# Course Orientation (in Pictures) & the List of Tasks You Do for Points in Getting Started

What is in Course Orientation?

| Title of the Page | Page # in the “Book” |
| --- | --- |
| How to Login and Succeed with this Course | 2 |
| *Caution:* For Your Sake, Do Not Come Into the Course This Way | 3 |
| 1st Steps in Getting Started | 4-5 |
| Key to Success with Learning Folders (All Content &Graded Work) | 6 |
| What You See on Learning Folders (All Content & Graded Work) | 7 |
| How to Find What You Need for Your Grade (and Brain) in Any Unit | 8-9 |
| Things You Might Want to Do That Are on the Course Menu | 10 |
| Details and Tips about My Grades | 11 |
| How Do Self-Tests and Full-Tests Work to Help You? | 12 |
| A Visual to Help You: How a Self-Test and its Full-Test Works | 13 |
| Tasks You Do During Getting Started | 14 |

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| How to Login and Start Your Work on a Safe Path |  | *Caution:* For Your Sake, Do Not Come Into the Course This Way | |
| 1. If you have not completed the steps in the Before Class email, do. 2. Go to <https://wcjc.blackboard.com> – Distance Education’s **Direct Link**. Save or Bookmark it so you can get to Blackboard if WCJC is down. 3. Complete the Login on the left. The directions say what you type in those two fields. Then press the Login button. 4. On the **left** side of the **new** screen, you see the words **My Courses.** 5. Look for the words **US History** in the course name and click on it. 6. On the **new** screen, notice the **upper left** section (called the Course Menu). With the exception of Contact Instructor, what you see on the Course Menu is **also** in Getting Started:    * Read Me First    * Syllabus & Due Dates    * List of Due Dates - The above but without the syllabus. 7. In this course, when you come in you see on the wide, **right** frame are all of the Learning Folders you will use in the course. They open 1 by 1 according to the List of Due Dates. **Tips**: 1) **What’s a Folder?** Something that contains **all** you need to complete a **part** of a course—**all** the **content** and **all** the **work** you submit. 2) **Stay on Learning Folders and you are always in the right place.** |  | |  |  | | --- | --- | | As the illustration shows, do not click where the arrow points. | **Do NOT use this**  **↓** | | Title: Global Navigation - Description: Shows the link to the Global Navigation Window. It is a link that Distance Education recommends that students  not  use. | |   **Why?** The Director of Distance Education at WCJC encourages students **never** to use what is called Blackboard’s Global Navigation.  What I have seen is that students who use it **fail horribly. Examples:**   1. Blackboard did **not** record that these students were in the course so—as far as their instructor knew—they were not in the course. 2. Some students thought they were failing because they clicked on something they thought was My Grades—but it was not. 3. Many students thought they could just click on an assignment or test or discussion and just submit **anything**. They failed because they:  * Did **not** **see** the List of Due Dates – a **key to success** in courses. * Did **not plan** their work, such as not seeing the instructions. * Did **not** **allow enough time** to do the work, such as starting their 100-point writing at 9:30 PM on the day it was due at 11:59 PM. * Did **not** see the resources already provided for the work. **Examples:**   + Required links to WCJC’s links to show students how to download Respondus Monitor and to take a test with it   + Required primaries for writing   + Required list of Terms for the Study Guide for a Unit Exam. | |
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| 1st Steps in Getting Started In this class,“Read Me First” tells you **what you do** in Getting Started and **where to do it. Blackboard automatically** opens Read Me **as the picture below shows**:   * On the **left**, what Blackboard calls the **Course Menu** * On the **right**, a bit of the right of the screen where Blackboard automatically displays the “Read Me First” file and fills the screen.  1. Now click on Learning Folders (All Content & Graded Work). |  | 1. Now click on Getting Started. 2. At the top you see this. Skip it for now.      1. Scroll down to this: 2. Do **each** item from the **top** to the **bottom in order**. 3. Start with Course Orientation and look at/think about the pictures. They are what I would show you online in the course if we were sitting and talking together. 4. The end of the Course Orientation lists every task you need to do for the 50 points—and to do well in this class. | |
