

Orientation: Tests and Grades

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Tests and quizzes are given on specific days, at specific times. You will see these indicated on the *Tests* web page reached from the *Tests* link on the home page. They are immediately graded online and are "closed book." The three types of testing used in this course are described in the following paragraphs:

Orientation Quiz

New this semester, you will take this quiz after reading the Orientation, so be sure you are absorbing what you read. The quiz consists of 10 multiple-choice and True/False questions, worth 10 points total. Unlike the other quizzes you will take, this quiz will be available for an extended period of time--the first week of classes. The quiz emphasizes important points in the Orientation and is a good opportunity for you to familiarize yourself with the quiz tool, so there will be no surprises on the first Module Quiz.

Quizzes

There will be one quiz given approximately every one and a half to two weeks (eight total). Each consists of 20 multiple-choice questions with four possible answers, only one of which is correct. You will have 15 minutes to complete each quiz. The two lowest scores will be dropped, so you can earn up to a total of 120 points. Quizzes are only available on a specific day, from 7 AM until 11 PM. If you miss a quiz for any reason, the score will be treated as one of your two "lowest," dropable scores.

Literature/Writing Tests

You will be given six literature/writing tests during the course. These tests require you to read assigned selections from Egyptian Literature. **These six reading assignments are found in the Electronic Library. Please note: These are not found in the Module folders; they have their own folder entitled "Readings for Literature/Writing Tests" and each reading is numbered, just like the tests.** Tests on these selections will include three to four short answer questions that you will have 10 minutes to complete. The two lowest scores out of these six tests will be dropped, so you can earn up to a total of 40 points. Literature/writing tests are only available on a specific day, from 7 AM until 11 PM. If you miss a test, the score will be treated as one of your "lowest," dropable scores. Literature/Writing assignments are not covered on quizzes or the final.

Final Exam

The final exam is comprehensive with particular emphasis on the Maya. It will include 60 multiple-choice questions, many of which you have seen on earlier quizzes, and you will have one hour to answer them. The exam will be available on a specific day and at a specific time. Check the WebCT "Calendar" for details. The final is worth 90 points.

Grades

Points are earned in the following manner:

Course Task	Point Division	Total
Orientation Quiz		10 points
Discussion		50 points
Writing/Literature Tests	Six at 10 points each. Two lowest scores dropped.	40 points
Writing Assignments	Archaeology in the News, 75 pts. Letters, 75 pts., maximum 150 pts.	150 points
Quizzes	Eight at 20 points each. Two lowest scores dropped.	120 points
Final		90 points
Total Possible:		460 points

PLEASE NOTE:

Most assignments are graded liberally. You follow directions, get the work done on time, and you get 100%. These generous points tend to balance out your quiz and final scores -- which tend to be low.

To approximate your grade, add up your points and refer to the following list:

> 94%	=	A
90% - 94%	=	A-
87% - 89%	=	B+
84% - 86%	=	B
80% - 83 %	=	B-
etc.		

How hard is this class?

Spring semester '04, out of 73 students enrolled, 67 students completed all the course requirements. Of those 67, 73% earned an A or B, 25% earned a C.

The expected time commitment for a 3 credit class is 9-12 hours/week. When students were asked how much time they actually put in to the class, their response was:

More than 10 hours/week=5 students
5-9 hours/week=23 students
2-4 hours/week=23 students
2 hours or less/week=16 students

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Orientation: Getting Started

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Welcome to the Orientation to Civilization/Humanities USU 1320, "An Introduction to the Origin and Development of Civilization Focusing on Egyptian Civilization." This course was developed by Dr. David F. Lancy, Professor of Anthropology at Utah State University. It was a team effort and contributors include Megan Andrew-Hobbs, Eddie Loo, Kevin Reeve, Kathy Daugherty, Micah Schicker, David Debry, Kathryn Summers, Becky Tomlinson, and Buck Hedges.

