materials:  
Colored Pencils (red, blue, green)  
Binder(s), Paper, Ordinary Pens & Pencils, Erasers, Calculator  

Class Meetings:  
Section #1318 – Mondays & Wednesdays, 8 to 11:10 am, in NATS 218  
Section #1320 – Tuesdays & Thursdays, 8 to 11:10 am, in NATS 218  
Section #4857 – Fridays, 9:30 am to 12:40 pm, in NATS 218

Goals of the Course

In this course, we will survey a wide variety of phenomena and ideas from the discipline of oceanography. Our goals are both to learn about the ocean and how oceanographers study it. In particular, we want to address the questions:

Why is the ocean important?

How does the ocean affect our lives?

While attempting to answer these questions, we will find that what happens in the ocean often depends on what is going on at its boundaries (in the atmosphere and the Earth), the life forms inside it, and far off objects like the Sun and the Moon. The ocean can have a profound effect on all of these as well. At the end of the course, students will have a better understanding of natural processes (e.g., how coastlines change, the extent and variety of life forms on our planet), and be better armed to engage in today's scientific debates (e.g., global warming and climate change). Specifically, students should be able to:

• describe and explain complex ocean systems to their family and friends
• back up their claims with evidence, examples, and pictures
Official Course Description

This introductory course in oceanography presents the ocean in terms of its physical, chemical, and biological environments. The topics include studies of: formation and modification of various waves types; tidal behavior; formation of water masses and ocean currents; beaches and the changing shoreline; coral reefs; physical and chemical properties of ocean water; marine environments; marine sediments; origin of sea floor and coastline features; the spreading sea floor and drifting continents.

Course Objectives

Students who pass this course will be able to:

- Explain the theory of plate tectonics and the formation and evolution of ocean basins through time and evaluate the data upon which the theory is based.
- Analyze the chemical and physical principles involved in the changing characteristics of ocean water and how these properties affect the behavior and movement of seawater.
- Explain interactions between the ocean and atmosphere, including how the ocean affects climate and the impact of global warming on the ocean.
- Compare and contrast the formation of surface ocean currents and the circulation of deep ocean water in terms of wind forces, Coriolis effect, and thermohaline differences.
- Explain how various wave phenomena such as refraction, reflection, standing waves, wave dispersion, the formation of surf, and the formation of tsunamis affect the formation of waves on the ocean.
- Evaluate the formation of tides in terms of dynamic and equilibrium theories and the daily and monthly cycles of tides and why these cycles occur.
- Explain the origin of coastal features such as marine terraces, barrier islands, spits, and tombolos in terms of wave energy, tidal influx, and sediment dynamics.
- Explain the origin and movement of marine sediments through the oceanic environment and explain the chemical and biological factors involved in the deposition and modification of sediments.
- Analyze the nature and distribution of productivity within the marine environment and the movement of energy through higher trophic levels.
- Compare and contrast the adaptations of organisms within different marine environments in terms of their response to physical and chemical factors.
- Interpret nautical charts, bathymetric maps and profiles.
- Perform dimensional analysis calculations and calculate percent, area, and volume.
• Prepare and analyze graphs, including time-series graphs, histograms, multivariate graphs, scatter plots, and pie charts.
• Utilize the scientific method to assemble a logical chain of reasoning from observation to inference.

Notice: This class is NOT primarily about marine biology. There is a marine biology class at El Camino College that you can take if this is primarily what you are interested in.

Student Learning Outcomes

• Students can identify the salient features of the basic concepts of oceanography. (This includes the ability to recall the definitions of the specialized vocabulary of oceanography.)

  Assessment: A quiz at the beginning and the end of the semester.

• Students recognize and can accurately articulate how the ocean affects humans’ lives and how human activities affect the ocean.

  Assessment: A quiz and/or a written assignment at the end of the semester.

• Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc.

  Assessment: A quiz and/or a written assignment at the end of the semester.

Is online learning right for you? You could take the West Hills CC quiz.

Are You Ready for Online Learning?

Students in the online-hybrid version of this class need the following characteristics, abilities, and resources:
• self-motivated
• willing to ask questions
• excellent reading comprehension
• write well
• have the time to take the class: at least 9 hours per week, and at least ½ hour per day (time spread out over the week, not just one or two days like Saturday and Sunday)
• daily access to a computer with a reliable, fast internet connection (56 kbps+, e.g., DSL or cable)
• know (or would like to learn) how to:
  o read and send email, including attaching files
  o use word processing software like MS Word
  o modify images (e.g., copy, cut, paste, compress, crop)
  o use drawing programs and features (like Paint and the MS Word objects)
  o save files in .doc, .docx, and .pdf formats
General Comments

Course Prerequisites: None

Recommended Preparation: eligibility for English 84

Everyone can master the material covered in this class. However, as with all things in life, the material will come easier to some people than others depending on their preparation for this class, their own natural abilities, and how much time they can and choose to devote to this class. It is very important that you keep up with the work load, because the material in each section builds on what came before it. In my view, oceanography is not a spectator sport: one learns by doing, by engaging the material. I am here to help, but fundamentally students are responsible for their own learning.

This class is equivalent to a University of California or California State University class, so your work is expected to meet their standards. Oceanography is a lecture-and-lab course, so you are really taking 2 classes; expect to spend 2-classes-worth of time on this class. Since this is a 4-unit lecture-and-lab class, El Camino College guidelines suggest that you can be expected to spend at least 6 hours per week on this class outside of class meetings in addition to the 6 hours and 20 minutes of class time each week during spring and fall semesters.

The online-hybrid version of the course requires at least 9 hours and 20 minutes per week of work outside class meetings since there is no meeting for lecture. Many people think online classes take more time than traditional lecture classes. Online courses typically require students to have excellent time management skills to succeed; procrastinators suffer greatly. For more information about what you should expect from an online course and what skills and software you will need, see the “Student Handbook for Online Courses” posted on El Camino College’s Distance Education website. In addition to the software on their list, you will also need a “drawing” program. The free “Paint” program provided with Microsoft Windows is adequate. If you prefer to draw pictures by hand, you will need access to a device which allows you to create digital copies (e.g., the camera feature of a mobile phone).

Note: Summer sessions require twice as much time, and winter sessions require 4 times as much time.

- This class is more work than other classes at El Camino College, because it is really 2 classes: a lecture class and a lab class.