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| The word **folder** in this means that something contains **all—all content and work for a grade—**that you need to complete a **part** of a course. Do everything in each folders and you make a high grade in the course.  Go compare.  Notice that Getting Started in This Course is at the **top:**   * Of the List of Due Dates on **this** page * Of Learning Folders (All Content & Graded Work) on the **next** page |  | What You See on Learning Folders (All Content & Graded Work) This page shows the screen in the first days of class. The open items are:   * Getting Started in This Course * General Course Questions discussion   The rest of the items are placeholders. At 12:00 AM on the day in the List of Due Dates, Unit 1 will open. The others open on the List of Due Dates.  Each folder begins with information to tell you what to do. | |
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| How to Find What You Need for Your Grade (and Brain) in Any Unit All Units are organized in exactly the same way. All Units contain all content and **all** tools (Discussions and Exams) used with that content.  You want to use the Units to learn history—and the items together will help you do that. You also have the **practical need to pass** in a reasonable amount so the left column tells you how each part can help you pass the course.   |  |  | | --- | --- | | A reminder of what you have to **do** **and** the **points>** |  | | Guide to 17 of 25 exam questions**>**  Source of 8 of 25 exam questions**>** | | Videos for Learning Discussion posts **>**  A part of content**>** | |  |  Learning Quizzes and Pre-Earning Points If Complete before the Exam There are 200 points for Learning Quizzes in the 1000-point course, with the quantity varying with the Unit. Think of it this way:   * With an Exam, you can study hard (or so you try to do) but still make a low grade * With Learning Quizzes in this class, you can:   + Either know the content before you came to class and prove it with a Self-Test (covered on 12-13) and get **all the points**   + Or use its Full-Test (covered on 12-13) repeatedly to help yourself drill and **get all the points** |  | The Remaining Parts of Unit 1 and all Units This screen does not show Lessons 2 and 3.   |  |  | | --- | --- | | A part of content**>**  A primary source**>**  Unit’s Discussion**>**  A placeholder for the Unit Exam**>** |  | |  | | |
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| Things You Might Want to Do That Are Available on the Course Menu Scan down the left side looking for what you want to do.   |  |  | | --- | --- | | Find out how to contact your instructor **>**  Know course work and course and WCJC policies **>**    Know when to prepare and what’s due and when **>**  In one place, all content, tools, and instructions **>**  Information from your **instructor to the** **class >**  Information **between** your **instructor and you >**  **Tip:** Use the discussion within the Learning Folder **>**  Information from your instructor to you on grades **>**  Blackboard’s videos on how to use Blackboard **>**  College links, such as to Disability Services **>**  History Resources from your instructor **>** |  |  History Resources History resources include:   * Introduction to the discipline of history * A searchable and sorted us constitution * *Merriam-Webster Online Dictionary*-the only outside resource use for the Ask/Answer/Share moderated discussions * Map website |  | Details and Tips about My GradesThis is Blackboard’s tool for your personal view of your grades in the Gradebook. It has the same data as the instructor’s gradebook, but it is not organized in the same way.Tip about the Setting to Use to Display My GradesMake sure that the upper right at My Grades shows:**Order by: Course order** If you have My Grades in Course order, you will be able to tell if you have missed some assignment. For example, you can tell if you never did the Full-Test. Tip about Reading a Comment by a Grade or a 1.11 Grade You instructor may place a comment by your grade. At My Grades, you can click on it to read what you need to do.  In this course, your instructor uses an odd series of numbers to indicate that you need to do something in order to solve a problem with a grade. If you see a number 1.11, do:   * Read the Comment * Act quickly * And ask if you need details (I posted the Comment and the 1.11 because I was trying to give you a chance and to avoid a lower grade.) | |