Many students are not as comfortable with a computer as one might assume. This orientation will cover ten sections (use the links at the bottom of each page to navigate):

- **Getting Started** (this page explains the goals of the course)
- ["Is This Class for Me?"](#) (evaluate if this class will fit your needs and expectations)
- [Technical Information](#) (what you need to know about your computer and this course)
- [CD-ROMs](#) (information on how to use the CD-ROMs and necessary plug-ins)
- [WebCT Introduction](#) (where to find information within WebCT, e.g. the calendar)
- [Writing Assignments](#) (detailed requirements and sources for the two writing assignments)
- [Class Discussions](#) (information on how to prepare for them and how to participate)
- [Tests and Grading](#) (information on how you will be tested and graded)
- [Quiz Tutorial](#) (how to use the quiz tool and access your scores)
- [Schedule](#) (detailed information on exactly which tasks you need to complete for each module of the course)

You should plan on spending at least thirty minutes with the orientation, as careful reading now will save you time in the future. After reading the orientation you will begin the coursework itself, starting with the Orientation Quiz.

Let's begin with a brief quotation from the Egyptian Book of the Dead:

***We now return our souls to the creator,
As we stand on the edge of eternal darkness.
Let our chant fill the void
in order that others may know.
In the land of the night
The ship of the sun
Is drawn by the grateful dead.***

And now you know where Jerry Garcia got the name for his band! The four main goals for this class include the following:

1. To assist you in learning some of the high points of world civilization.
2. To assist you in approaching an expert level of understanding of Egyptian Civilization.
3. To enhance your computer and media literacy. As you will see, the course uses a lot of modern information technology.
4. To encourage you to plan your future around lengthy and repeated visits to the wonderful monuments of ancient civilization.

This course is not meant to be an "inoculation" with "ancient civ virus" so you never have to worry about it again. It is more like a gourmet buffet, designed to whet your appetite. In practicing what I preach, we will virtually "visit" dozens of sites which I was privileged to visit (mostly for the first time) during my 1995-'96 sabbatical. I made my second trip to Egypt in December/January of 1998-'99 and fourth in Dec. '02-Jan'03.. You can learn more about these trips and other adventures on the Homepage under *Meet The Team*.

The assistant for this class is Melissa Phillips. Her e-mail address is: melisap@cc.usu.edu. If you have a problem contact Melissa and she will do her best to help you.

PLEASE NOTE: The best way to [contact Dr. Lancy](#) or his assistant is through e-mail. DO NOT try to contact them by phone.

Of Special Concern:

***If your last name has changed or appears different in WebCT than it does on USU's records, please let us know!** E-mail Melissa ASAP and let her know so we can keep track of you. In previous semesters, not knowing this information has resulted in students accidentally being deleted from the class.

***If this is the first time you have logged onto the class website and it is past the second week of classes we recommend you drop this class and take it another semester.** Beginning class work two weeks late puts you at a *great disadvantage* and will hurt your grade.

***If a student has a disability that will likely require some accommodation, the student must inform the instructor and provide documentation through the Disability Resource Center (DRC).** Any requests for special consideration must be discussed with and approved by the instructor during the first week of class. In cooperation with the DRC, course materials can be provided in alternative formats.

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Orientation: "Is this class for me?"

Before you commit to this class, you should make sure that it's a class you really want to take. This class is very unique in its presentation and materials utilized. In the past we have found that students with certain interests and attitudes do better than others. You may want to evaluate why you are in this class and if it will meet your needs. Here is a collection of statements and student quotes to help you decide whether this is really the class for you.

Please Note: If this is the first time you have logged onto the class website and it is past the second week of classes we recommend you drop this class and take it another semester. Beginning class work two weeks late puts you at a great disadvantage and will hurt your grade.

You will like this class if you like to read, write, and learn new things.

"I really didn't think I would like your class when I chose to take it; it was just a class that fit my schedule. But the truth is, I'm learning so much, and I keep seeing and hearing things around me all the time that remind me of the things I'm learning."

"True, the material is difficult, but just think -- after the end of class you will have gained some knowledge and not just a credit. A little extra knowledge never hurt anyone."

