

Dr. Chamberlin's Fall 2003 Online Course Guidelines



ALSO NOTE: EVERY ENROLLED STUDENT must log in to the WebCT course site by 1155 PM, FRIDAY, August 31, 2003, or you will be dropped. WebCT access STARTS August 18, 2003.

1. General Information

WELCOME! Please read ALL sections of the course guidelines that follow. Your enrollment in this course and your subsequent success depend on a thorough understanding of these course guidelines. Make sure you have the basic skills needed to complete this course. At the end of the last section, you'll have an opportunity to save and print the entire course guidelines as one file.

These guidelines establish specific requirements, grading criteria, description of exams and other key aspects of this course. Please make sure you read these guidelines very carefully. It is your responsibility to make sure you understand and agree to what is required in this course.

COMPUTER REQUIREMENTS : All students are required to use a computer and the internet in this course. If you do not have computer and internet skills, then it is highly recommended that you obtain them before you attempt this course. Course syllabus, course guidelines and course communications (class mailing list) and our discussion board are available through this web site, The Remarkable Ocean World, <http://www.oceansonline.com>. All exams are held online on the Fullerton College WebCT server at <http://webct.fullcoll.edu:8900>. You will need to become familiar with WebCT to succeed in this course. A booklet on WebCT, called *What the Heck is WebCT? A Guide for Students Using WebCT in Online, Hybrid and Web-Enhanced Courses* can be found on my faculty home page at <http://staffwww.fullcoll.edu/schamberlin>.

While you are there, you may also want to refer to *I Will Survive...(my online course) A Guide for Students Enrolled in Online, Hybrid and Web-Enhanced Courses*, which will give you a better idea of what's expected in online-based courses.

Make sure you are up and running at this site by the end of the first week of classes.

ALL ENROLLED STUDENTS: Please note that these course guidelines apply to ALL students enrolled in Sean Chamberlin's online oceanography course. The section taught by Sean Chamberlin is:

- CRN 10604, online section (100 students)

COURSE SYNOPSIS: This course equates to three (3) lecture hours per week. It presents a survey of the geological, physical, chemical and biological principles of oceanography. This course examines how these processes interact to form a variety of habitats within the marine ecosystem. An overview is provided of the physical nature of these habitats, the distribution and characteristics of the organisms found within them and the oceanographic tools used to determine these properties. The interaction of humans with the marine environment is woven throughout.

This course explores oceanography through a scientific study of Jules Verne's [*Twenty Thousand Leagues under the Sea: The Completely Restored and Annotated Edition*](#) by Walter James Miller and Frederick Paul Walter (see below for more information). To help us achieve a scientific understanding of the novel, we use a study guide developed specifically for that purpose, *The Remarkable Ocean World of Jules Verne: A Study Guide for Twenty Thousand Leagues Under the Sea*, written by W. Sean Chamberlin (yours truly). Both books are required for the course.

Please be aware that this course is not the same course as Marine Biology. Oceanography encompasses physics, chemistry and geology, as well as biology. Equal time will be given to each of these topics during the semester; marine biology makes up about 25% of the course.

All college, district, state and federal policies, guidelines and regulations in effect for on-campus courses apply to this course. Students are urged to review the FC Catalog, especially with regards to [Academic Honesty](#). Students are also reminded that

alcohol and drugs are forbidden on campus and during all college activities and events, including those held off-campus. This policy applies to all field trips and expeditions offered as part of this course.

According to college guidelines, a student should expect to spend at least three (3) hours per week for each unit (1) of credit taken during a sixteen (16) week course (three hours in class and six hours outside class). Students are urged to review the suggestions provided in the FC Course Catalog concerning workload and class load.

2. Learning Outcomes: the benefits of this course to YOU!

Many if not most of you wonder why the heck you have to take a science class, especially a physical science class, which oceanography is. After all, few of you want to become scientists and as far as you are concerned, science has nothing to do with your life. You're just here for the credit and because college transfer requirements demand that you take a physical science class, right?

Well, if you'll open your mind for a moment and if you will at least try to see past this short-sighted notion, you might discover that this course has *everything* to do with your life, regardless of whether you are pursuing a scientific career and regardless of what the four-year colleges state as their reasons.

By taking this course, not only will you be smarter and wiser about the planet we live on but you will develop a better appreciation for *your* relationship with the ocean and you will learn some real-world skills to boot. This course will help you get a better job, help you get along better with others and help you appreciate life in all its grandeur and beauty.

Approach this course with the attitude that it can teach you something valuable about life and you'll be a lot more motivated to succeed.

The benefits you can expect to derive from this course are called learning outcomes in the education business. Broadly defined, learning outcomes are the knowledge, understandings and analytic-synthetic-evaluative skills that you will master as a result of your studies. Learning outcomes establish targets towards which your academic studies are aimed. Nonetheless, learning, as a lifelong

process, continually refines and redefines these outcomes. If you are successful in this course, you will be well on your way towards achieving these goals and expanding the horizon of what is possible in your life.

