

Introduction to Oceanography (Online Course)

Instructor: Dr. T. James Noyes (a.k.a. "Jim")

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Office: NATS 217

Office Hours: Monday through Friday, 11:15 a.m.- Noon, and *by appointment*.

Course Website: <http://www.elcamino.edu/faculty/tnoyes>

Textbooks: Trujillo and Thurman's Essentials of Oceanography
(Special ECC edition [cheaper, no chapter 12] or 9th edition [ISBN 0-13-240122-3])
(Colored pencils may also be useful.)

Class Meetings: Section #1318 – Monday & Wednesdays, 8:00-11:10 am, in NATS 218

Section #1320 – Tuesdays & Thursdays, 8:00-11:10 am, in NATS 218

Section #4850 – Fridays, 8:00-11:10 am, in NATS 218 (labs, ASAs, & tests)

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

Course Prerequisites: None

Recommended Preparation: eligibility for English 84

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.

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.

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 affect 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

“When we try to pick out anything by itself,
we find it hitched to everything else in the Universe.”
- John Muir

The illiterate of the 21st century
will not be those who cannot read and write,
but those who cannot learn, unlearn, and relearn.
- Alvin Toffler

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 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 written assignment at the end of the semester.

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

How can I reach you to ask questions?

If your question is about the course material, I encourage you to ask in the discussion forums; other people probably have the same question. You are welcome to schedule a meeting for an online “chat” with me. 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 on the following day.

What if I have technical problems?

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. Their webpage is at www.elcamino.edu/library/distance-ed/.

Are You Ready for Online Learning?

- Self-motivated
- Willing to ask questions
- Excellent reading comprehension
- Write well
- Have the time to take the class: at least 12 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:
 - read and send email, including attaching files
 - use word processing software 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)
 - save files in .doc and .rtf formats

Is online learning right for you?

You could take the West Hills CC quiz at:
http://www.westhillscollge.com/online/about/is_online_right_for_you.asp

Oceanography Tutor: During some semesters, there is an oceanography tutor. Contact the learning resources center (second floor of the library) 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.

How and Why This Course Will Be Different From a Traditional Course: You Need to Be a “Learner-Centered” Learner

In a learner-centered teaching environment, the learner actively pursues knowledge and actually plays a role in determining what is to be learned. For example, suppose that you have a problem in the real world (at work or at home, e.g., a leaky roof, determining how to improve efficiency in your office), and need to find solution on your own. In the same way, you need to take charge of your own learning in this classroom; it is good practice for life. I am not here to tell you all the answers, but to help you find them on your own, to help you understand what you are reading, and to help you reason carefully. To do this, I need your help: help me help you by *asking questions*.

In a traditional class, you would be expected to spend *at least 12 hours per week* on the class (3.16 hours of lecture, 3.16 hours of lab, and 6 hours studying outside the class), and you will probably need to spend at least this much time on this class. 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. What you are doing with your time will differ from a traditional class. Instead of passively listening to me in a classroom and desperately trying copy down what I am saying, you will spend your class time actively searching out information, recording it, and discussing its implications. Asking you to spend time and energy on learning is not laziness on my part; instead of lecturing, I will spend my class time in the discussion forums and giving people feedback. In fact, I believe that I spend far more time on my online courses than on my traditional courses.

This class is a lecture-and-lab class.
In other words, it is actually 2 classes.
*Expect to spend to spend two-
classes-worth-of-time on this class.*

In this class, you will practice the following skills to enhance your abilities as a learner-centered learner:

- Reading Comprehension
- Synthesizing/Summarizing Information
- Using Evidence/Observations to Support a Conclusion

Activities and assignments have been designed to promote these skills, so these are the skills that you should try and demonstrate when doing assignments and other assessments.

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 webpage (<http://www.elcamino.edu/library/distance-ed/>). 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 color printer and a scanner.