"I believe we have a lot of material to cover and a lot to do for each module, but I have learned a lot from it."

You won't like this class if you don't enjoy reading, writing, and learning new material.

"I found that there was a lot of reading for this class. Every quiz had so much material to go over: articles, films, CD ROM's, e-readings, etc. It just seemed like too much, especially when I am already so busy with my fifteen other credits. I tried imagining that much reading and lectures if it were in the classroom, and I can't. Even for a three-day class it would seem like too much info to go over, let alone for an online class."

"There was a lot of material that we were expected to read and remember. I found it very difficult to remember all the names, places, and dates."

You *will* like this class if you enjoy gathering information from many sources, including films, lectures, and popular magazines like National Geographic.

"I've found nothing irrelevant in this course material. Overwhelming, sure. But not irrelevant. I've also been pleased that those magazine articles we read are so full of pictures, so not really thirty pages of pure text."

"The amount of material we had to learn was very heavy, but I didn't mind the work. I learned much more than I thought I would; I got hooked on the subject, and the way the class was laid out made it easy to keep on track time-wise. There was a good mix of lectures, videos, articles, etc., so you never got bored."

You *won't* like this class if you prefer a textbook that lays everything out in a cut-and-dried manner.

"I don't know about the rest of you, but I would rather have a textbook to pay for and read than jump around a million different places for information."

"I'm not a big fan of online courses, to be honest. This is the first time I've taken any. I think I would rather take the classes in a typical university setting."

You *will* like this class if you enjoy discussing philosophical and contemporary issues.

"I liked the idea of getting points for the online discussions; it makes it seem more like a real class when you get to communicate with your classmates."

"As far as this class in particular goes, I liked the discussion groups the best."

You *won't* like this class if you prefer to remain "invisible" to your classmates.

Class discussions, as you will learn, are a large part of your grade. If you do not feel comfortable contributing to the discussion and stating your opinion you may be at a disadvantage.

You *will* like this class if you enjoy learning about other cultures, especially those of the past.

"I learned a lot of information that I had really not thought about before. I really liked the studying of the different religions and different lifestyles."

"I enjoyed learning about Egypt and the different ways of living they had. Also, learning about Rome and Greece at the end of the course. I really enjoyed looking at all the pictures that were provided, since I will never make it to any of those places."

You *won't* like this class if you have little interest in other societies, past or present.

"I wanted to take a humanities class not an anthropology class."

You *will* like this class if you hope to travel to the sites of ancient civilizations someday.

"All of the information I have learned about Egypt thus far has infused me with an even stronger desire to visit the culture and the historical sites."

You *won't* like this class if you have little interest in Egypt.

"I have to admit that I am really getting sick of Egypt. The whole course is all Egypt with a couple very short side steps into a couple other places, but it all comes back to Egypt."

You *will* like this class if you are comfortable with computers and/or willing to put in the time necessary to learn how to use the technology.

This class is very technology intensive. We try to give you all the information you need to succeed, technical support from the class assistant, as well as flexibility if you run into technology problems. However, in the end, your success in this class depends on your willingness to work with the technology and it rests on your shoulders to put in the effort necessary.

You *won't* like this class if you have an old or slow computer/Internet browser.

"My computer would not let me see the videos for each module. The articles took a lllloooooonnnnnngggggg time to read as well as download."

"The electronic library usually held scanned-in articles from the National Geographic or other such magazines and I found that my computer moved so slowly through this material that I almost forgot what I had read at the beginning of the article."

You *will* like this class if you are detail-oriented.

"I am a bit of a perfectionist -- which is good and bad. I'll stay up all night, just to get it right. But when I turn it in I feel good about it."

On-line classes require more personal motivation and self-monitoring of your progress. You will be responsible for remembering assignment due dates and taking quizzes and tests on the assigned days.

You *won't* like this class if you don't read/follow instructions.

"My own lack of motivation was the biggest obstacle in successful use of instructional material. The materials themselves were great when actually used."

If you fail to read the instructions you will not succeed in completing assignments correctly.