Specific to this course, we aim to:

- become familiar with basic terminology and descriptions of materials and processes in the subdisciplines of geological, physical, chemical, biological, environmental and historical oceanography
- develop an understanding of the interaction between geological, physical, chemical, biological, environmental and historical oceanographic processes
- think critically about assumptions and perspectives of science and oceanography
- analyze newspapers, magazines, radio, television and other sources of news and information and decide whether they are based on fact or speculation
- appreciate the relationship of the ocean to everything that we do on our planet
- engender an awareness of the importance of *your* relationship with the ocean
- learn how to better protect the oceans through active involvement with government and environmental organizations
- develop career skills and professional networking
- process information and synthesize it into your own way of speaking
- better navigate and find information on the world wide web
- communicate with other people both synchronously and asynchronously using e-mail, mailing lists, discussion boards and chat
- manage and organize your time by becoming more self-disciplined and self-motivated
- balance life priorities with college priorities
- become an active, life-long learner

And before we finish with this section, which may, at first glance, seem superficial to your immediate desires to get through these guidelines and figure out what the heck is going on in this class, let me add to these lofty goals from a paper by Larry Yore of the University of Victoria, entitled *What is Meant by Constructivist Science Teaching and Will the Science Education Community Stay*

the Course for Meaningful Reform? published in the June 2001 edition of the *Electronic Journal of Science Education*. He summarizes the goals of a science education from Hurd (1998) who states that the central attributes of a science literate person are:

1. distinguishes experts from the uninformed, theory from dogma, data from myth and folklore, science from pseudo-science, evidence from propaganda, facts from fiction, sense from nonsense and knowledge from opinion;
2. recognizes the cumulative, tentative and skeptical nature of science; the limitations of scientific inquiry and causal explanations; the need for sufficient evidence and established knowledge to support or reject claims; the environmental, social, political and economic impact of science and technology; and the influence society has on science and technology; and
3. knows how to analyze and process data, that some science-related problems in a social and personal context have more than one accepted answer, and that social and personal problems are multidisciplinary, having political, judicial, ethical and moral dimensions.

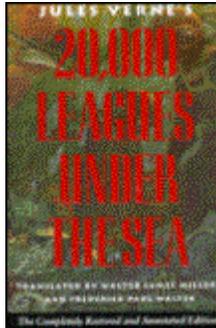
THINK about these learning outcomes and consider how you may derive the most benefit from them as you explore the science of oceanography in the coming weeks.

3. Textbook Requirements

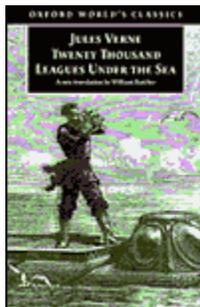
Two inexpensive but essential textbooks are required for this course. These books are designed to fire you up about oceanography and provide you with the basic materials that will lead you to oceanography nirvana. These books are not optional; you will not succeed in the course without them AND you can purchase them both for \$40-60, which is less than the price of a single, hardback textbook.

All students are required to purchase an approved copy of *Twenty Thousand Leagues Under the Sea* by Jules Verne and *The Remarkable Ocean World of Jules Verne: A Study Guide for Twenty Thousand Leagues Under the Sea* by W. Sean Chamberlin, Ph.D. We will use both books extensively and supplement them with information available online.

Either of two versions of *Twenty Thousand Leagues Under the Sea* are approved for this course. The best choice is the Naval Institute Press edition of *20,000 Leagues under the Sea: The Completely Restored and Annotated Edition* by Jules Verne translated by Walter James Miller and Frederick Paul Walter, ISBN 0-87021-678-3, paperback edition, 1993. This version features large print and footnotes at the bottom of each page of text. It retails in the \$20-25 category. The cover of this book looks like this:



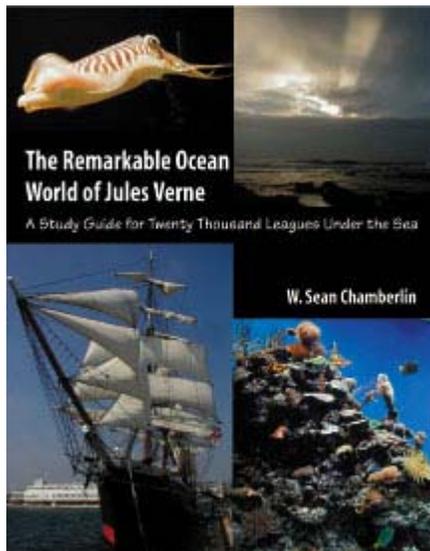
Alternatively, you may purchase the Oxford World's Classic Edition of *Twenty Thousand Leagues under the Seas* translated by William Butcher, ISBN 0-19-282839-8, paperback edition, 1998. This standard paperback version has great footnotes but they are at the back in an appendix, which I don't find very convenient while I am reading. However, it retails in the \$6-8 category, so if money is tight, this version will suffice. The cover of this book looks like this:



Do not purchase and/or read any other version of *Twenty Thousand Leagues Under the Sea*. Other versions lack footnotes, their translations are poor and they are often missing huge chunks of text. Your success in this course will suffer miserably without one of these versions of the book. Miller and Walter's and Butcher's translations provide excellent footnotes that are vital to our study of oceanography. You may purchase the Butcher text at the [Fullerton College bookstore](#) or you can find either of these texts online from any book vendor who carries these editions. If you click on book

titles linked above, you will be taken directly to [amazon.com](https://www.amazon.com) where you can buy the book.

In addition, you must purchase *The Remarkable Ocean World of Jules Verne: A Study Guide for Twenty Thousand Leagues Under the Sea* by W. Sean Chamberlin, Ph.D. This text contains all the study questions and links to resources for interpreting the scientific aspects of Verne's novel. A copy of this text can be purchased for \$30.95 either through the [Fullerton College bookstore](https://www.fullertoncollegebookstore.com), www.kendallhunt.com or [amazon.com](https://www.amazon.com). The cover of this textbook looks like this:



Now I realize that some of you will want to skimp on buying books. But face it, you are only skimping yourself. I've made every effort to keep the costs of your books below \$60, which is pretty reasonable for a college course in this day and age. The oceanography textbook used in other courses runs from \$85-100 so feel fortunate you're taking this class. I urge you to find a way to buy the books. You might be able to find cheap used copies of Butcher's or Walter and Miller's text at the Book Baron in Fullerton or Anaheim or through [abebooks.com](https://www.abebooks.com). It's worth a look. Please don't attempt this course without the book.