- In a 16-week spring or fall semester, you can be expected to spend at least 6 hours per week on this class outside of regular class meetings. If you are taking the online-hybrid version of the class, this increases to more than 9 hours per week.
Grading

The following tables show how grades will be assigned and the relative value of each category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Grade Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labs</td>
<td>8%</td>
<td>A: more than 90%</td>
</tr>
<tr>
<td>Units (Readings &amp; Quizzes)</td>
<td>≈ 14%</td>
<td>B: more than 80%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>≈ 21%</td>
<td>C: more than 70%</td>
</tr>
<tr>
<td>Discussions</td>
<td>8%</td>
<td>D: more than 60%</td>
</tr>
<tr>
<td>6 Lab Reports</td>
<td>18%</td>
<td>F: less than 60%</td>
</tr>
<tr>
<td>2 Homework Assignments</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Ocean &amp; Me Essay</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Diving Deeper Article</td>
<td>14%</td>
<td></td>
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</tbody>
</table>

Grades will not be “curved.” (i.e., I do not have a fixed number of A’s, B’s, etc. in mind), but I reserve the right to adjust the percentages needed for an A, a B, a C, etc. I believe that students should not compete with one another for the best grades, but learn from and help one another. I will be pleased if the entire class achieves A’s.

There are a couple of exceptions to grade levels above. If a student achieves a score of 70% or more on the Units, quizzes, discussions, and labs, and a score of less than 70% but more than 60% on the lab reports, 2 homework assignments, the Ocean & Me Essay, and the Diving Deeper Article, their final grade will be a C. If the scores described above are reversed, their final grade will also be a C. Similarly, if a student achieves a score of 60% or more on the Units, quizzes, discussions, and labs, and a score of less than 60% but more than 50% on the lab reports, 2 homework assignments, the Ocean & Me Essay, and the Diving Deeper Article, their final grade will be a D. In the reverse situation, their final grade will also be a D.
I evaluate and respond to student work in a particular order. Messages (“conversations” in Canvas) and discussions get the highest priority: I strive for feedback within 24 hours or so. Homework assignments and tasks whose due dates have just passed are my second highest priority for evaluation. Most work is due by Sunday night, which means I start grading the previous week’s work on Monday, and it can take a while to get through all of it since I teach several classes. Re-submissions and late work are my lowest priority.

Note: I do NOT enter scores on physically submitted assignments immediately into Canvas. Instead, I prioritize giving feedback on assignments. I tend to store up a list of scores and enter a lot of scores all at once every week or two (or more), which is more efficient (saves time). This can be especially disturbing to some students if they submit their work late, because often I place a score of zero in Canvas for all un-submitted assignments before they submit their late work. So, if you want your score to immediately appear in Canvas as soon as it is evaluated, submit your work electronically and on time.

- Responding to student messages and participating in the online discussion forums with students is my highest priority. I do this first.

- Late and re-submitted work is my lowest priority. As more student work is submitted, late and re-submitted work gets farther and farther from the front of the “to do” list.

- If you want your scores to appear fast in Canvas, submit your work online. The scores of physically submitted work may not appear in Canvas for a week or 2 after submission.
Units and Quizzes

I have broken down the course material into pieces or chunks that I call Units. They contain short readings followed by questions about each one to check your understanding and provoke you to think more deeply about what you have read. After answering all the questions in a Unit, Canvas will score your answers automatically, and you can review what you got wrong. You can answer the questions again and again to improve your score. (I will add a bonus of +10% to your Units score at the end of the semester, up to a maximum of 100%, so do not worry about getting 100% on every Unit.) Units may be completed late with no late penalty. You can download physical copies of the Units, work on them offline, and submit your answers when you have an internet connection.

I hope that the questions in the Units will be fairly straightforward if you carefully read the material presented in them. The quizzes present a greater challenge. For each course topic, there is a list of questions in a study guide. Your task will be to find the answers to these questions, and answer the related questions on the quiz to check your work.

The purpose of quizzes is to give you immediate feedback that will allow you to improve your understanding of small portions of the course material, and eventually to demonstrate your mastery of the material.

The computer will randomly choose quiz questions for each student. You can take each quiz as many times as you would like, so you can take it again and again to improve your score. However, you will not be given “the answers,” so if you are scoring poorly, you must re-read the material or ask questions. (You should practice the skill of figuring out where you have made a mistake, and acting to correct it.)

Students are welcome to work collaboratively to find the answers to the questions on the study guides. Feel free to post and exchange information about them. This is not cheating; it is forming a study group, a good study habit whether you are in a traditional class or an online class. In my experience, students not only help one another, but they also give one another misleading or incorrect information, so wise students will always ask “Where did you read that?” and then go and read it for themselves. I may not notice misinformation in the discussions. Please ask me for confirmation if something seems wrong to you, and help everyone get the right information.

Students may submit physical copies of Units in class within 2 weeks of the due date, and may schedule times to take quizzes in person.

- The Units contain the reading assignments in the course.
- Quiz questions are based on questions found in the study guides.
- You can re-do Units and quizzes again and again to improve your score.
- Your Units grade will be increased by +10% (up to maximum of 100%) at the end of the semester, so do not re-do them again and again to get a 100%.
**Classroom Behavior and Attendance, Tardiness, and Leaving Early**

If you are late to class, late coming back from a break, or need to leave early, please do so quietly. Notify me about your absence when I am *not* speaking to the entire class. You do not need to explain your absence or tardiness (feel free to do so if it would make you feel better), but I expect you to get the notes on what you have missed from other students. I teach multiple sections of oceanography, so if you miss a class, you are welcome to attend one of my other classes to make it up. (Check the other sections’ course outlines on the course website and talk to me to make sure that you attend the correct lecture or lab, because each section is on its own, slightly-different schedule owing to tide conditions and holidays.)

Refer to the course outline daily to determine the labs, Units, and study guides that you will need to bring to class. If you do not bring the correct labs and other materials to class, you cannot fully participate in classroom activities and you will hamper the learning of others who are kind enough to share their materials with you. If you forget to bring your lab or other materials to class, do *NOT* leave the room to print the materials. Instead, take notes on separate sheets of paper. Of course, students may not use labs or other materials from previous semesters.

*No student should ever copy directly from another student’s work.* Student are permitted to exchange information verbally and to gesture and show one another what is on their paper, but students must actively exchange the information, not passively let other students copy their work. *BOTH the person copying and the person who allowed them to copy will be penalized.*

During class time, students are expected to work on material related to the class. *Do not take out work for other classes, read a book, fiddle with an electronic device, etc.* Students who are not working on class activities during class time (copying other students’ work, working on homework, using mobile phones for personal use instead of working on the lab, etc.) will be penalized. Do *not* use your electronic device to access non-class related websites or take out any materials which make it appear that you are not participating (e.g., notes for other classes), or you will be penalized.