You *will* like this class if you are willing to put in a lot of effort to be successful and learn a lot.

"This is a challenging class, but that is what I like about it. I feel like the point of taking a class is to be challenged. I don't want to take a class that simply goes over things I already know. Even if this is not your major, you can still take things that you learn and apply them elsewhere."

You *won't* like this class if you expect to log on to the course rarely and/or entirely on your own schedule.

"I didn't like this online course. I thought I would be able to do it on my own time as long as I was done by the end of the semester and that turned out not to be true, which was the entire reason for me taking an online class. I had a hard time keeping track of what was due when, and when tests were due."

"The biggest obstacle was, I just got busy and forgot sometimes to check this class (which... is my own fault). I just do better with going to class [and having] the teacher teach it to me there."

You *will* like this class if you recognize that "doing all of the work" doesn't always equal an automatic A.

You *won't* like this class if you expect to get an A just for "doing the work".

Later in the Orientation we will discuss the grade breakdown and "How hard is this class?" You should know up front that you will not be able to just slide by in this class, but you will be rewarded for every effort you put in.

And just to leave on a positive note, here is a message Dr. Lancy received recently from a former student:

"I'm sure you won't remember me well, but...I was a student in your Humanities class last semester. I was working on scrapbooking some of my stuff from class...and I realized that I miss my Humanities class! :) I still watch shows about tomb discoveries, Egyptian history, and mummy preservation when I have the chance, and I still hope to travel to Egypt some day to see a little bit of this for myself.

I guess I wanted you to know how much of an impact that class had on me - I really hooked into it and enjoyed interacting with you and Becky so much. I wish there was something like Humanities 2, which took what we learned even farther. The classes I'm taking now are o.k., but they don't light my fire like your class did. I'm sure you get feedback from students quite a bit, and as heavy as the work load is in that class, I imagine that some of that feedback is a bit negative, but I wanted you to know that I loved it. Thanks for a good experience and a ton o' learning."

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Orientation: Technical Information

First, make sure that the computer you plan on using for this class meets the University's minimum requirements for taking online classes. The requirements are listed in a .pdf document--[click here to download](#). Students using computers that do not meet these requirements have experienced difficulties, especially with assignments and exams.

Second, make sure you are using a supported browser. You may use Netscape or Internet Explorer, though some of the course pages and formatting will be different in each. To view a list of supported browsers and available downloads go to <http://www.webct.com>.

Third, screen resolution is also an issue. This has really become an issue with the new release of WebCT 3.0. The WebCT designers decided to use many frames that remain constant throughout the course. These frames occupy a lot of screen space, especially if your monitor is set to 800 x 600 pixels. One way to remedy this situation is to increase the resolution on your screen settings. To do this, complete the following steps:

1. Either close or minimize any applications you have running to return to your opening screen (the desktop).
2. Right-click anywhere on the blank desktop to bring up the menu box.
3. Then, click on "properties". You should see a Display Properties box that looks something like this:



4. Click on the "Settings" tab.
5. Then, move the "Screen area" indicator around to see the range available on your monitor. It may range from 640 x 480 to 1152 x 864. The setting of 1024 x 768 works the best if it is available on your machine.

6. Click "Apply" or "OK" and the settings should be successfully changed..

For some students, an 800 x 600 screen resolution will be the highest available.

This is the end of the basic technical information. Now we will move on to more about the class itself ...

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Orientation: C D-ROMs

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Two CD-ROMs will be used in this course. They have been developed by Dr. Lancy and a large team of artists, programmers, and engineers over a period of five years. This semester is the debut of new versions of both CDs.

CD-ROM #1 is entitled: *Egypt and the Ancient Civilizations of the World*.