4. Computer and Internet Requirements

Okay, it should be pretty obvious that you need computer skills to take an online course but maybe you're wondering just how good your computer skills need to be.

You should be comfortable with and familiar with the following:

- web browsers; internet explorer or netscape are recommended
- sending and receiving e-mail, either web-based, through the college or through your ISP (Internet Service Provider)
- word processing program, such as Word, Word Perfect or some other word processing program
- basic folder/file management in Windows or MacOS, i.e. saving, moving, copying and pasting files

Familiarity with online discussion boards is helpful but not essential. You may also be called upon to use a spreadsheet program (Excel), a presentation program (Powerpoint) and a web authoring program (Front Page or Dreamweaver) but if you don't have these skills, don't worry. If we need them, I'll walk you through them and chances are more than a few of your classmates will be able to help you out.

You may also need to troubleshoot software and hardware problems. Above all, you will need patience: patience with your computer, patience with yourself and patience with your instructor. Patience starts by taking a deep breath, so if you are having technical problems, take a deep breath first. Then slowly, methodically and patiently take steps to eliminate the source(s) of the problems.

If you don't have this knowledge, make sure you know someone who does and make sure you have an alternate location for conducting your class work. Failure of your computer is not an excuse for not completing assignments. Computers can be found in the numerous computer labs on our campus or in the library. You may also find a computer with Internet access at your home, your parent's house, a friend or relative's house or at some other location.

You may also want to check out these web resources on basic computing and using the internet:

Internet 101

<http://www.internet101.org/>

Yahoo voted this site as the best introductory web site on the Internet. The authors bill it as the site for people who don't like to read instructions. Whatever your level of knowledge, this site offers great set of graphics and instructions for surfing the web and more.

Using and Understanding the Internet: Beginner's Guide

<http://www.pbs.org/uti/begin.html>

The Public Broadcasting System does a swell job with their educational programming so check out their web site for pointers on using e-mail and the internet. They offer a lot of links to things you need to know so if you mostly know what you're looking for, this can be a great site.

Above all, don't let technical issues hamper your studies. If you really are not that good with computers (and you will know who you are), then I strongly suggest that you develop those skills before you take an online course.

5. Course Web Sites & Online Tools

To achieve our learning goals for this course, we use online tools designed to help us learn and better understand the course materials. In addition, these tools enable us to better communicate with each other and develop the sense of community that supports our learning. Finally, these tools provide a means for assessing our knowledge and understanding and providing feedback to each other and the instructor such that our knowledge and understanding continuously improves.

The Remarkable Ocean World (<http://www.oceansonline.com>), our course web site, site serves as the primary source of course information (course guidelines and syllabus), course content (lecture notes) and our course assignments (discussion board). Make sure you subscribe to the mailing list (see the section that follows) or you will miss important course announcements and opportunities.

Among the online tools we use on the Remarkable Ocean World web site are:

- subscribable mailing list - an e-mail tool that broadcasts e-mails to all who subscribe, this tool provides vital course announcements and whole-class interactions and sharing.
- web site information and content delivery - this web site, The Remarkable Ocean World, gives you 24-7 access to all the information you need to conduct your studies. Because it is not password protected, you may access your course materials easily from anywhere in the world with an internet connection.

You may also continue to use these course materials long after your course is completed.

- discussion board - an asynchronous tool for posting essays and responding to other students, the discussion board is the heart and soul of our online classroom. Here's where you will get to know your classmates, share your knowledge and thinking and learn to learn from each other.

Quizzes, exams and surveys must be completed on Fullerton College's WebCT course site at <http://webct.fullcoll.edu:8900>. You will not be able to access WebCT until August 18, 2003. However you do it, you must learn how to navigate and use WebCT within the first five days of classes or you will be dropped. WebCT can be daunting at first but hang in there. Once you get the hang of it, you'll be fine. Just pay close attention to the details, read the instructions through several times and move slowly. Again, if you just pay attention, be patient and make sure you have all the details covered, you'll be fine.

Now, to get started in WebCT, I suggest that you browse on over to my online WebCT guide called *What the Heck is WebCT?* You can find it at http://staffwww.fullcoll.edu/schamberlin/title_page.htm. Check out these sections: [Stuff You'll Need](#) and [Getting Started](#). The first section will explain how to set up your browser for WebCT (Java must be enabled) and the second section will explain the WebCT ID (username) and password that you'll need to log in to the WebCT portion of our course.

You may also want to Jan Chadwick's Distance Learning site at http://www.fcchem.com/WebCT_videos.htm where you can watch short (< 3 minute) videos about logging on top WebCT and taking quizzes, both of which are vital to your survival in this course.

The Fullerton College Distance Learning Center may also have some useful information at <http://online.fullcoll.edu>.

Your username (known as your WebCT ID) is composed of the first two initials of your first name (in ALL CAPS), the first two initials of your last name (in ALL CAPS) and the **last four digits** of your Student PIN (the one that starts with the @ symbol). For example, if your name is Otto Rocket and your student ID# is @12345678, then your WebCT ID would be OTRO5678. Everyone's initial password is STUDENT. Change it immediately after logging in.