- Students need to bring materials like study guides, labs, and Units to class. Students should not leave class to print out these materials if they do not bring them. Instead, take notes on a separate sheet of paper.

- Students should never copy directly from another student’s materials.

- Students should be working on oceanography tasks during class time. Students should *NOT* be working on their other classes or playing with their phones.
Discussions: Traditional Class Lectures

The *study guides* list potential topics and questions for in class discussion.

Students will be assigned questions from one or more study guides as homework. Different students will be assigned different sets of questions.

Students will answer these questions using the readings in the Units, and will be expected to be prepared to discuss them in class. Sometimes students will work in groups, and at other times we will discuss study guides questions as a class. Student will often be called upon present their answers to other students and the entire class.

Students will only get full credit for a discussion if they bring answers to their assigned study guide questions on a printed study guide (a separate sheet of paper is not satisfactory), their answers demonstrate a close and careful reading of the Units, and they participate.

Students will receive partial credit for a discussion if they participate but they do not bring their study guide to class or if their answers to the study guide questions are unsatisfactory.

If students miss the in-class discussion or receive only partial credit but wish to get full credit, they can participate in the online discussion instead of the in-class discussion and accumulate points for discussions in the same way as students in the online-hybrid class.

The questions in the quizzes are based on the study guide questions.

- Students will use the Units to answer their assigned study guide questions, and be prepared to discuss these questions in class or online.
- Students should write their answers on a printed study guide, *NOT* a separate sheet of paper.
- Students will receive partial credit if their homework is unsatisfactory but they participate in the in-class discussion.
- Students can participate in online discussion to make up for missing the in-class discussion or if they receive partial credit for the in-class discussion.
**Discussions: Online-Hybrid Class**

Perhaps the most important thing to know about online discussions is that they have “hard” due dates. No late posts will be accepted. As in face-to-face conversations, either you are there to participate or you miss it.

The *study guides* list potential topics and questions for online discussions (and the quizzes).

Your participation in discussions will be used in part to determine your attendance in the class. Note that if students do not attend class, they may be dropped.

*Students should read ALL of the posts in a discussion before posting, and be careful not to plagiarize the work of others, both other students and other sources of information.* Note that you will not be able to read other students' posts until you have posted once, so if your first post contains your answers to your assigned study guide questions, you will not be accused of plagiarism.

Each discussion is worth a set number of points, typically 5 points. You can achieve those points in a variety of different ways, each worth a certain number of points. However, quality matters. *To get points for your work, posts need to display critical thinking about the ocean and oceanography and previous discussion posts, or to contribute to the discussion* (e.g., introduce new and relevant information, identify implications and draw new connections, extend someone else’s work), not just say “I agree” or “good job.” Below is a list of possible ways to contribute to an online discussion and their point values.

Once you reach the point total for the week (5 points), you’ll get full credit for the discussion. However, if you accumulate a lot more than 5 points for participating in discussions and have high quality work, you may receive one or two points of extra credit (+10-20%).

0 to 2 points: *Answering your assigned questions.* The author should post in the correct discussion forum, give the text of the questions, answer all of the questions completely with full sentences, and the answers should be correct. Note: It is OK to post something like “I think the answer is…” to show that you are uncertain and would like feedback. Even if there are mistakes in what you post, you can make up the posts by reading the discussion and posting revised answers before the end of the discussion. Note: Most assigned questions are worth 2 points. Some students are assigned more questions or more challenging questions than others, and these are worth more than 2 points.

0 to 1.5 points: *Getting the discussion going by posting early in the week.* If your first post is made on Monday or Tuesday, you will get 1 point. If you make your second post before Thursday, you will get an additional 0.5 points. If you make your first post on Wednesday or Thursday, you will get 0.5 points.

0 to 1.5 points: *Participating in the discussion regularly.* If your second, third, and fourth posts are made on different days (at least 20 hours apart), and respond to what other students have posted in ways that display critical thinking about what the other students wrote, the posts will be worth an additional 0.5 points each.
0 to 2 points: **Revising your answers to your assigned questions.** You can read the discussions and if you decide that there are errors in your initial post, you can post the text of the questions and your revised answers to them in the same thread. Of course, you only get credit if your work needs to be revised.

0 to 2 points: **Replying to another student with useful feedback.** For example, you can answer a question that they asked about the ocean and oceanography, or correct their work, offering constructive criticism (politely suggesting ways to improve or correct their work). The points you receive depend upon how challenging the question is and how accurately and thoroughly you answer it (including citing your sources of information, like pages numbers in the Units or websites).

0 to 2 points: **Modifying the study guide page.** Add your answers to the study guide page (if they are different from those already there), or change the answer that another student put on the study guide page. Use a unique color for your answers, and put your initials after what you write. *Post in the discussion forum about what you changed or added, and explain why if it differs from what others have written (e.g., what you corrected, if you are trying to make the answer clearer or more detailed).* Of course, if you were the first person to edit the questions in the study guide, you cannot compare and contrast; just say that you were the first to edit the study guide questions.

0 to 1 points: **Ask a question about the ocean and oceanography.** You can ask a question about something a student wrote, perhaps something that you would like to see explained in more detail or that confuses you. You can also ask a question related to the topic of the discussion that was inspired by your reading of the Unit or discussion (perhaps the Unit reading assignment confused you), or something you were just wondering about. Make sure that you provide the full text of what confuses you to make it easy for others to respond to your work. Note: To receive credit, the question should not be answered directly by the readings in the Units or have already been answered in the discussion forums.

0 to 4 points: **Introduce relevant outside sources of information to the discussion.** Another way to contribute to a discussion is to provide a link to information about the ocean and oceanography related to the topic of the discussion. This may be a website, a diagram, or a video. Summarize the important and relevant information in the new source of information (2 points). In other words, what did you learn from it? For more points, contrast and compare the information in the new source of information with the readings in the Units (2 points). In other words, in what ways does it support the Units? What additional details or information does your source contain that go beyond the Units? Are there any places where your source of information and the Units disagree? How do you think we should resolve the disagreement?

0 to 1 points. **Identify the best posts of the week.** Say “thank you” to the student or students who you learned the most from in the discussion forums each week. Identify the students by name, and clearly describe what you learned from their posts in detail. In other words, saying at “I learned about wavelength” or “Now I know about plate tectonics” will not be worth any points.