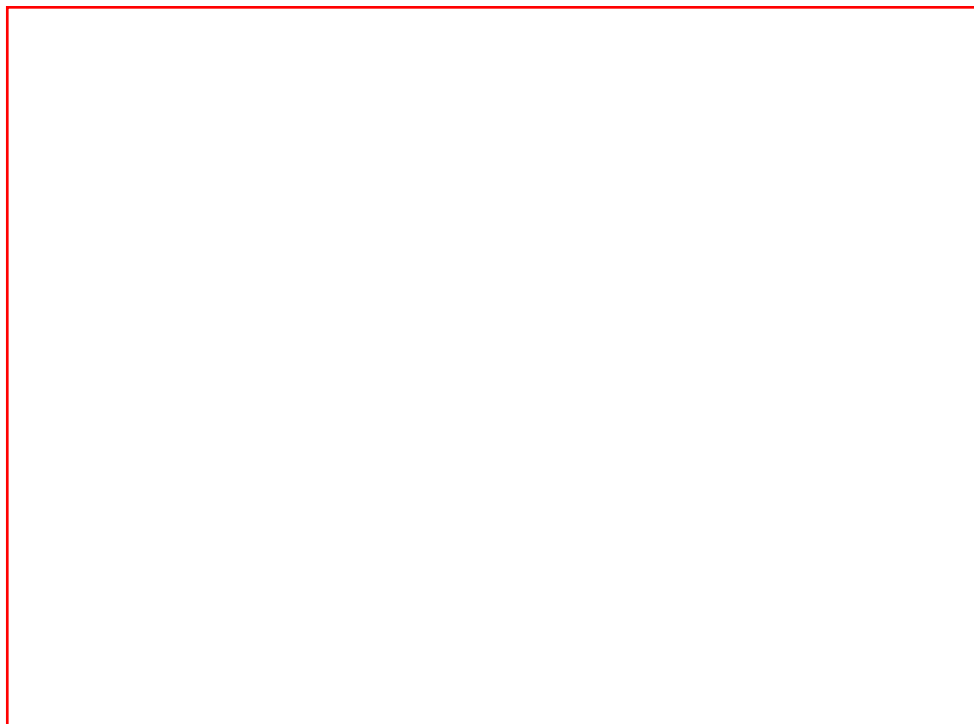
This CD contains lectures and timelines for each civilization. You are to review these carefully before beginning each module. You will also find it helpful to review the appropriate timelines just before each quiz. Each of Dr. Lancy's lectures on CD-ROM #1 last between 35 - 55 minutes, depending upon the speed at which you read. The lectures are available in two forms: 1) Audio with slides and 2) A text only version. Because Dr. Lancy revises the lectures occasionally, the text only version may be slightly different from the audio, but there will be no differences in basic facts and information.

This CD also contains interactive study tools we call Puzzles. These puzzles should be helpful in several ways: they provide a brief overview of major points; they give you practice recalling dates and facts associated with specific places

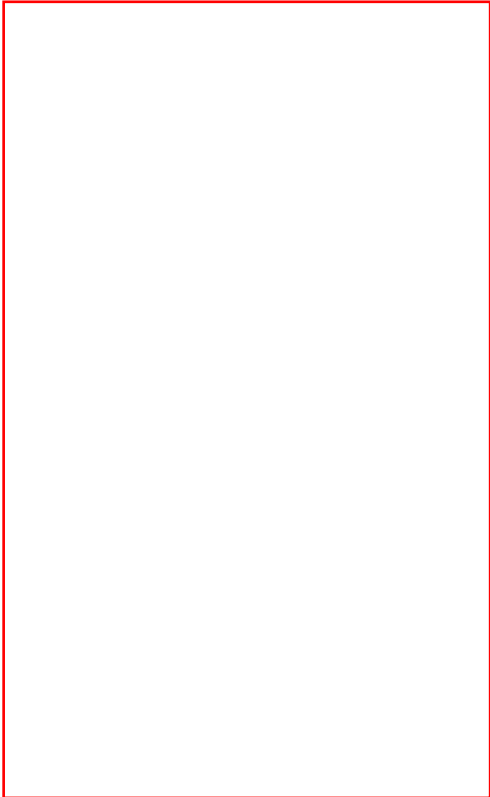
and topics; and they give you a visual association of places, people, dates and events. We hope you enjoy this new addition to the CD.