General Overview of How the Course Will Be Run

Each week during the semester, new course topics will begin on Monday at 6 a.m. As soon as you can on Monday or before, read the *course calendar* with your *tasks* for the week. First, look up the new *discussion questions* for the topic(s) beginning this week, and determine which questions you will be discussing. You must participate in the assigned forums, and are encouraged to participate in the other forums as well. Once you have finished the *reading assignment* for the week, *post your thoughts* on the discussion questions, both those to which you are assigned and others (post by Thursday). Also, *comment on other people's answers* (e.g., ask them for clarification, give your own perspective, etc.; do not just say “me too”) in the previous week's forum. Check back later in the week, and post again by Sunday. Record the discussion forums to which you posted, the dates of your posts, and your “best” post of the week in your “weekly progress report” file so that it will be easy to complete your “weekly progress report” later on. As soon as you have finished the reading assignment, begin answering the questions on the study guides so that you will be prepared to take online *reading quizzes*. You can take the reading quizzes as many times as you like until the due date (the day of the exam), so take them early to check your understanding of the material. If you are doing the labs online, begin working on the lab for the week so that you have plenty of time to ask questions if you get “stuck.” Otherwise, come to class on Friday to do the lab. Record the online reading quizzes you have taken and how much work you complete on each lab each week in your “weekly progress report.” Begin *preparing for your next exam* by studying the answers to the questions on the study guides (e.g., make flash cards) or work on the upcoming *application assignments*. Do not waste time on these tasks: try to figure out where your questions lie, and ask questions if you cannot find the information that you seek or if you do not know where to get started. (Expect to be reading and writing regularly in this class; this will not be a class in which you can just “cram” before an exam and expect to succeed.)

All materials (course calendar, discussion questions, study guides, etc.) are posted in Etudes under “Handouts.”

Reading Quizzes

For each course topic, you will be assigned a list of “reading questions” on a “*study guide*.” Your task will be to find the answers to these questions, and then take the corresponding reading quiz. It will require you to take the initiative to find the information, comprehend what you are reading, and take accurate notes that you can use later during the online quiz.

The computer will randomly choose questions for each student. You can take each reading 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 ask questions in the forums. (You should practice the skill of figuring out where you have made a mistake.) You must take each quiz before the exam which covers the same topic; no online quizzes may be taken late. You *may* use your notes to take the online quizzes, but do not expect to have enough time to look up all the answers in the readings and textbook once you have started. 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 or 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 forums, so do not expect me to correct every bit of it.

Discussion Questions (Participation)

I will post set of **discussion questions** each week, and assign students to discuss each set of questions. The discussion questions will help you practice reading comprehension, synthesizing and summarizing new information, and using evidence to support your reasoning.

You must post **at least 4 times per week** to get full credit, **at least 2 times Monday through Thursday** and **at least 2 more times Friday through Sunday**.

For more information about how your discussion postings will be graded, see the “weekly progress report” form in Etudes under “Handouts.”

You may post in any open forum to meet your minimum requirement, but if you are assigned to a forum, then to get full credit you **must** also post in **all** of your assigned discussion forums each week **and** in all the assigned discussion forums for the previous week, both Monday through Thursday and **again** Friday through Sunday. All discussions last for 2 weeks, so you will post at least 4 times total on each set of assigned questions. See the “discussion guidelines” file on the “discussion questions” page for more details.

When answering questions, act as if you were explaining the information to someone who has not taken the class. For example, explain the meaning of the technical language that you use (do *not* try to impress me with big words), rather than simply quoting a sentence from the textbook or other source. In addition, describe evidence (e.g., your sources) or observations which support your conclusions, and explain how they support your conclusions. ***I strongly encourage students to attach sketches*** (pictures) to their posts (“a picture is worth a thousand words”), but always remember to explain what is happening in your picture; a picture alone is not enough. Participating in a discussion does not simply mean “answering a question.” For example, you might comment on or correct other student’s answers. You might ask them to clarify something that they said or expand upon it. You might also tell them that you interpreted things differently, and explain your own reasoning. You could summarize the group’s answer to a question. I will be active in the forums, and may ask additional questions that you can answer as well. See the “discussion guidelines” for more details on how to make a “good” post to the discussion forums, and the discussion self evaluation forms for more information about how discussions will be evaluated. These documents are located in Etudes under “Resources.”

In addition to participating in discussions, you may also get participation credit **by posting drafts of your application assignments** (see below), and/or provide feedback to another student’s draft. Your “draft” does not have to be “complete” or “done” so long as you also ask questions about the assignment or how well you satisfied specific aspects of the assignment. Your feedback to other students should be constructive criticism, and refer to the grading rubric (found at the end of each assignment). For example, point out where and why there are problems in the assignment, make suggestions on what the author could improve, ask the author questions (e.g., if there is something you do not understand), tell the author to expand sections, etc. I always appreciate it when people help to get discussions going by posting drafts of their assignments to the discussion forums for others to view, giving people feedback on their drafts, and asking good questions in the forum.

Exams and Quizzes

The *study guides* list the potential exam topics and questions as well as questions for the reading quizzes. (The study guides are posted in Etudes under “Handouts.”)