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| How Do Self-Tests and Full-Tests Work to Help You? A common sense, brilliant thinker about learning says that what make the difference for learners is their **knowing what they know and do not know**. This course tries to make it possible for you to learn what you do not know without cost to you in your grade. One of the Good Deals in this class is we use Self-Tests and Full-Tests. Self-Testing lets people—without losing points— know what they know and do **not** know **before** they do graded work. Self-Testing helps people with two kinds of content:   * Content such as vocabulary words, concepts, and map locations—things best learned by drill (repeated, corrected practice) * Content such as instructions for work that **may seem similar to prior experience** but **may not be**—things best realized by questions where a person must choose what he or she thinks the question means and then sees whether he or she caught on correctly   As the syllabus says, whether you are working with Learning Quizzes (200 points) or Evidence Quizzes (40 points), these quizzes work this way:   * A **Self-Test** lets **you** find out what **you** know and **you** do not know. To succeed, you need to measure yourself accurately—but with this grading system you do **not** lose points with Self-Tests. Self-Test questions are only extra credit and only worth .01 each. (Think of .01 as a penny to a $.) * Once you submit the Self-Test and have at least 1 question correct, Blackboard **automatically** displays:   1. Additional information If needed for you to succeed   2. **Full-Test** with the **same** questions in the Self-Test, but with each question worth 1 or more points. With this grading system, you can earn full points while teaching yourself what you did not know. **How?** a) You may repeat as **many times** as you wish. b) Your **highest** score counts. If you persist, you can earn **all** of the possible points. That means you can **pre-earn** 24% of your grade if you complete them before the due dates.   12 |  | A Visual to Help You: How a Self-Test and its Full-Test Works **Password:** selftest <Notice no spaces, no punctuation, no capitals  When you take a Self-Test, what happens is different dependent on:   * Whether you are right on 80% or more of the questions (left side) * Whether you are right on 79% or fewer of the questions (right side)   Read each row side by side so you can compare what happens. | | |
|  | You take any Self-Test | | |
|  | **↙** | **↘** |
|  | You are right **80% or more** of the questions. Notice what you missed. | You are right **79% or fewer** of the questions.  Jot down what you missed—not the whole question but brief words. ***Tip:*** You can always go back to look at the Self-Test again. |
|  | **↓** | **↓** |
|  | Blackboard sometimes displays resources, such as dictionary definitions.  If you made more than a 0, Blackboard always displays the Full-Test. | Blackboard sometimes displays resources, such as dictionary definitions. If it does, use Ctrl-F (Find) to search the resources for what you missed. (Ask if you need help.)  If Blackboard does not display the Full-Test, you made a 0 on the Self-Test. (***Tip:*** You can confirm that at My Grades.) Email your instructor in Course Messages the exact name of the Self-Test. I will reply back that I deleted the 0 so you can take the Self-Test again |
|  | ↓ | ↓ |
|  | **If** you want to, you may take the Full-Test. | You take its Full-Test until you make the highest points. |
|  | When the Unit tests close,  your instructor enters Full points **for** you. | Your highest score counts. |
|  | ↓ | ↓ |
|  | You have the Full points  because you **already knew it**. | You have the Full points because you **taught yourself**.  13 |
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## Tasks You Do During Getting Started