When you have successfully logged in, you will come to a page called MyWebCT, which lists all the courses using WebCT in which you are enrolled. Click on ESC130 F Intro. to Oceanography (online). You'll come to our home page that has two icons:

- Quizzes & Surveys, where you go to take the online quizzes, practice quizzes and surveys
- My Progress, where you can view your grades

Make sure you properly understand the navigation features of WebCT (i.e., using the breadcrumbs, not your forward and back buttons) and make sure you understand how to post to the discussion board and how to take exams. It's essential you get up and running ASAP because ALL of your points are earned on the WebCT site.

If you find WebCT confusing, go back to *What the Heck is WebCT?* and check out the sections called [Navigating WebCT](#) and [Evaluation and Assessment](#) or check out Jan's site (hers has the latest information).

For heaven's sake, don't read everything! Make sure you know how to use the breadcrumbs to get around WebCT and make sure you know how to take a quiz. Please, start early in your attempts to log in to WebCT. If you have difficulty and can't log in, don't despair. Just contact me immediately. If you get logged in but things don't quite look right or they don't work right, then contact me immediately.

Among the online tools we use on the Fullerton College WebCT web site are:

- quizzes and exams - online quizzes and exams test your knowledge and understanding of the course materials. While they may seem onerous, they do motivate your learning, they help you discover what you know and don't know and they give you experience with performing under pressure, a vital skill for getting a job and keeping it
- surveys - online surveys help us evaluate our own progress, get us to think about how we learn and discover truths about the world and provide feedback to your instructor to improve the course.

More information on these tools is provided in the sections that follow. Since you're already reading these course guidelines on our

course web site, little additional explanation should necessary. However, if you have questions about how to access specific portions of this web site (and you have read all twenty sections of these course guidelines), please e-mail me, drc@oceansonline.com.

You may also want to refer to [*I Will Survive...\(my online course\) A Guide for Students Enrolled in Online, Hybrid and Web-Enhanced Courses*](#), which will give you a better idea of what's expected in online courses.

6. The Cybernautilus Mailing List

Do this on the FIRST day of classes! Subscribe to the Cybernautilus Mailing List.

Course announcements, news, updates, clarifications, FAQs, field trips and extra credit opportunities are e-mailed to your personal e-mail address through the Cybernautilus Mailing List. They are also posted on the course discussion board BUT not as frequently and not always in a timely manner. (Use the discussion board as a backup for making sure you are receiving the cybernauts announcements.)

To subscribe, send a blank e-mail (no subject, no message, no signature) to students@oceansonline.com. You will receive a confirmation notice very shortly (within minutes) after subscribing. Check your Bulk Mail Folder if you do not see it in your regular inbox.

If you do not receive the confirmation message, then please make sure you have removed any signatures or stray marks in your e-mail and try again. If you still are not subscribed, make sure that your e-mail box is not full and make sure that e-mail blocking and parental controls are off. Also, make sure you look in your Bulk mail folder. Some programs automatically send mailing list mail to Bulk mail. If you've checked all that and still aren't getting the confirmation message, open an e-mail account on Yahoo or elsewhere and subscribe from there. Some colleges (like UC Irvine) don't permit mail from mailing lists. In you are trying to access e-mail using a college account, you may have to use a web-based e-mail account, like Yahoo or Collegeclub, instead. If that doesn't work, e-mail me and I'll try to subscribe you manually.

Immediately after receiving your confirmation message, post a short introduction message to cybernautilus@oceansonline.com about yourself ("Hi! I'm Sean and I am in this class. Hope everyone makes an A"...or something like that.). Your message will be sent to everyone who is subscribed, including you. It will appear in your inbox soon after you submit it. That way, you insure that you are properly sending and receiving messages.

PLEASE make sure you are subscribed to the Cybernautilus Mailing List by the first day of classes or you will miss critical information. The information provided through the mailing list will keep you current with everything that is happening in this course.

YOU MUST SUBSCRIBE TO THE MAILING LIST. Make certain you are receiving messages by sending one. Failure to receive messages from the mailing list is not an excuse for not knowing what's happening in the course.

7. E-Mail Rules of Conduct!

If you have any questions, comments, problems, issues, concerns, interesting news or plain ol' friendly talk, please send an e-mail to my professional e-mail address at drc@oceansonline.com.

Please put your NAME, SECTION and STUDENT ID# as the first line of all e-mails you send to me. That means, put your name, section and student ID# as the first line of the e-mail. I repeat: name, section, student ID FIRST, then type your message.

Please indicate a SUBJECT for your e-mail (like "Help", "a quick question", question about exam", etc). E-mails without subjects are rude and you don't want to be rude, do you? E-mails without a name or subject will not be answered.

If your e-mail is a question of a general nature and pertains to everyone in the course, I will respond through the Cybernautilus mailing list (more info in the next section). Otherwise, you will receive an e-mail back from me within 48 hours max. I typically will respond to your e-mails within hours (minutes, sometimes) unless I am traveling or having a really good time somewhere. If you don't receive a message back from me, please send your e-mail again and/or call me on the phone. Don't wait days for me to respond. If you don't hear from me, it could be that your e-mail inbox is full (always check this first) or that your e-mail address was incorrectly transmitted or that something went wrong at my end. Please feel

free to send another e-mail. I'd rather get too many e-mails from you than none.

Please NEVER send me attachments (except for our extra credit assignment). Copy and paste your message into the body of an e-mail. This is especially true for any forwards you might try to send me. Some e-mail services automatically turn forwards into attachments. Please don't send them. Attachments are the number one vector for dangerous computer viruses and I will delete them no matter what. I delete attachments from my mother so don't feel discriminated against. They are just a bad idea unless you confirm via phone that an attachment has been sent (which is what my mom does). It's easy enough to copy and paste your message into the body of an e-mail. Otherwise, put a hard copy in the U.S. mail or Fullerton campus mail.