Note that you can do many of these kinds of posts more than once. So, if you enjoying reading others posts and giving feedback, you could rack up all the points you need just doing that. If you
enjoying learning new things from the web, you could highlight the best resources that you’ve found related to this week’s topics and bring them to the attention of other students.

One common task will be to answer your assigned questions each week. Below is an example of a good post that answers assigned questions. Use the example as a model or guide for what your posts should look like.

Example Questions:

*Question 1. What kind of sediment covers most of the ocean floor: mud, sand, or gravel?*

*Question 2. Under what conditions does an object float in the ocean?*

*Question 3. What color is the ocean on Superman’s home-world of Krypton? Why? Explain your reasoning.*

Example of a high-quality post answering these questions:

*Question 1. What kind of sediment covers most of the ocean floor: mud, sand, or gravel?*

I think most of the ocean floor is covered by mud. (Can anyone verify that?)

*Question 2. Under what conditions does an object float in the ocean?*

Objects float if they have a lower density than ocean water. Fresh water has a density of about 1 gram per cubic centimeter, so ocean water’s density should be a little higher than that due to the salt content.

*Question 3. What color was the ocean on Superman’s homeworld of Krypton? Why? Explain your reasoning.*

My best guess is that the color will be very dark blue. Krypton orbits a red star, so it receives a lot more red light than any other color of light and much less blue light than we do from our yellow star (the Sun). However, that does not change the fact that red light goes straight into the ocean, and blue light reflects best, so I think it is likely the only light coming from the surface of the ocean is a small amount of blue light scattered from the surface. This would result in a dark blue color. What do rest of you think?

- Discussion posts cannot be made late. The forum will be “locked.”

- Students are expected to read what other students have written before posting so that they do not post the same thing, except for their first post (because they cannot read the other posts until they make their first post).

- Students need to accumulate at least 5 points to receive full credit in the discussion forums. There are a variety of ways to accumulate points, including answering assigned study guide questions, posting early in the week, and posting on different days.
Labs and “Alternate Site Activities” (ASAs)

Both the traditional and online-hybrid versions of the class meet at El Camino College to work on the labs for this class. If you cannot come to campus on a particular day, you may do an “online lab” as a make-up task. Do not miss more than 4 in-class labs (or lectures), or you may be dropped from the course. Sometimes we will meet at the coast for an **alternate site activity** (ASA) instead of doing a lab in the classroom. If you cannot or do not wish to attend an ASA, you can do the online “make-up ASA” instead.

I strongly advise students to do the labs and attend the ASAs in person, if they can. I think that you get more out of “hands on” work, it is more fun to work with others, and it is easier for me to help students in person. Also: **everyone who attends an ASA gets “full credit” and does not need to turn in their notes to be graded!** NOTE: ASAs that you attend are the only “labs” that are not evaluated by your instructor. If you intend to complete labs in class, please see the instructions for doing labs at ECC below.

**If you complete the lab in class and have it checked and approved by your instructor, your instructor will enter the score for you in Canvas; there is no need for you to do anything. Do NOT do the “make up” lab or ASA in Canvas.**

If you did not complete the entire lab in class or some of your answers were not satisfactory and you did not have time to correct them in class, you will need to have your instructor review your work on a later day or outside of class time (e.g., an office hour). You can also submit your answers to **ALL** of the lab questions in the “make up” lab if you prefer.

- ASA stands for “alternate site activity.”
  For some of the labs, we will meet off campus for ASAs.

- There are online “make up” labs and ASAs that you can do if you miss class or cannot attend an ASA – or do not complete a lab during class time.

- Your instructor will check your labs in class. If there is not time for you to correct your lab or for your instructor to review your lab on a given day, he will check it later.
Doing Labs at ECC

Please, please, please: come prepared to work on the lab. At the very least, print out the lab, and bring it to class. Do the appropriate reading assignment (Unit) for the lab before coming to class. Otherwise, you will work slowly and may not be able to finish the lab in the allotted time.

If a student does not bring the appropriate lab to class, the students should record their answers on a sheet of paper and submit them in the online “make up” lab. Do NOT leave the room to print out the lab.

If students miss a significant amount of class time (e.g., arrive late, leave early, or take a long break), they will be asked to submit their answers in the online “make up” lab. Missing more than 20 minutes of class time constitutes a significant amount of time.

In general, students may work in groups. However, the entire group must work on the same questions together. (In other words, students may not split up the questions between them, and then simply copy the answers from one another: this is not working together, it is plagiarism.) If your group is not working on the questions together, then your instructor will split it up. If students arrive late or leave the room, they may join a group that has been working on the lab, but they must work on the same questions as their group members and may not copy the work that they missed from their group members. Instead, they must go back and complete the work they missed after the rest of the group has finished. Students who are not working on the lab during lab time will not be allowed to join (or re-join) a group; they must work on their own. Do not take out any materials (e.g., notes for other classes, a phone) which may make it appear that you are not working your lab. If the rules outlined above are not followed, points may be taken off students’ labs.

No student should ever copy directly from another student’s lab. Student are permitted to exchange information about the labs verbally, and to gesture and show one another what is in their labs, but students must actively exchange the information, not passively let other students copy their work. BOTH the person copying and the person who allowed them to copy will be penalized.

Your instructor will move around the room to answer questions and give feedback about your answers during lab time. Take advantage of this opportunity: do not waste lab time struggling with the lab activities; ask questions! This is the best way to insure that you will get full credit on your labs and complete them before the end of class.

Students also may check their lab work by submitting their answers to the lab questions in Canvas course management system (CMS). This may be especially useful if your instructor is busy working with other students.
Sometimes you will be waiting during lab, especially near the end of the lab when nearly every group wants the instructor to check their work so that they can be dismissed (leave class). No one wants to waste their time, so when you are waiting during a lab, work on one of the **Floating Labs**, labs or parts of labs that can be done at any time. Your instructor will have a collection of them and related equipment in the classroom. This will allow you to “get ahead” on other labs so that you can leave early on other days. You could also work on the related lab report or study guide, or a homework assignment (e.g., upcoming Units) until your instructor has a chance to review your work. In any case, **you are expected to work on your oceanography class during class time.**

If you complete the lab in class and have it checked and approved by your instructor, your instructor will enter the score for you in Canvas; there is no need for you to do anything. (This may take some time. It is not a high priority task.)