The gem cannot be polished without friction,
nor man perfected without trials.
- Chinese Proverb

You must come to class for exams and quizzes (exception: see box on the right). Exams and quizzes start at the beginning of class, so if you are late to class, you may miss some (or all) of the exam or quiz. Since exams and quizzes will take up lab time, you may need to stay late to finish the lab or do part of the lab at home. You may “make-up” exams or quizzes, but you will be penalized. (See the section on “late work.”)

You may do assignments instead of taking exams. See “application assignments” below.

Exams and quizzes will involve answering a variety of different kinds of questions: multiple choice, fill-in-the-blank, short answer, making sketches, etc. I sometimes hand out multiple versions of an exam to discourage cheating. When answering short-answer questions, write as if you were trying to explain the concepts to a friend or family member who has **NOT** taken the class: Carefully explain your reasoning, and use evidence, examples, and pictures to support your claims. You are free to work with other students to draft answers ahead of time, and I would be happy to comment on your drafts.

It's a good answer
that knows when to stop.
- Italian Proverb

Do **not** leave the room during an exam or quiz, even to go to the bathroom. (Please use the restroom *before* beginning the test.) Also, you may **not** use electronic devices like calculators, cell phones, and games during exams and quizzes; please put them away prior to the test. Of course, you may **not** use any kind of notes, textbooks, “cheat sheets”, etc. during the exam. However, you will be allowed to briefly (about 10-15 minutes) **discuss** the answers to the questions with other students midway through the *exams* (but *not* quizzes). During “discussion time,” you are **not** allowed to work on your exam or quiz, check your notes, look in your textbook, leave the classroom, use electronic devices like cell phones or games, etc. I think “discussion time” helps reduce “silly” mistakes, allows anxious students a chance to break through mental blocks, and helps everyone “de-stress” a bit during the exam. Do not expect to have enough time to get “all the answers” from your friends; there is not enough time to learn all the answers. For example, the answers to some of the short-answer questions are too detailed: you must already “know” the answers, and only need someone to “jog” your memory.

Examinations are formidable
even to the best prepared,
for the greatest fool
may ask more than
the wisest man can answer.
- Charles Caleb Colton

During the last week of the semester, there will be an exam which covers the last few weeks of the course; in other words, it will not be a “comprehensive” exam. However, there may be questions that are *not* on the study guides. These questions will be given out before the day of the exam or after the “discussion time,” so you will *not* have the opportunity to discuss them with other students. The questions will be related to themes that I have emphasized throughout the entire course.

The greatest mistake you can make in life is
to be continually fearing you will make one.
- Elbert Hubbard

Application Assignments

Some people are not very good at taking tests; something about the high-pressure situation makes it difficult for them to perform well. *If you wish, you may do assignments instead of taking the exams.* The assignments ask you to apply your new knowledge of the ocean, often to a fictional island. They require you to practice synthesizing and summarizing new information, and using evidence to support your reasoning. Many assignments involve creating maps, and most require submitting (typed) answers to questions about conditions on your island. Some assignments will require you to consider all of the islands in a “group.”

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.

- Thomas H. Huxley

Can I do *both* the exams and the application assignments? *Yes and no.*

Come to class for an exam or quiz, or do the corresponding application assignment(s); you may *not* do both and choose the highest score. However, you may take some exams in class and do the application assignments for other exams. For example, you could take exam #1 in class, but do the application assignments 4A, 5A, 6A, 6B, 7A, & 14B instead of taking exam #2. Or, you could take all the exams in class, but do applications assignments instead of the in-class quizzes.

Application assignments must be submitted via the “tasks, tests, & surveys” function. They are due on the dates of the exams at the beginning of class (e.g., 8 a.m.). I strongly encourage you to do the assignments regularly (e.g., one a week); you do not want to do them all at the last minute. See the section on submitting assignments at the end of syllabus for detailed instructions.

There will be a few homework assignments, assignments which everyone must do.

Most of my detailed guidance and feedback will be presented to the class as a whole (so that I do not endlessly repeat myself), but I would be happy to address specific questions about your work and give feedback before you submit your assignment. You are welcome to exchange drafts of your assignments with other students, but when it comes to finalizing your assignment, make sure that you put everything in your own words (see my comments on plagiarism). For this reason, do not allow other students to copy your work, because I will not know whose work is the “original.”

Access to Computers and the Internet on Campus

Students enrolled in oceanography have the right to use the computer lab in MCS 8.