8. U.S. Mail or Campus Mail

I will be on sabbatical until Fall 2004 so I will only check campus mail infrequently at best. If you need to send me a hard copy of something, please send it to me via U.S. Mail or Campus Mail. My campus mailing address is:

W. Sean Chamberlin, PhD
Natural Sciences Division
Fullerton College
321 East Chapman Ave
Fullerton, CA 92832
(714) 992-7137

You may also drop mail off at the Campus Mailroom, located on the east side of the cafeteria patio next to the Disabled Student Center. See 8B on map at http://www.fullcoll.edu/Images/map_campus.gif.

It would be a good idea to e-mail me and let me know that you sent me something.

9. Course Syllabus

Weekly Schedule

Week	Date	Reading	Point Earners			
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		20,000 Leagues	Study Guide & Online Lecture Notes	Exams	Quizzes	Online Participation Assignments	Learning Activities (extra credit)
1	8/18-8/24	Introduction	Introduction; Before Getting Started, Themes, Appendix I-III; Ocean Facts				
2	8/25-8/31	Part 1, Chapters 1-3	Appendix IV-VII, Part 1, Chapters 1-3; Scientific Method		1	1	
3	9/1-9/7	Part 1, Chapters 4-6	Part 1, Chapters 4-6; How to Read a Map		2	2	
4	9/8-9/14	Part 1, Chapters 7-9	Part 1, Chapters 7-9; Properties of Water	Exam #1			
5	9/15-9/21	Part 1, Chapters 10-12	Part 1, Chapters 10-12; Why the Sea is Salt?		3	3	1
6	9/22-9/28	Part 1, Chapters 13-15	Part 1, Chapters 13-15; Ocean Currents		4	4	2
7	9/29-10/5	Part 1, Chapters 16-18	Part 1, Chapters 16-18; Water Masses		5	5	3
8	10/6-10/12	Part 1, Chapters 19-21	Part 1, Chapters 19-21; Tides, Beaches	Exam #2			4
9	10/13-10/19	Part 1, Chapters 21-24	Part 1, Chapters 21-24; Electromagnetic Radiation, Light in the Sea		6	6	5
10	10/20-10/26	Part 2, Chapters 1-3	Part 2, Chapters 1-3; Why Earth Has Seasons		7	7	6
11	10/27-11/2	Part 2, Chapters 4-6	Part 2, Chapters 4-6; Phytoplankton	Exam #3			7
12	11/3-11/9	Part 2, Chapters 7-9	Part 2, Chapters 7-9; Primary Productivity				

13	11/10-11/16	Part 2, Chapters 10-12	Part 2, Chapters 10-12; , Seasonal Thermocline		8	8	8
14	11/17-11/23	Part 2, Chapters 13-15	Part 2, Chapters 13-15; Seasons of the Sea		9	9	9
15	11/24-11/30	Part 2, Chapters 16-18	Part 2, Chapters 16-18; Oceanic Food Webs	Exam #4			10
16	12/1-12/7	Part 2, Chapters 19-21	Part 2, Chapters 19-21; Squids, Fishes, Sharks		10	10	
17	12/8-12/14	Part 2, Chapters 22-23	Part 2, Chapters 22-23; Whales and Dolphins ; Songs of Whales	FINAL			

Key: (see also sections that follow this one for more detailed information)

WEEK: Week during semester.

DATE: Dates covered.

READING: Reading to be completed by 1155PM Pacific Time of the Sunday in the week in which it occurs. Time determined at <http://www.time.gov>

20K: Required reading in *Twenty Thousand Leagues Under the Sea*.

Study Guide: Required reading in *The Remarkable Ocean World of Jules Verne: A Study Guide for Twenty Thousand Leagues Under the Sea*.

Online Lecture Notes: Required reading of lecture notes at <http://www.oceansonline.com/library.htm>

POINT EARNERS: Assignments, quizzes, exams and extra credit as described in the Course Guidelines.

Online Participation Assignments: Responses to assignments as described in Participation Assignments. All assignments must be completed by 1155PM Pacific Time of the Sunday in the week in which they occur. Time determined at <http://www.time.gov>.

Learning Activities: Learning activities as described in Extra Credit: Learning Activities

QUIZZES: Online quizzes covering self-test questions in Study Guide and questions from lecture notes. All quizzes are due by 1155PM Pacific Time of the Sunday in the week in which they occur. Time determined at <http://www.time.gov>. Quizzes may not be taken late and there are no makeup quizzes.

EXAMS: Online exams covering ALL required reading. All exams are due by 1155PM Pacific Time of the Sunday in the week in

which they occur. Time determined at <http://www.time.gov>. Exams may not be taken late and there are no makeup exams.

10. Course of Studies: How it Works

Our course of studies follows the voyage of the *Nautilus* as it sails 20,000 leagues (43,200 miles) across and beneath the surface of the ocean. We cover all 47 chapters of the novel in our 17 weeks of study. This novel serves as a wonderful vehicle for understanding ocean science and a lot more. Through the characters in the novel, you will see the ocean world through the eyes of a scientist. All of your work for the course centers around the novel and the study guide that supports it.

This course is conducted asynchronously, meaning you do not have to be online at any specific date or time. Once the semester begins, if some of you would like to meet synchronously (i.e., at the same time), I would be happy to schedule an online chat session. There are NO ON-CAMPUS meetings for this course.