- Students need to print out and bring the labs to class. Labs will NOT be handed out.
- If students miss a significant amount of class time, they will be asked to submit their answers in the online “make up” lab.
- Students may work in groups of up to 4 students.
- Students in a group must work on the same lab questions at the same time.
- Students should never copy directly from another student’s lab.
- Students should ask their instructor questions if they get stuck or need help.
- Students can check their answers in the online “make up” lab if their instructor is unavailable to help them.
- Students should be working on oceanography tasks during class time. Students should **NOT** be working on their other classes or playing with their phones.
Make-Up Labs

If a student misses part of the time spent working on the lab (e.g., is absent, is tardy, leaves early, or takes too long of a break) or a student does NOT bring the appropriate lab to class, the student must answer the lab questions in the “make up” lab in Canvas to obtain credit for the lab.

Students can see which answers they got wrong in Canvas so that they can ask questions, and students may redo the task again and again to improve their score. Scores will be rounded up to the nearest half point, so students do not need a perfect score on the labs to receive full credit for them. After you finish the make-up lab or ASA in Canvas, **SEND YOUR INSTRUCTOR AN EMAIL OR MESSAGE TO TELL HIM** that you completed the make-up lab or ASA; Canvas will not notify him.

Note: If you finish a lab in class and your instructor says it is satisfactory, you do NOT have to do the corresponding “make up” lab task in Canvas; your instructor will enter your score for you. (This may take some time. It may not be a high priority task.)

Make sure that you do all the activities in class that require equipment, maps, etc. before you leave class. However, if you miss something, you can access pictures and video of some lab activities from the course website. Click on the “online labs” link. Click on the lab’s “assignment” file for pictures from the lab, or the various links for videos of the experiments.
Alternate Site Activities (ASAs)

We will visit the ocean several times as a part of this class; these visits are called “alternate site activities” (ASA). All students must fill out an Alternate Site Activity Waiver, and turn it in to their instructor prior to the first ASA.

ASA dates, times, and locations are noted in Canvas in the Modules area, and students are expected to plan accordingly. Adequate class time will be provided for students to get to and from ASA sites so that they will not be late for their other classes or responsibilities.

Students must provide their own transportation to and from the ASA sites. According to El Camino College guidelines, instructors cannot take students in their vehicles.

Come to ASAs “rain or shine”; bring rain gear (e.g., coats, umbrellas), because we will see and do whatever we safely can in the rain.

Students should take notes during the ASA. Your instructor will not check your notes. Instead, there is an ASA quiz in Canvas. If you attend the ASA, you do NOT need to do the make-up ASA task, only the ASA quiz.

Instead of going on an ASA, you may do an alternate activity that will familiarize you with the same course material: go to the “Online Labs” section of the course website and download the slides (pdf files) and audio files (mp3 files) for the ASA. Use them to complete the ASA. Enter your answers into the appropriate task in the Canvas course management system (CMS). (Note: Do BOTH the make-up ASA task AND the ASA quiz.)

- ASA stands for “alternate site activity.”
  For some of the labs, we will meet off campus for ASAs.

- Students must complete an ASA waiver before attending an ASA.

- All students must complete an ASA waiver, even if they do not intend to attend an ASA.

- ASAs will start late and end early so that students have time to get to the ASA and return to campus before their next class.

- Students should take notes during the ASA, because the notes will prove useful when they take the ASA quiz.

- Students can do the online “make up” ASA if they cannot attend an ASA. If you miss an ASA, you need to do BOTH the make-up ASA task and the ASA quiz.
Homework: Lab Reports and the Other Homework Assignments

Homework assignments (lab reports and the Theories homework and Article Analysis homework) may be submitted electronically. Students should use the appropriate task in Canvas to submit these homework assignments electronically. If students submit them via email or a conversation (message) in Canvas, they will be asked to submit them via the task in Canvas and this may result in late penalties (e.g., a delay in feedback). If for some reason no task is available in Canvas, submissions via email or conversation (message) in Canvas will be acceptable until the error is corrected.

Students should use their labs to complete the lab report homework assignments. Each lab report assignment has specific questions about the lab. The questions ask students to describe their observations and discuss the implications of the observations (typically, make inferences, and construct argument supporting their beliefs). A student’s lab report score in the class will be based on their 6 best lab reports. Students may choose which 6 of the lab reports they will do. Lab reports are worth 5 points. Since lab reports typically have questions worth a total of 6 or 7 points, it is possible to get extra credit points on every lab report.

Students who are unsatisfied with their score on a lab reports and other homework MAY re-do their lab report (or submit a different one) or homework within 2 weeks of the original due date. When you attempt to re-do a lab report or homework for a second time, you need to answer the entire lab report or homework again, not just respond to your instructor’s questions or feedback. Of course, you may post draft work in the discussions or send it to your instructor in a message to get feedback before submitting your work.

Lab reports and other homework may be submitted late and no late penalty will be applied, but no more than 2 weeks after their due date; no work submitted more than 2 weeks late will be accepted. Lab reports and other homework must be typed or submitted online; handwritten work will be downgraded.

- Students will submit (at least) 6 lab reports.
- Lab reports and other homework will be accepted no more than 2 weeks after the due date.
- Lab reports and other homework may be re-submitted within 2 weeks of the original due date.
- The complete lab report or homework should be re-submitted, not just responses to the instructor’s comments and questions.
The Ocean & Me Essay

Students will write an essay about how the ocean relates to their lives and the lives of other humans that someone who has not taken this class could understand. In other words, students will explain oceanographic jargon and vocabulary, and explain processes and their reasoning step-by-step.

The essay will have 7 paragraphs: an introduction, a conclusion, and 5 supporting paragraphs. Each supporting paragraph will contain a detailed example of a connection between the ocean and the author and other humans: how the ocean affects them or how they affect the ocean – or both. Paragraphs should include explanations, and not simply be lists of facts.

Students will submit supporting paragraphs one-by-one during the semester, and receive feedback on each one and have the opportunity to revise and improve it (or write an entirely new one).

The Ocean & Me Essay must be typed or submitted online; handwritten work will not be accepted.

- Students will write an essay about how the ocean relates to their lives and the lives of other humans. Students should write in a way that someone who has not taken the class can understand their essay.
- The essay will have 7 paragraphs: an introduction, 5 supporting paragraphs, and a conclusion.
- Each supporting paragraph should contain a detailed example of how the author and other humans affect the ocean, or how the ocean affects them.
- Students will submit the supporting paragraphs one-by-one, receive feedback, and can revise their work.
Diving Deeper Article

Students will research a topic in oceanography and write a **Diving Deeper Article** to educate someone who has not taken this class about this aspect of oceanography, and create assessments (quizzes) for your readers to assess their understanding of your articles. Students will select their topics from a list of possible topics, and no 2 students may do the same topic. Students will build up their article in stages, first submitting a research summary, then an outline, and finally the article itself. At each stage in the process, the student will receive feedback and guidance from their instructor. Students must submit the early stages and receive feedback before they will be allowed to move on to the later stages. If their work is unsatisfactory, they will need to re-submit and improve their work before they will be allowed to move on to the later stages. This may mean that they receive a score of zero for these later tasks if they do not complete the earlier tasks in a timely manner. Students may be required to come to office hours or meet at another time so that their instructor can help them improve their work. The Diving Deeper Article must be typed or submitted online; handwritten work will not be accepted.