Alternate Site Activities:

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. Students must provide their own transportation to and from the ASA sites. ASA dates, times, and locations are noted on the course outline and on the “online labs” section of Etudes, and students are expected to plan accordingly (i.e., if you do not have your own car, find someone who can give you a ride). According to El Camino College

guidelines, instructors cannot take students in their vehicles. Instead of going on an ASA, you may turn in an “alternate activity” which will be due before the exam or quiz which covers the ASA. (Note: Do the “alternate activity” in the “online labs” section of the course website, not the application assignment.) Normal late penalties apply. Come to ASAs “rain or shine.” Bring rain gear (e.g., coats, umbrellas), because we will see and do whatever we can in the rain. Adequate class time will be provided for students to get to and from most of the ASA sites so that they will not be late for their other classes or responsibilities.

Labs, Participation, and Tardiness

You may come to El Camino College on Friday mornings to do the labs in-person or do “online labs,” whichever you prefer. I usually advise students to do the labs in-person, if they can. I think 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 with labs in-person. In addition, students who do “online labs” need more advanced computer skills (e.g., making drawings).

Hint: Material from the labs will appear on the exams & quizzes, so make sure that you get the correct answers, and wait to do the online reading quiz until you have done the lab!

Doing Labs at ECC:

Please, please, please: come prepared to work on the lab. At the very least, go to “Online Labs,” *print out the lab*, and *bring it to class*. Do the appropriate reading assignment for the lab. Otherwise, you will work slowly and may not be able to finish the lab in the allotted time.

Furious activity is no substitute for understanding.
- H. H. William

In general, students may work in groups of up to 5 on the labs (your instructor will assign students to groups), though there are some exceptions. 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.

ASAs are the only “labs” that are not turned in and “checked.”

Material from the labs will appear on the exams, so make sure that you get the correct answers!

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) which make it appear that you are not doing your lab. Therefore, students who arrive late must work on their own when they come to class. Students who leave the classroom for an extended period of time during lab time must work on their own when they return. (Your instructor is the judge of what constitutes an “extended” period of time.)

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.

I know that you believe that you understood what you think I said, but I am not sure you realize that what you heard is not what I meant.
- Robert McCloskey,
State Department spokesman (attributed)

No student should ever copy directly from another student's labs. 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 (typically 2 pts each, about 20% of the value of each lab). This includes work submitted "online."

Online Labs:

To do a lab or ASA "online," go to "Online Labs" and download **both** the lab file **and** the assignment file. The assignment file contains instructions for doing the lab "online" and pictures of the samples and activities that you will need to complete the lab. The lab file contains the questions that you need to answer. If instructions in the lab file and assignment file contradict one another, **follow the instructions in the assignment file** (since it contains the instructions for doing the lab "online").

Add your last and first names to the name of the lab file (e.g., Map_Skills_Lab_Noyes_Jim.doc). **Highlight all your answers** using **color** or **in some other way** so that it is easy for anyone reading your lab to differentiate between the questions and the answers. If you do not follow these instructions, you will be penalized.

You should get started on each lab **before** we do the lab in class on Friday so that I have time to respond to your questions and so that you can participate in the discussion forums by Friday.

For immediate feedback, do the **ungraded lab self check (LSC)** online quiz for the lab in "tasks, tests, & surveys." If you are not confident about your answer to a lab question, answer the corresponding question in the LSC and see how you did. You can answer a few questions, or even one, click on "finish," and then review the results. (If you do not see a green checkmark, try again or contact me for help.) LSC are not graded; their purpose is to help you complete labs.

Submit the lab file in Etudes via "tests, tasks, and surveys" by the due date. Typically labs are due 1 week after we do them in class (you get more time to work on some labs).

If you prefer, you **may** print out the lab file, write in the answers by hand, and submit the handwritten lab file instead of submitting the lab file via "tests, tasks, and surveys."

Grading

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

Discussion & Homework	≈ 21%
Reading Quizzes	≈ 20%
Exams (or Assignments)	≈ 45%
Labs	≈ 14%
Total	100%

A	90%
B	80%
C	70%
D	60%
F	below 60%

This isn't right. This isn't even wrong. - Wolfgang Pauli, on a paper submitted by a physicist colleague
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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.

