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

If there are other things that you need details or pictures about, just email me or post in General Course Questions & Repeated Announcements & Tips

How to Login and Succeed with this Course

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| How to Login and Succeed with this Course  1. Go to <https://wcjc.blackboard.com> 2. You see a **Login Here** section on the left.   **Before you login**, notice the upper right section of the screen with the link **Help & Resources**. You **must** use that link to make sure your computer **and** browser work with this Blackboard.  FYI: I care about you all, but I am **not** a techy. WCJC’s IT can help (at Help & Resources). **My 1 tech tip is**—if your browser is not working or displaying what I say is there—try a different browser for a day.   1. Follow the directions in the **Login Here** section for what you type in those 2 fields. 2. Login on the Blackboard log in screen. 3. On the left side of the new screen see the words My Courses. 4. Look for our course and click on it.   ***Tip:*** the naming conventions for Blackboard courses are   * + For US History I, look for the letters [WWW 18](https://wcjc.blackboard.com/webapps/blackboard/execute/launcher?type=Course&id=_9685_1&url=) in the name   + For US History II, look for the letters [WWW 28](https://wcjc.blackboard.com/webapps/blackboard/execute/launcher?type=Course&id=_9685_1&url=) in the name  1. What you see when you click on the course varies with **whether** you log in.    * **During** Getting Started (usually the 1st three days), Blackboard displays Read Me First on the right side of your screen. After you have read it, click on Learning Modules (All Content & Graded Work) and then Getting Started. (Read Me First is also available **in** Getting Started.)    * **After** Getting Started has ended, Blackboard displays the Home Page and a list of Announcements.   ***Caution:* You** **must** click on Learning Modules and then Getting Started and do the tasks (50 points) listed at the end of this PDF. Email in the Course if you need help. A Before Class email and the syllabus cover how you can get points even though it is late.   1. On the date when the first Unit opens, click on Learning Modules on the Course Menu and then Unit 1. |  | *Caution:* For Your Sake, Do Not Come Into the Course This Way The Director of Distance Education at WCJC encourages students **never** to use what is called Blackboard’s Global Navigation.  The students that I have seen **fail horribly** used this tool in the upper right area next to the log out button.   |  |  | | --- | --- | |  | **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. | |   A **few** examples of **disasters** from this way to come in the course:   * Students thought they were failing because they clicked on something they thought was My Grades—but it was not. * Other students seem to think that they can click and go. They skip the instructions so they frequently fail and sometimes do work they did not need to do. * Blackboard does **not** record that you are in the class so—as far as your instructor knows—you are not in the course. | |
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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 Modules (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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| Key to Success with Learning Modules (All Content &Graded Work) The word **module** means that something contains **all—all content and work for a grade—**that you need to complete a **part** of a course. Pass all modules and you pass the course.  You do **not** have to hunt around—you just have to come in the **right door**:   * The **right door** is Learning Modules (All Content & Graded Work) * The **Key** to Success is the List of Due Dates   Notice that Getting Started in This Course is at the **top:**   * Of the List of Due Dates on **this** page * Of Learning Modules (All Content & Graded Work) on the **next** page     If you look at the 2nd page of the List of Due Dates, you will see the remaining modules down to the one for the Final Exam. |  | What You See on Learning Modules (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 module begins with information to tell you what to do. | |
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| < When you come in the course, what you see 1st **after** Getting Started  <When you come in the course, what you see 1st **during Getting Started** |  |
| < Office hours, contact information – Ask! **I am glad to help you.** |
| < Use as a reference that is searchable using Ctrl-F (Ctrl with the F key) |
| <The **only** way to know when to prepare and what’s due and when |
| **<Two methods to locate Course Materials (work you do in the course):**   * Learning Modules (Blackboard’s word)–**Safer method**—Provides **everything** you need: from study guides, instructions, lessons, to primaries—including **all** of the Blackboard tools you use from assignments to quizzes to discussions to exams * Shortcut to All Graded Work–Provides **only** Blackboard tools to submit work |
| **<Blackboard tools that we use in this course** |
| <**Blackboard’s tool** for **public** communication or **public** submission of writing by students. |
| < **Blackboard’s tool** for **personal** communication, such as feedback on your writing. |
| < **Blackboard’s** tool for **public** news. |
| < **Blackboard’s** tool for your **personal** view of your grades in the Gradebook.  ***Tip:*** Make sure that the upper right at My Grades shows **Order by**: **Course order** |
| **<Additional information**   * Videos from Blackboard to help you with Blackboard’s tools * College links, such as to Disability Services. * History links, such as an introduction to the discipline of history, a searchable and sorted US Constitution, *Merriam-Webster Online Dictionary*, and to a map website |
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# **Learning Modules (All Content & Graded Work)**

All Units are organized in exactly the same way.

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| < A reminder of what happens in the Unit |  |
| < The Study Guide for the Unit (and **guide to 17 of 25 exam questions**) |
| < Learning Quizzes for the Unit (and **source of 8 of 25 exam questions**) |
| < Usually 3 to 4 Lessons in each Unit to help you see the patterns of history not just for a good grade but as a life-time understanding |
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| < Learning Discussion for the Unit |
| < Reminder of where the exam will be and tips |
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## How Do You Know What to Do Where and When?

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| < Use the List of Due Dates for **when and where to work** |
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## What’s All This Stuff about Self-Tests and Full-Tests: How Do They Look?