- Students will research a topic in oceanography and write an article to educate someone who has not taken this class about the topic.
- Students must complete a satisfactory research summary for the Diving Deeper Article before they can submit the outline.
- Students must complete a satisfactory outline for the Diving Deeper Article before they can submit the final article.
- If students do not revise their work in a timely manner, they may run out of time to complete the later tasks, and receive a score of zero for the later tasks.
- Students may be required to meet with their instructor so that their instructor can help them meet a high enough standard that they can proceed to the next stage of an assignment.

Acceptable File Types

Only upload .doc, .docx, or .pdf files into Canvas. Other file types are not converted into an easily readable form by Canvas, and thus require significantly more effort for your instructor to read (if he can read them) and therefore will be penalized. In particular, **if you are a MAC USER, do NOT upload .pages files.** Convert your pages files to pdf files before uploading them, or copy-and-paste the contents of your file into the Canvas textbox.
Extra Credit and “Make-Up” Work

Units
At the end of the semester, an extra credit worth 10% of the value of each Unit will be added to students’ Units score. Why? It is easy to miss a question or two, and I do not want students to spend a lot of time redoing a Unit just to get a fraction of a point. There are more important things – worth more points – to be worked on. Note: These extra credit points will not increase your Units score above 100%.

Labs
Make-up labs (including ASAs) will be rounded up to the nearest 0.5 points. So, if your score is within 0.5 points of the maximum score, there is no need to redo it in Canvas to try to get a higher score. Note: your instructor has to do this by hand and it is not a high priority, so it may take some time for this to happen.

You may get up to 5 points extra credit for labs by doing the Cabrillo Aquarium ASA (14F) found on the course website at the bottom of the “labs” webpage. (We will not do this ASA as a class, because the aquarium is not open during class time.) It will not increase your labs score above 100%. You must take a picture of yourself in front of a recognizable part of the aquarium (e.g., the whale statue) to prove that you were there. To receive credit, show your instructor the picture, and give your work to your instructor to review. Note: Your instructor may wish to ask you questions about the aquarium. Note: There is not online task for this lab in Canvas. You must present it in person, or digitize your work yourself and send it via a conversation in Canvas or an email.

Discussions
Sometimes “life happens” and you are unable to complete your answers to a study guide on time, completely misunderstand the reading, bring the wrong study guide, etc. Your two lowest discussion scores will be raised to full credit to take into account such circumstances.

Lab Reports
Since lab reports are worth 5 points each but typically have questions worth a total of 6 or 7 points, it is possible to get extra credit points on every lab report.

- You do not need to get a perfect score on Unit and “make up” labs (within 10%) because some points will be added at the end of the semester to make up the difference.
- Your two lowest discussion scores will be raised to full credit.
About Extra Credit Points

In general, extra credit points added to an item will not increase the value of that item above 100%. For example, the Cabrillo Aquarium ASA may replace another lab, but does not allow your lab score to go over 100%. Exceptions include lab reports, extra credit surveys, and the extra credit final exam.

Extra Credit Final Exam

At the end of the semester, you will have the opportunity to take a final comprehensive exam (an exam that covers the entire course) IN CLASS for EXTRA CREDIT. The exam is worth 100 “exam points,” and for every 5 points you get on the exam, you will receive 1 point of extra credit. That means that you can accumulate up to 20 points of extra credit. You MAY use notes, Units, and other physical references materials during the exam AND talk to other students during the exam, but you may NOT use a phone, computer, or other device to access the internet or other resources outside the classroom. (For this reason, you may not leave the classroom during the exam.) Note: Each student will receive a different version of the exam.

If you take the final exam without any help and on your own (no notes, no talking, no internet), I will calculate your grade second way: if your score on the exam is higher than your average score on the Units and quizzes, the exam score percentage will replace them. Thus, if you have fallen behind with some of the course work (Units and quizzes), you can take the final exam to demonstrate your mastery of this material and that you deserve a higher grade. Note that the quality and quantity of your work on lab, discussions, and written homework will still affect your overall grade.

- You can take can exam at the end of the semester for extra credit. Every 5 points that you get right on the exam will be worth 1 point of extra credit.
- If your Units and quizzes scores are low and you score well on the final exam, your score on the exam can replace your scores on the Units and quizzes.

Oceanography Tutor

During some semesters, there is an oceanography tutor. Contact the Learning Resources Center (second floor of the library, (310) 660-3593 x3511) to learn if they have a tutor and, if so, what the tutor’s hours are. The more students who ask about the tutor, the more likely they are to employ one.

- There may be an oceanography tutor who can help you with oceanography 10 in the Learning Resource Center in the library.
Late and Incomplete Work

Work which is late or incomplete (e.g., missing information like a name, section, or date) will be penalized, in part because it makes extra work for your instructor. In addition, students who turn in work late have had more time to work on the assignment than other students; if late work was not penalized, it would be unfair to students who rushed to finish their work on-time.

How will written homework tasks be penalized? **Late homework (and resubmitted work) has the lowest grading priority, so it may take longer-than-usual for your instructor to evaluate and process such work.** This means that you may lose the opportunity to resubmit the work. In addition, you may not receive feedback as early as you would like – even before the next submission related to the Diving Deeper Article or the Ocean & Me Essay is due! This could make the next task late too since you cannot move on to the next task until the first one has been evaluated and is deemed satisfactory. It could even mean that you cannot submit the next task at all and will receive a zero for it!

Lab reports, the Theories homework, and the Article Analysis homework may be submitted up to 2 weeks late, but will not be accepted after this time. Tasks for the Diving Deeper Article and the Ocean & Me Essay may submitted more than 2 weeks late, but as noted above, providing feedback for improvement will not be a priority and may have serious consequences. Of course, no work can be accepted after the class ends.

**Posts in the discussion forums cannot be done “late.”** If you try to post late, you simply missed the discussion. However, **due dates for Units, quizzes, and labs are suggestions for maintaining good progress in the course and no late penalties will be imposed if they are submitted late; students simply need to complete them before the end of the semester.** If students fall behind, then they are likely to run out of time at the end of the semester. They may not complete all the work and/or there will not be time to give them feedback that they can use to improve their scores.