Your final grade in this class is based on the following forms of assessment, which are described in detail in the sections that follow:

Assignments:

- **Discussion Assignments:** ten (10) assignments, 20 points each, 200 points total

Exams:

- **Quizzes:** ten (10) online quizzes, 30 points each, 300 points total
- **Exams:** five (5) online exams, 100 points each, 500 points total

Extra credit

- **Learning Activities:** ten (10) extra credit assignments, 20 points each, up to 200 points

You can earn a maximum of 1000 points in this class. In addition, there are 200 extra credit points built into the assignments in the course to accommodate different learning styles. These are the only points available for extra credit. Realistically, you should figure out

which mix of quizzes, exams, discussion questions and/or extra credit assignments you want to do to earn 900 points or more (to get an A in the course). If you only want to make a B or C, then figure out how many assignments you need to complete to earn the minimum number of points for those grades. **You do not need to complete all of the work.** You just need to complete enough work to make that grade that you desire. If you work hard and earn 900 points before the end of the semester, you may finish the course early!

Grading is based on the following scale:

- A = 900 points and above
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = 0 - 599 points

The following sections describe in detail each type of assessment and how they are completed.

11. Participation Assignments

The first couple weeks of the semester are typically the most chaotic. If you feel dazed and confused, fear not: you are not alone.

One of the best ways to get rocking and rolling in an online course is to get to know your classmates. Such interactions are among the most important in a virtual classroom as they foster the development of a tight-knit learning community that can provide academic and even moral support (helping and encouraging each other is always welcome). Every single person in this world has something to teach you and you may be amazed what insights you can gain from others if you are willing to listen and share.

Participation Assignment #1- Who Are You, Matey?

Our first discussion assignment is designed to get us familiar with posting to the discussion board and to help us get to know each other. To complete it, follow these simple directions:

- go to http://www.oceansonline.com/oceans_online/phpBB2/
This is the site of our online discussion board.

- click on the link at the top marked Register and proceed.
- enter a username composed of your last name and first name (or initial), in lower case letters, separated by the underscore symbol. DO NOT use any other combination for a username. If someone has that username, then use your middle name as well. For example, my username would be chamberlin_sean or chamberlin_william_sean. Usernames not conforming to these standards will be deleted.
- enter an e-mail address where you can receive e-mail immediately. You will need to access this e-mail address immediately to activate your account. Otherwise, if you do not activate your account within 24 hours, it will be deleted.
- enter a password and write it down somewhere where you can always find it. WRITE IT DOWN!
- enter any other information you wish to share if you wish to share it. If you want a signature to appear at the end of all your posts, like your name or your favorite saying, then type it into the box marked signature
- select YES for show e-mail address and select NO for hide online status. That way, we can find you!
- select YES for everything else, make sure the time zone is Pacific and you're done.
- click on Submit
- check your e-mail address for the activation code and follow the instructions to activate your account
- click on Login at the top of the discussion board. Choose Log me on automatically.
- select the first topic, Who Are You, Matey? by clicking on it.
- read the first message in that topic, my message, by clicking on it.
- then click on Post Reply or Quote to respond to my message and introduce yourself
- DO NOT click on NEW TOPIC ever. Incorrect postings will be deleted.
- make sure that you are logged in and that your post was submitted under your username. Click on your message and see that it's registered under your name. If it says GUEST, then you have not logged in properly and you will need to log in again. All GUEST postings will be deleted.

- you can check your number of posts, edit your profile information and contact your classmates using the links at the top of the discussion board. Explore them, read the FAQs and familiarize yourself with the operation of this board. You will need to know it intimately by the third week of classes.
- in addition to posting your introduction, reply to at least TWO of your classmates' postings. You should have a total of three (3) posts for this assignment.

This assignment is due no later than 1155PM, Sunday, August 31, 2003. The time is determined at <http://www.time.gov>. Completion of all parts of this assignment earns you twenty (20) points. Partial assignments receive zero (0) points. Repeat: You should have a total of three (3) posts for this assignment.

Participation Assignment #2 - What's Your Learning Style?

- go to page 207 of the study guide and read it
- go to <http://www.metamath.com//lweb/dvclearn.htm> (revised from study guide) and read the information there
- take the learning styles survey and make notes on your results, i.e. what kind of learner are you, according to the survey
- go to <http://www.ldrc.ca/projects/miinventory/miinventory.php?> and read about the eight styles of learning
- take the multiple intelligences survey by filling out the required information and clicking on Begin at the bottom of the page. Make notes on your results.
- go to <http://www.cmi-lmi.com/kingdom.html> and read the information on Kingdomality there.
- take the Kingdomality Personal Preference Profile by clicking on Enter at the bottom of the page. Make notes on your results.
- go to http://www.oceansonline.com/oceans_online/phpBB2/ and LOG IN (if you weren't logged in automatically. Make sure you select automatic log in, it helps insure that your posts are properly credited)
- click on the topic What's Your Learning Style? and click on my message there (it should be the first one)
- using the notes that you took from each of the three surveys, answer the questions posted in my message. Make sure you Post Reply or Quote to my

message. Under no circumstances should you post a new topic. Any new topics will be deleted immediately.

- read what other classmates have posted and respond to TWO of their postings. You should have a total of three (3) posts for this assignment.

This assignment is due no later than 1155PM, Sunday, September 7, 2003. The time is determined at <http://www.time.gov>. Completion of all parts of this assignment earns you ten twenty (20) points. Partial assignments receive zero (0) points. Repeat: You should have a total of three (3) posts for this assignment.

Participation Assignments #3-10

The bulk of our work in this course centers around studying the novel and its oceanography and responding to questions in the study guide. However, a good part of what we learn in college should relate to our academic goals and life-long passions. What's the point of being in college if it doesn't prepare us for our careers and life?