This shows an example from United States History I, but it is also applicable to United States History II>

### Notice Blackboard **Before** You Take the Self-Test on Essential Terms

Units begin with a quiz on common concepts in history that freshman students commonly do not know.



### Notice Blackboard **After** You Take the Self-Test on Essential Terms

Notice the Self-Test is still there—and you cannot retake it, but you can still look at and you should. **Why?** You need to know what you know and what you have to learn.

Notice there is additional material to help you teach yourself and below that the Full-Test you can retake as many times as you want—with the highest score counting.

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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

Here’s what the syllabus says about how they work to help you.

### Method of Using Quizzes to Help Students with Varied Backgrounds:

Whether Learning Quizzes on concepts or map locations (200 points) or the Evidence Quizzes for history (40 points), quizzes always consist of:

* A self-test so you find out what you know and you do not know. The name is **self**-test because **you** are testing **your**self so **you** know what **you** need to do.) The goal is positive so **no** points are lost. Self-Tests are extra credit and have questions that are only worth .01. (A .01 is so small that it is equivalent to a penny compared to a dollar.)  
  ***Tip:*** On the other hand, it is in your interest to answer Self-Tests accurately so measure your own brain accurately for 2 reasons.
  1. You want to know what you know and do not know to save time and to correct or complete what you do not know. ***Caution:*** With Evidence Quizzes, this is particularly important because, if you miss many questions, you must follow instructions carefully because writing about historyis different from your prior experiences.
  2. If you already know the content in the Self-Test and prove that by being correct on over 80 percent of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it.   
     Your instructor enters those points at the end of each Unit **after** the Learning Quizzes close.
* Once you submit the self-test, Blackboard **automatically** displays additional content (if needed) and a Full-Test so that you can earn full points while teaching yourself the vocabulary and map locations that you do not know. You may repeat as many times as you wish, and your **highest** score counts.

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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. |  | A Visual to Help You: How a Self-Test and its Full-Test Works 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 a 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**. |
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1st you take the Self-Test.

* With **this** Self-Test, I tell you 1 answer so you will be certain a least 1 question right. Notice it. **Why?**
* **Worried That You Might Miss 1? Questions are only worth .01 (like a penny out of a $) and they are extra credit anyway.**

**Tip**: If you did miss questions, be sure you look at Syllabus + Examples. If you do not understand why you missed a question, email me in Blackboard Course Messages or post a question in the General Course Questions & Repeated Announcements & Tips right below Getting Started.

2nd Blackboard displays 2 things for you to use:

1. Link to the Syllabus + Examples –**What do you do with it?** Look at the tips at the top for finding what you want. Do make sure that you find what you missed on the Self-Test.

**Tip**: This is the same as the Syllabus & Due Dates except it does not have anything specific to a class (the front pages) or date (the last 2 pages). Syllabus + Examples has links to the **examples I would show you if we were talking together**. FYI: profs cannot put links in the syllabus so this is the best thing I could do for you.

Full-Test: The Course Is Different but It is a Very Good Deal. **What do you do with it?** Take the Full-Test until you get every question correct. You can repeat as many times as needed—and the highest score (20) counts.

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| How Do Self-Tests and Full-Tests Work to Help You? A common sense, brilliant thinker (included in the syllabus with examples) about learning says 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 2 kinds of content:   1. Content such as vocabulary words, concepts, and map locations—things best learned by drill (repeated, corrected practice) 2. 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 |  | A Visual to Help You: How a Self-Test and its Full-Test Works When you take a Self-Test, what happens is different dependent on:   * Whether you are right on **80% or more** of the questions – shown on the left side * Whether you are right on 79**%** or fewer of the questions – shown on the right side   Read each row side by side so you can compare what happens. | | |
|  | You take a 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. |
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|  | ↓ | ↓ |
|  | **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**. |
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## Tasks You Do During Getting Started

### Why Is Getting Started 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 have to 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 Key to Success. 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. | 5 |
| 2 | **Tip:** If you have questions about how Self-Tests and Full-Tests work, look at the prior 2 pages.   1. Take the quiz named Self-Test: This Course Is Different but It Is a Very Good Deal.    * Each question is .01 points and you can only take a Self-Test 1 time so you must enter a password. The password is selftest. <Notice no capitals, no punctuation, no spaces.    * **Tip:** Blackboard can only display the next things if you have at least 1 question right. If you read the questions carefully in this test, you can tell easily one of the answer.s    * Notice which ones you missed. 2. Blackboard automatically displays:    * The syllabus for this course with links to examples. – You look as much or little as you want except you should figure out any questions you missed. **Tip:** Scan down looking at any links that look like they may help you.    * The Full-Test (Each question 5 points). 3. Take the Full-Test. If you do not get all 20 on the first try, take it again until you do. The highest grade counts. | 20 |
| 3 | Take the quiz named Syllabus Acknowledgement Quiz. (***Caution:*** You must do it to stay in the course.) | 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 Getting Started.  ***Caution:*** You do need to show that you can receive and, if needed, reply to emails in your wcjc account. In Blackboard if I write an announcement that the whole class might need (such as change), I also can automatically email it to your wcjc 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 Before Class email sent during week before this Course begins. That email 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 |

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| When ready, click here **>**  The link looks like this: **Learning Modules (All  Content & Graded Work)** |
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Shell not used?????

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| **< All but 1 thing that you need for Getting Started is in this module.** The exception is your access to your WCJC email. |
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