- Most homework can be submitted late.
- Lab reports, the Theories homework, and the Article Analysis homework will not be accepted more than 2 weeks after their due date.
- Late work is your instructor’s lowest priority for evaluation. This may make it difficult or impossible to submit later stages in Diving Deeper Article assignment on time, and as a result you may lose opportunities to re-submit work, have less time to meet other deadlines, or incur late penalties.
- Discussions cannot be done late.
Physical copies of Units must be submitted within 2 weeks of their due date. They will not be accepted after this time.

Units, quizzes, and make-up labs (including ASAs) can be submitted and resubmitted electronically in Canvas until the last day of class.

All work is due by 1 pm on the last day of class (2 pm during the winter session). No work will be accepted after this time.

- Units, quizzes, and make-up labs may be submitted late in Canvas with no penalty.
- No work will be accepted after 1 pm on the last day of class.

**Grades in Canvas**

Scores on individual tasks will be posted in the Canvas course management system. However, **YOUR GRADE IN CANVAS MAY NOT BE YOUR OVERALL GRADE IN THE CLASS.** Canvas automatically shows your overall percentages based on the work that you have submitted, not the total points possible. Thus, your overall percentages may be an overestimate if you skip some assignments or if the instructor has not graded some of your work yet. Periodically your instructor will enter a score of zero for tasks that you have not done and whose due dates have passed. This will make your overall percentages more accurate. Except for the discussions (of the study guides), you will typically be able to submit these tasks late and increase your score. Unclick the “calculate only based on graded assignments” box to see what your overall percentages will be if you do not carry out any more tasks.

If you do a task in class (e.g., complete a lab, participate in a discussion of study guide questions) or submit a physical copy of a homework assignment, Canvas does not know that you have done so, and will put “late” or “missing” next to the task in Grades, even after your instructor enters your score in Canvas. If your task has a score or icon instead of a dash (“-“), you can safely ignore “late” and “missing” in Grades. However, many students find “late” or “missing” next to their work distressing. Thus, I recommend that students open and submit all assignments in Canvas prior to the due date, even the ones that they intend to do on paper or in class, so that “late” and “missing” does not appear. You only need to answer the first question of a task to keep “late” or “missing” from appearing; it does not matter if you get the question right or wrong. Canvas will ask you if you are “finished” because you have not answered any other questions, but you can submit it anyway.

Please do **NOT** submit a Canvas quiz, lab, or Unit after you instructor has entered a score for you, because Canvas will OVERWRITE the score that your instructor entered! In other words, **your score will be set to zero,** and your instructor will **NOT** be notified to correct it! Of course, if you notice the zero and notify your instructor, he will correct the score. (Note: In all other
circumstances, Canvas keeps the higher score.)

What often happens is that students click on a task that they submitted in class or did in class and then navigate away from the page. Clicking on the task starts the task in Canvas. Then, at the end of the semester, Canvas automatically submits these tasks, causing them to become zero. (Thanks, Canvas. As you might imagine, your instructor has asked Canvas to fix this problem.) So, if some of your scores become zero, please do not accuse your instructor of arbitrarily lowering your score. Just tell your instructor that your score went to zero so that he can correct it. As you might imagine, one of his end-of-semester tasks is to double-check all the manually-entered scores before submitting final grades.

- Canvas does NOT show your overall grade in the class.

- Canvas shows your percentages on discussions, Units, quizzes, etc. based on the work you have submitted, so if you fall behind, it is inaccurate.

- Do not start a task (e.g., Unit) after your instructor has entered a score for you. Canvas will overwrite the score that your instructor entered. If you do so, tell your instructor so that he can re-enter your score.
Plagiarism & Cheating

If I judge you to have plagiarized an assignment or cheated on a test, then at the very least you will get no credit for the assignment or test. I reserve the right to fail students who cheat. I have been instructed to report even minor infractions to the college immediately so that the college can identify problems and issue appropriate guidance – and establish a history of behavior as evidence for disciplinary action, if necessary.

Plagiarism (“copying”) is presenting someone else’s work as your own. Altering a few words here and there does not make the work your own, nor does eliminating, adding, or switching the order of a few sentences or clauses. It is still copying. Make sure that you present the information in your own words. You may use quotes (“ ”) to indicate where you have used someone else’s material, but do not let your answer become a string of quotes without any of your own analysis.

It does not matter if you copied from a reading assignment, a textbook, the discussion forums, a website, a fellow student, etc.; in other words, the source that you copied from is irrelevant. Copying without attribution is still stealing someone else’s work and claiming it is your own. It is lying about your own efforts and understanding.

The following shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

I. Dishonesty
   a. Cheating, plagiarism..., or engaging in other academic dishonesty including but not limited do:
      i. Representing the words, ideas, or work of another as one’s own in any academic exercise...
      ii. Copying from another student or former student or allowing another student to copy from one’s work.
      iii. Allowing another individual to assume one’s identity or assuming the identity of another individual.

   From Board Policy 5500 of El Camino College, Academic Honesty and Standards of Conduct

Sometimes students tell me that their post is similar to other student’s post because they are answering the same question, not because they copied the other student’s ideas. That may be the case, but students are responsible for reading what other students wrote and making sure that their posts continue the conversation. If you do not, you may give the appearance of plagiarism and not add anything to the online conversation, the requirement for getting “credit” for your
post. In other words, you should pay attention to what the people said in the discussion forums before you and not more-or-less repeat what they said, just as you would listen to others and not repeat them in a discussion in a traditional classroom.

If you plagiarize when you post in the discussion forums, I reserve the right to point out your plagiarism to the class, so that other students do not think such posts are acceptable. If you would be embarrassed by such a post by your instructor, take care not to plagiarize in your posts: always put ideas in your own words.

Of course, you cannot have someone take this course for you. By logging into the course management system Canvas, you are affirming your identity as the enrolled student and are agreeing to abide by all the academic integrity codes of El Camino College. Specifically, you are affirming the following statement:

“Through the entry of my username and password I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the ECC Board Policy 5500 Academic Honesty and Standards of Conduct that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college.”

- It is **NOT** OK to copy someone else’s work, and then change, eliminate, add, or reorder a few words. This is considered to be copying or plagiarism by the college and your instructor.

- It is **NOT** OK for two students to work together to complete an assignment, and submit nearly identical assignments. The students must have use their own words when answering the questions in the assignments.