Late Work

All work is due at the end of the “week” (Monday, 6 a.m.) or before an exam or quiz (8 a.m. on a Friday). The late penalty is 10% if you turn in your work within 1 hour of the due date and time (typically the beginning of class), 20% within 1 day (24 hours), 30% within 3 days (72 hours), 40% within 1 week (168 hours), and 50% within 2 weeks. No work will be accepted after 2 weeks. (You get a “zero” for the assignment or test.) Weekend days count for the purpose of determining how late your work is. The penalty applies to the maximum score that you can receive. In other words, if your work is 24 hours late, it cannot receive better than an “A⁻,” if it is 48 hours late, it cannot receive better than a “B⁻,” and so on.

Submit late work via email. (Etudes does not reliably alert me that late work needs to be graded. If I have already graded the assignment, I may miss your late work if you submit it via Etudes.)

All work for the class must be completed and turned in by 12:30 p.m. on the Friday of the last week of the semester. No work will be accepted after this time.

Extra Credit and “Make-Up” Tests and Labs

You may “take over” for a student who fails to post in their assigned discussion forum “on time,” and will receive 1 point for doing so. See the “discussion guidelines” file for details.

Students who miss an exam or quiz should take a “make-up” test *as soon as possible*, because the longer they wait, the more their grade will be reduced (see the section on “late work”). The “make-up” test cannot be taken during class time. Make an appointment with me to take the missed exam or quiz. The penalty will not be reduced if your “make-up” test is delayed because our schedules do not match. (Students cannot expect me to re-arrange my schedule because they missed a test.) The only excuse that I will accept for missing an exam, quiz, lab, etc. is a verifiable medical problem. If you know that you are going to miss class, please arrange to take an exam or quiz early or to do the “online lab” to avoid the late penalty.

You may “make-up” one lab (or ASA) by doing the Cabrillo Aquarium ASA found at the end of the list of “Online Labs.” (We will not do this ASA as a class.) 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. Turn in the lab in person on Fridays or type your answers into the online lab file and submit it via the Etudes “tasks, tests, & surveys” feature.

Is there anything that I can do if I am failing the class at the end of the semester?

If you are afraid that you will not get at least a “C” (a passing grade) at the end of the semester, you may take a special final exam covering the entire course (no specific study guide) in addition to the last exam. (There will be no “discussion time” during the special comprehensive final exam; you are completely on your own.) If you pass both the special final exam and the last exam, and you have a “C” or better for your combined discussion, lab participation, and homework score, then I will give you a “C” in the class no matter how many points you missed on discussions, homework, labs, and tests during the semester. (“C” or better on all three – if you get a “C” on two, then you do not pass.) By earning passing grades in all 3 categories, you are demonstrating “satisfactory” knowledge of oceanography (“C” work). However, “good” and “excellent” students study hard, do good work, turn their work in on time, etc. throughout the entire semester, not just at the end of the semester. Therefore, you cannot get an “A” or “B” in the class no matter how well you do on the special final exam and last exam.

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 exam. I reserve the right to fail students who cheat and/or report them to the college.

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.

Do <i>not</i> let someone copy your online lab. I will not know whose work is “the original,” so I will have to penalize <i>both</i> students!
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Adding & Dropping

Students will **not** be allowed to add this class after the add deadline. If you do not participate in class (e.g., submitting labs and performing tasks by the due date), I reserve the right to assume that you are no longer in the class and to drop you. To avoid being dropped, please contact me to tell me 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).

Contract with Online 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 figuring out 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.

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, and I understand that if I do so, 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 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 .doc and .rtf formats.

Course Objectives

Students who pass this course will be able to:

1. Use the theory of plate tectonics to explain observed features of the Earth's surface including continents and ocean basins, earthquakes, fossil remains, islands, mountains, oceanic ridges, trenches, and volcanoes. Also, they will be able to use observations of the Earth to assess the validity of the theory of plate tectonics.
2. Describe the chemical and physical properties of water and seawater, and explain these properties in terms of the behavior of atoms and molecules. Also, they will be able to explain how these properties affect the behavior and movement of seawater.
3. Describe and explain how the ocean and atmosphere interact with one another, especially how the ocean affects climate and the impact that global warming will have on the ocean.
4. Describe the surface and deep circulation of the ocean, and explain the observed motion of the ocean in terms of wind forcing, the Coriolis effect, and density differences.
5. Describe the formation of waves (wind-generated, internal, and tsunami), and explain how wave phenomena such as refraction, reflection, standing waves, and wave dispersion affect their propagation and characteristics (e.g., wavelength, height, period). Also, explain how and why waves change as they shoal, and how coastal variations can produce different breaking patterns.
6. Explain the observed daily and monthly cycles of the tides using the equilibrium and dynamic theories of the tides, and explain how local conditions (e.g., shoreline shape, weather) can affect tidal patterns.
7. Explain the origin of coastal features such as sandy and rocky beaches, headlands, coves, sea arches, sea stacks, wave-cut and marine terraces, barrier islands, spits, and tombolos in terms of wave conditions, tides, and changes in sea level.
8. Explain the origin, movement, modification, and deposition of marine sediments in terms of the physical, chemical, and biological conditions affecting them.
9. Describe and explain the spatial and temporal distribution of ocean primary productivity (algae growth) in terms of the availability of sunlight and nutrients. Describe the flow of energy and nutrients into, through, and out of marine food webs, and analyze how human actions can disrupt food webs.
10. Describe special adaptations of marine organisms, and explain how these adaptations promote their survival and reproduction under the unique physical and chemical conditions found in the ocean.
11. Interpret contour maps, and find locations, measure distances, and take into account scaling factors on nautical charts. (Map Skills)
12. Solve problems using dimensional analysis, and calculate percentages, areas, and volumes. (Math Calculation Skills)
13. Prepare and analyze graphs, including time-series graphs, histograms, multivariate graphs, scatter plots, and pie charts. (Math Graphing Skills)
14. Make and describe observations, propose hypotheses and experiments to test hypotheses, and present an argument supporting or undermining hypotheses in terms of the observations.

Submitting Application Assignments and Online Labs

You may print out and submit your application assignments and online labs in class *before* the exam begins (*in fact, I prefer to get paper copies*).

You may also submit application assignments and online labs online: submit your completed application assignments and labs using the “tasks, tests, & surveys” feature in Etudes.

Submit a MS Word (.doc) **for MS Office 2003** or rich-text format (.rtf) document with the following name:

AssignmentCode_LastName_FirstName.FileNameExtension

OR

LabName_LastName_FirstName.FileNameExtension

depending upon whether it is an assignment or a lab. For example, if I were to submit the first assignment, the file should be named 2A_Noyes_Jim.doc. My second assignment should be named 3A_Noyes_Jim.doc. The first lab should be Density_Lab_Noyes_Jim.doc. The second lab should be Map_Skills_Noyes_Jim.doc

Make sure that you put your **name** and the title of the assignment at the beginning of the submitted file.

About File Name Extensions (like .doc and .rtf)

.doc is **not** part of the file name, but a file name “extension.” In other words, it tells you the kind of file it is and which programs can “read” it. **You have to “SAVE” the file with the right extension**, you cannot simply rename the file and add “.doc” at the end.

You may not be able to “see” the file name extensions in the folders on your computer, and therefore may not be sure if your files have the right name and extension. To see them on a Windows XP machine, go to the “control panel” and click on “appearance and themes.” Click on “folder options,” and then the “view” tab. **Uncheck** the box next to “hide extensions for known file types.”

Failure to follow any of the instructions given above will result in penalties, since I will have to waste my time doing it for you or searching for file. Specifically:

- **Wrong File Name:** -5% penalty
- **No Name Inside the File:** -5% penalty
- **Wrong Type of File Submitted (not *.doc or *.rtf):** The assignment must be re-submitted. The re-submitted assignment will be treated as “late.”
- **Maps/Pictures:** If maps/pictures are not in the file or submitted with the file, then assignment must be re-submitted. The re-submitted assignment or lab will be treated as “late.”

Requesting Feedback
on Study Guide questions, Application Assignments, Labs, etc.
(If you do not follow these instructions, my response will be slower.)

I would be happy to help you find the answers to the study guide questions and give you feedback on your assignment or labs before you turn them in. (I encourage you to ask in the discussion forums; other people probably have the same question.) However, you have to help me answer your questions quickly and efficiently. I will not answer questions like “is my lab good enough?” or “how is my assignment?” These are questions about grading, and I will only grade your work once. Instead, I want you to ask about **specific** questions about specific parts of labs and assignments. For example:

- “I don’t understand what question 3 in the map skills lab is asking for...”
- “I think the answer to question 6 of the ocean currents assignment might be...”
- “Have I satisfied grading rubric (b) in this paragraph?”
- “Have I provided enough information about...”

Also **make sure that you include any relevant information** including the question that you are trying to answer, the grading rubric, etc. If you do not ask specific questions or provide me with the information necessary to answer your question quickly, then I will ask you to re-phrase your question or provide me with the information, which will delay my answer to your question. In other words, do not ask questions which require me or anyone else to do a lot of extra work (e.g., digging up information that you could have pasted into the discussion post or email in 2 seconds).