To that end, the remaining participation assignments involve a bit of role-playing, a bit of imagination and a bit of applying what you're learning. In these assignments, you will become one of Nemo's crewmembers and serve aboard the Nautilus from start to finish. You will apply for the job, be hired and carry through with your duties just as if you were part of a real crew. You will also act as the supervisor for other crewmembers, checking their work and giving them "raises" accordingly.

For each question listed below, post your response in the appropriate topic of the discussion board. You may work ahead by composing your messages in a word-processing program but you may not post your answers more than two weeks ahead of time. You must write an original response and also respond to TWO of your classmates' postings every week. That means you will post at least three times every week. Completion of all three postings each week earns you twenty (20) points. Partial postings (less than three) receive zero points.

DUE DATES FOR THESE ASSIGNMENTS ARE POSTED ON THE WEB SITE. Basically, you must complete one assignment per week (see Course Syllabus). No late assignments are accepted for any reason whatsoever.

Here's the participation questions for the entire semester:

Week 3: Work for Nemo! Write a 250-word minimum classified advertisement for an ocean-related career aboard the Nautilus that you would like to pursue. The scope here is broad: potential ocean-related careers could include a wide range of jobs, such as science teachers, marine biologists, military personnel, lifeguards, underwater tour guide, hairdresser, even a psychic who communicates with dolphins (which a former student pursued). Any type of job that might possibly be served aboard Nautilus is game (even if such crewmembers do not exist in the novel). You are only limited by your imagination AND your ability to relate this career to a study of oceanography. Included in your ad must be the official title of the position, the oceanographic and personal qualifications (use your learning styles and multiple intelligence information here), how this career relates to oceanography, the potential salary range and who to contact for an interview. Respond to two of your classmate's postings by commenting on the quality and thoroughness of their ad (is the position well-defined? is it clear what's required? does the job relate to oceanography?, etc.) Your response must be a minimum of 100 words for each classmate.

Week 4: Letter of Application! Respond to your ad or a classmate's ad with a formal business letter not less than 250 words. The first paragraph of your letter should state the three main topics of your letter (i.e. the three reasons you are qualified for the job, i.e. respond to the ad). The next three paragraphs should expand on your reasons. The final paragraph should summarize your reasons again, request an interview and state the salary range you would be willing to accept. Your letter must consist of five (5) paragraphs as outlined here. Anything more or less will be rejected. Use your imagination. For heaven's sake, you do not have to actually have the qualifications. Make them up! Please include a portion of the ad to which you are responding or at least indicate the person (if not you) whose ad you are answering. Respond to two of your classmate's ads as if you were one of Nemo's officers in charge of hiring. Is their letter well-written? Do they meet the qualifications of the job? Are there any spelling or grammatical errors? (If so, reject their application immediately. Real employers do!) Let the person know what you consider to be their strengths and weaknesses and whether or not you would hire them or at least interview them in at least 100 words for each classmate.

Week 5: You've Been Hired! Respond to your letter of application or to one of your classmate's letter of application by informing them that they have been hired in no less than 250 words. Write your

response as if you were one of Nemo's officers who does the hiring. Let them know what is expected of them on the job in terms of knowledge of oceanography and professional conduct. Be as specific as possible. Include chapters of the study guide or novel that they should read. Let them know when they can start and their starting salary. Respond to two of your classmate's hiring letters as if you were Captain Nemo. Is the letter clear? Does it include specific examples of knowledge that the hire-ee must have? Is the salary too high for the job? Comment in no less than 100 words for each classmate.

Week 6: Prepare a Training Manual! Now that you've been hired, it's time to get to work. Unfortunately, you've discovered that the crewpersons assigned to you are poorly trained in oceanography. Prepare an outline of a training manual that includes all the specific knowledge areas in oceanography in which your workers should be prepared. Include in your outline specific textbook pages and THREE web sites that support their training. Be sure to include the URLs (addresses) of the web sites. Respond to two of your classmate's training manual outlines as if you were Captain Nemo. Is the outline logical and organized? Does it cover everything that the employees should know? Are the textbook pages the appropriate ones? Are the web sites satisfactory (you should go to the web sites and check them out briefly)? If you think their work is outstanding, give them a raise! If not, then encourage them to do better next time. Comment in no less than 100 words for each classmate.

Week 7: A Page from the Training Manual! Using the outline you prepared for your training manual, pick ONE specific topic and write no less than a 250-word essay describing that topic. For example, your employees (Coast Guard types) may need to know something about shark behavior to do their job. Shark behavior would be on of the topics in your training manual outline. So you would write a paragraph (or a couple paragraphs) on shark behavior. Be sure to include specific references to the textbook and any relevant web sites. Respond to two of your classmate's training manual paragraphs as if you were their crewperson being trained. Do the paragraphs make sense? Do they cover everything that the you need to know? Are the textbook pages the appropriate ones? Are the web sites satisfactory (you should go to the web sites and check them out briefly)? What questions remain? Comment in no less than 100 words for each classmate.

Week 8: Another Page from the Training Manual! Write another 250-word description that supports your training manual, just like

you did for Week 7. This time respond as if you were their supervisor. Is the manual logical and organized? Does it cover everything that the employees should know? Are the textbook pages the appropriate ones? Are the web sites satisfactory (you should go to the web sites and check them out briefly)? If you think their work is outstanding, give them a raise! If not, then encourage them to do better next time. Comment in no less than 100 words for each classmate.