### If You Want to Know Why Getting Started Is Only 3 Days? (**Caution**: 3 Days on a 16 week Calendar Is **6** Days on an 8-week Calendar)

#### What’s the Reality?

* In an 8-week course and **every** week in that 8 weeks, we must complete **2 weeks’ work in 1 week**. Faculty are not allowed—and we should not be—to reduce the assignments in an 8-week course. You will get full college credit for this class because you did the same amount of work as a student in a 16 week course.
* If we are not starting history work at the end of the first 3 days of class (actually 6 days of class), we cannot have enough of time for the **regular** required work by the end of the last day of class.

#### What’s the Attempt to Give All Students Their Best Chance?

* I **cannot drop** assignments for you as a class or for individuals in the class
* But I can try to **offer flexibility** to everyone in the class. **Examples of Flexibility**: Opening an exam over 3 days. Having writing assignments open for at least one weekend. Having the Unit’s Learning Quizzes and Learning Discussion open until the end of the Unit’s Exam. And such as the policy below for what happens if you come in after Getting Started is over.

#### Section from the Syllabus on Getting Started Activities and Trying to Give All Students Their Best Chance in Getting Started

The Getting Started activities are listed on the last page of the Course Orientation link. If you come in past the due date, you **must** still do these activities, but I will record—temporarily—a 1.11 for each grade with a Comment about the grade if it had been on time. At the end of the term, you email your instructor that you have **not** been late with **any** other assignments. I then change the 1.11 grades to match what I have entered in the Comment for that grade.

### What Are the Tasks You Need to Do for the 50 Points and to Figure Out How This Course Is a Very Good Deal?

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| **#** | **Assignments You Must Do in Getting Started (With those worth 0 points are reminders you to protect you.)** | **Points** |
| 1 | Take the quiz named This Course Is Different but It Is a Very Good Deal. The **password** is in the link for the List of Due Dates (in Getting Started and on the Course Menu). When you are looking for the password, look in the top section of the List of Due Dates—and in the copy provided at the top of Getting Started. The password is in yellow. | 5 |
| 2 | **Tip:** Before you do this, look at **How Do Self-Tests and Full-Tests Work to Help You?** and at **A Visual to Help You: How a Self-Test and its Full-Test Works** (   1. Take the quiz named Self-Test: Dangerous Assumptions. The description with the quiz tells how this works and the password. It also tells you what Blackboard automatically displays: 2. Blackboard automatically displays:    * The same questions that you saw followed by answers.    * The Full-Test (Each question 2 points). 3. Take the Full-Test. If you do not get all 20 on the first try, take it again until you do. **Why?** You want to know to reality so you avoid problems. Reminder 2 from the Before the Class Opens email means that you will get an additional 5 points. | 20 |
| 3 | Take the quiz named Syllabus Acknowledgement Quiz. (***Caution:*** You must do it to stay in the course. To ensure that that happens, you will not see Unit 1 Exam, unless you take this quiz. Do this during Getting Started so you do not forget.) | 1 |
| 4 | Respond to the **Required Before the Class** **Opens Email** according to the directions. This is in your **wcjc.edu** email.  This is the **only** task you do that you do **not** do in the Getting Started folder, but instead in wcjc.edu email | 10 |
| 5 | Respond to the **Required After the Class Opens Email** according to the directions. Use the link Course Messages (Email) that is in Getting Started.  ***Cautions:*** You do need to show that you know how to reply to emails in Blackboard. **Why?** Your feedback on written work comes through Blackboard email and you do not get the points and are not able to see the next writing until you reply to that email per the directions. | 10 |
| 6 | Post your Introduction in the Discussion that your instructor placed for you in Getting Started.  **Tip**: In Course Orientation this is meant to be the last thing you do. You can earn 50 points and this is only 4 points. | 4 |
| 7 | Copy this link from the 1st page of the official syllabus into an email message (or any other tool that you have that you can get to from anywhere): Online at [Blackboard Login Page](https://wcjc.blackboard.com/) Link Address: **wcjc.blackboard.com.** **Why?** WCJC has had times when we could not get to Blackboard through the WCJC connection. We have always been able to get to Blackboard from that Link Address. It has always been open. | **0** |
| 8 | Make sure you prepare your computer using the tips in General Course Questions & Repeated Announcements & Tips. That post also tells you about your needing to get the required textbook and the required external webcam. | **0** |
|  | **Total for this Section of the Course** | 50 |