- Your instructor has been told to report even minor examples of plagiarism so the college can establish a body of evidence, and identify and fix problems.
Contacting Your Instructor

If your question is about the course material, I encourage you to ask in the discussion forums; other people probably have the same question. If you have a personal question, my preferred form of electronic communication is a message via Canvas; I am more likely to get these messages faster because the message is sent to me both within Canvas and via email. The best time to reach me by phone (310-660-3593, ext. 3356) is during my office hours (see the first page of the syllabus for the office hours this semester).

I will check the discussion forums (especially the “questions” forum), my e-mail (tnoyes@elcamino.edu), and phone messages (310-660-3593, ext. 3356) at least once per day on the days when I teach (unless I am away for an “alternate site activity”). Expect a response by the following weekday. Your instructor will reply to phone messages the next day that he is on campus and has access to his office phone.

Use your ECC email to insure delivery to my ECC email account; emails from non-ECC email accounts may be blocked by the ECC spam filter. I recommend asking for an email reply to acknowledge receipt of your work: if you do not get one, make sure to follow up in class or with another email.

I would be happy to meet with you outside of my regular office hours (in other words, at a time that is more convenient for you); just make an appointment. You are also welcome to drop by my office anytime, but I cannot guarantee that I will be available to meet with you.

- Contact your instructor via a message in Canvas, an email from your MyECC email account to tnoyes@elcamino.edu, or at 310-660-3593, ext. 3356

- Your instructor will respond within 24 hours on the days when he teaches.

- Students can make appointments to meet with their instructor outside of office hours.

- It is OK to drop by your professor’s office anytime, even if it is not an office hour (though he cannot guarantee that he will be available).
Adding and Dropping

Students will not be allowed to add this class after the add deadline.

As in a traditional course, online courses must assess attendance. In an online course, attendance is based on “active engagement” with the course.

If you do not “attend” the first “day” of class, then you are automatically dropped from the class as a “no show.” The first day of class for the lecture portion of the online-hybrid course is the first day of the weekday class semester, typically a Monday or Tuesday. (In other words, the first day of class is NOT the day of the first lab meeting.) Students can log into Canvas on or before this date or send their instructor an email to demonstrate active engagement (attendance).

In the online-hybrid course weekly attendance/active engagement will be measured based on performance of some of the weekly tasks: (a) posts in the discussions, (b) messages exchanged with your instructor, and/or (c) attending the weekly labs. To demonstrate active engagement during a week, a student must perform at least one of these tasks each week.

If you do not “attend” class, you may be dropped from the course. If you do not attend class/demonstrate active engagement, I reserve the right to assume that you are no longer in the class and to drop you. ECC policy is to drop students after they miss 10% of a class (3-4 class meetings of a traditional oceanography class or about 1.5 weeks of a class), even if you have a medical excuse.

To avoid being dropped, please contact me to tell me that something is interfering with your ability to participate and that you wish to remain in the class. On the other hand, it is the student's responsibility to initiate the procedure of dropping or withdrawing from a course: do not expect me to do this for you in time for you to have the best mark on your transcript; you may end up with an “F” in the class instead of no grade or a “W.” Although you do not need to inform me of your drop or withdrawal, I would appreciate being informed and being given the chance to talk to you before you withdraw from the class. I would hate for a misunderstanding to cause you to drop the class unnecessarily and lose time and money.

- If students miss 3 or 4 classes, they may be dropped from the class.
  To avoid being dropped, contact your instructor.

- Do not rely upon your instructor to drop you in time to receive a “W” instead of an “F” on your transcript.

- Attendance in the online-hybrid class is based on posts in the discussions, messages to your instructor, and attending labs.
Recording in the Classroom

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.

- Before recording them, you should always ask someone if it is OK for you to record them, and you should not share the recording without their permission.

Online-Hybrid Course: Technology Requirements and Problems

According to the Student Handbook for Online Courses, students are required to have at least the following resources:

- Regular access to the Internet
- A Computer: a PC with Windows and a Pentium processor or a Macintosh with at least System 10.0
- A recent version of a web browser such as FireFox or Microsoft Explorer
- An Internet Service Provider
- An Email Address
- Current Word Processing Software as required by the instructor

This class has the following additional software requirements. Students need to have and be able to use (or learn to use) the following software programs:

- a word processing program that can read and save files in *.doc, *.docx, or *.rtf formats like Microsoft Word, Open Office, or Google Docs
- a program that can view and edit image files (*.bmp, *.jpg, *.gif) like Google’s Picasa, Photoscape, or Paint.NET (Oceanography is a science that heavily uses maps, so students must have the ability to edit maps.)
• a pdf file reader like the free Adobe Reader
• a program that can play mp3 audio files like Windows Media Player or Itunes
• a program that can view avi video files like Windows Media Player or the open source VLC Media Player

This course will use the Canvas course managements system. Instructions for logging into Canvas can be found on the instructor’s faculty webpage. If the Canvas software fails, I will contact you via email to inform you of the problem and when it is resolved, and may grant extensions to submit work within Canvas. You can still access nearly all of the course materials via the “Handouts” webpage on my faculty website. If these materials are also inaccessible, then I can email you readings, study guides, labs, and other materials that you request via email.

I am afraid that El Camino College’s tech support policy is somewhat primitive. Here is a quote from the Student Handbook for Online Courses:

If for some reason you cannot access your course, email or call your instructor or the Distance Education Office. We will get in touch with our Information Technology Services department and find out what the problem is. In the future, we hope to have a “Technical Help Number” students can call, but until that time, we will contact ITS on your behalf.

The Distance Education office is located in the east wing, lower level, of the Schauerman Library, room 76. (It is near the library media technology center.) You can contact Distance Education at (310) 660-6453 or DistanceEd@elcamino.edu. For more information, see the ECC Distance Education website.

For more information and details, see the Student Handbook for Online Courses.
ECC Student Services

Click on the following hyperlinks to learn about services provided to students by El Camino College:

ECC Distance Education Website

Student Services Website

Library Website

Special Resource Center

Copyright of Course Materials

Some course materials may be subject to copyright restrictions. For example, the short videos should not be made available to others outside this course or accessed after the course has ended. Another example: The readings often contain pictures which are used under Creative Commons licenses which require acknowledgement with use and/or restrict use to nonprofit purposes.

El Camino College Statements

Mission Statement

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Non-Discrimination Policy

The policy of the El Camino Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to, discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation in any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the State Chancellor or Board of Governors of the California Community Colleges.

ADA Statement

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

Notifications

Students will be notified ahead of time when and if any changes are made to course requirements or policies.