Week 9: Motivational Poster! After all that training, your crew is pretty well tuckered out. It's time to motivate them. Using a famous quote, literary reference, stunning image or some other trick, create a motivational poster for your employees. Then write a short paragraph (100 word minimum) on how and why this poster motivates us to achieve a deeper understanding of the ocean. Comment on two of your classmate's motivational posters from the viewpoint of one of the crewpersons.

Week 10: Job Assessment! The voyage is ending (or sinking), you've found a new job or you've earned enough money to sail off to the south Pacific. But before you go, you need to write a 250-word review of your job performance. What have been the strong points of your performance? What have been the weak points of your performance? What would you do differently next time? What advice do you have for the next person taking this job. Respond to your classmates as a fellow crewmember who has been through the same journey in at least 100 words. Indicate common or different experiences.

12. Quizzes and Exams

Quizzes are diagnostic, a type of formative assessment, designed to help you assess the quality of your studying in this course. If you are completing the reading and doing the work in the study guide, then you will have no problem with the quizzes. If, however, you are behind in your studies and not spending the kind of time you need to be spending in this course, then your quiz scores will suffer.

Exams assess your knowledge and understanding of the course materials in a more summative fashion. They provide an evaluation of your learning of the materials in a particular segment of the course. While exams are designed to gauge what you learned, they can help you learn as well. By going back through an exam once you have taken it, you may discover things you missed and figure out how to better study the new materials that follow.

Ten (10) online quizzes worth 30 points each will be given this semester. You may earn a maximum of 300 points taking quizzes in this course. All quizzes are based on the readings in the novel, the study guide and the online lecture notes as linked in the Course Syllabus. The multiple choice Self-Test questions in the Study Guide are a good place to start. You will have 30 minutes to complete a quiz from the moment you click on Begin Quiz. Each quiz will consist of ten (10) questions. Quizzes may be taken as many times as you wish during the week in which they occur, however, quiz questions will vary each time you take the quiz. No makeup quizzes will be given. If you miss a quiz, you lose the points. The highest score earned for a quiz will be counted. Correct answers for quizzes will not be given. You will have to answer a question correctly to learn its correct answer.

Four online exams worth 100 points each and one final exam worth 100 points will be given this semester. Exams cover the materials listed in the Course Syllabus. You may earn a maximum of 500 points taking exams in this course. Exams may consist of multiple choice, matching, short answer, essay and skills-based questions. Exams cover readings in *Twenty Thousand Leagues Under the Sea*, *The Remarkable Ocean World of Jules Verne: A Study Guide for Twenty Thousand Leagues Under the Sea* and the online lecture notes as indicated in the Course Syllabus. Questions come from the *Self-Test* section, the *Thought Questions* section and the instructor's mind. You will have 90 minutes to complete the exam from the moment you click on Begin Quiz. Exams may be taken up to three times but the scores will be averaged. Also, you must wait 24 hours between attempts and exam questions will vary with each attempt. After you complete an exam, you will be able to see your score and the questions you missed.

Quizzes and Exams will be available starting at 1205AM Monday at the start of the week in which they occur and ending at 1155PM Sunday in the week in which they occur. All quizzes and exams will be delivered on our Fullerton College WebCT course site, <http://webct.fullcoll.edu:8900>.

Quizzes and exams follow the schedule provided in the Course Syllabus. Remember, quizzes and exams are available and DUE during the week in which they are listed in the Syllabus. The WebCT web site quiz link also provides due dates and times for the quizzes and exams.

13. Extra Credit: Learning Activities

Learning activities consist of hands-on, minds-on assignments that help you develop a greater understanding of the course materials. These activities have been developed by yours truly exclusively for *The Endless Voyage*. You could be the first to watch me on TV and to try these outstanding learning assignments.

While you may work ahead on assignments, you may only submit them in the week that they are due. You may only submit one assignment per week for the ten weeks that assignments are available.

Each learning activity is worth up to ten (20) points based on the following criteria:

- 0-5 completed 50% of the work
- 6-10 completed 75% of the work
- 11-15 completed all the work and missed <25% of the answers
- 16-20 completed all the work and missed <10% of the answers

As you will notice, extra credit assignments are a lot more work than regular assignments. I suggest that you devote most of your time studying for the normal-credit work in the course. However, if you learn better through activities and/or if you anticipate that you will not be earning enough points through participation assignments, quizzes and exams, then by all means, jump in and complete some extra credit. Just be aware that I intentionally make extra credit more difficult for earning points because you should be concentrating on the primary aspects of the course, not the extra credit (which students, for some reason, tend to do).

You will need to MAIL these activities or drop them off at my campus mailbox. NO EXCEPTIONS. No e-mail attachments or assignments will be accepted.

The Activities

See web site..

14. Course of Studies: Summary

Okay, you've seen this once, but it doesn't hurt to take a look at it one more time.

Your final grade in this class is based on the following forms of assessment:

- **Discussion Assignments:** ten (10) assignments, 20 points each, 200 points total
- **Quizzes:** ten (10) online quizzes, 30 points each, 300 points total
- **Exams:** five (5) online exams, 100 points each, 500 points total

You can earn a maximum of 1000 points in this class. In addition, there are 200 extra credit points built into the assignments in the course to accommodate different learning styles. These are the only points available for extra credit. Realistically, you should figure out which mix of quizzes, exams, discussion questions and/or extra credit assignments you want to do to earn 900 points or more (to get an A in the course). If you only want to make a B or C, then figure out how many assignments you need to complete to earn the minimum number of points for those grades. **You do not need to complete all of the work.** You just need to complete enough work to make that grade that you desire. If you work hard and earn 900 points before the end of the semester, you may finish the course early!

Grading is based on the following scale:

- A = 900 points and above
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = 0 - 599 points