Dr. Lancy has prepared 22 lectures. When you open each module in the "Schedule" Menu Bar, it will show which lectures you will need to cover for that particular module.

[Click Here](#) for an explanation of how the controls for the lectures work, as well as how to print them.



[Click Here](#) to see if you have the necessary plug-ins to successfully run the CD-ROM and lectures. You will need **any Internet Browser (Explorer, Netscape)** and **Adobe Acrobat** to view and to print the lectures. Here you will find a list of WebCT supported browsers and download links, along with download links for several plug-ins, including Adobe Acrobat.



CD-ROM #2 is entitled, *Whose Mummy is it?*

It is a cross between a textbook on Ancient Egypt, a mystery novel, and computer adventure game. This program requires patience and great concentration.

[Technical and FAQ](#)

The Whose Mummy CD was designed to be a fun and interactive “game” that reinforces the information about ancient Egypt you are learning in the lectures. As the semester progresses we will be discussing Egyptian gods, writing, mummification, daily life, etc. All of these topics are covered in the lectures, but the Whose Mummy CD puts the information in another, more engaging format and should be seen as an opportunity to review and solidify the information you learn in the lectures.

After you have gone through the introductory section, you can access a menu (the itinerary) that allows you to move systematically through the CD. This means you can move section by section, or go back to a site you had visited earlier.

When you open each Module in the "Schedule" Menu Bar, it will suggest how much progress you should be making in completing *Whose Mummy is it?* with relation to the timeline of the course. If you follow the Modules you will finish the CD before the Final Exam—that is the goal. For example, in Module 2 it says “esp. Writing Room” so you should have completed the CD up to half way through Day 2.

**These materials are all available at the USU Bookstore,
but it is not necessary for you to travel to Logan to purchase them.
To order the two CDs call 1-800-662-3950.**

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Orientation: WebCT Introduction

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Announcements

Announcements appear on the Homepage from time to time. These messages will alert you to issues that may come up; perhaps a change in a due date or a helpful hint in submitting assignments.

Calendar

The course Calendar displays the dates when assignments are due, as well as days and times when tests will be administered. You should check the calendar regularly, as dates are subject to change as circumstances require. For example, one semester the university's server was down for repairs and we had to reschedule a test date.

Time Considerations & Myths

The first myth about online classes is that they are the easy way out. This is not true. They require just as much time, and sometimes more (for both instructor and student), than face-to-face classes. This is a three credit class and you should plan to log-in to the class at least three to four times per week. The basic rule of thumb for campus classes requires, "two hours of study out of class for every hour in class." This also applies to online classes — which means that you should dedicate nine hours of study time for this course per week.

The second myth is that this is an independent study course that you may finish any time you want. **This is not the case.** This course is run on a definite calendar and assignments and tests have **specified due dates**. You will also be required to participate in class discussions — you really are not out there alone.

Electronic Library

Reading assignments for the class can be located under this icon. When you click on it, you will be brought to a page with two links -- one for readings and one for videos. Clicking on the links will bring you to the university's Electronic Reserve page. Find our course by searching for "Lancy". USU1320 will take you to the readings; USU555 will take you to the videos. You will have to enter a password to access the files. These passwords are given on the ERes links page.

Most of the reading assignments and weblinks for the course are found under Electronic Reserve, and they are arranged in the order you are to complete them. Do not print these texts; this would be a violation of copyright law.

You will also be able to access reserve copies of course videos. However, you will not be able to copy these videos to your hard drive. You will need to view them during off-peak hours, otherwise the download process may be extremely slow.

At the bottom of the ERes list you will also find optional reading selections and possible references for the writing assignments.



Study Tools

Study Guides

There are nine Study Guides corresponding to each of the nine modules. They also contain links to study guides for each film in the Module. Review the Study Guides at the beginning of each Module so you will be aware of the information you will be responsible for. Use them as a guide to note-taking throughout the Module, especially as you read the lectures. Also, use the Study Guides as an outline as you prepare for the quizzes.

Students who use the study guides as described above consistently do better than average on quizzes.

Puzzles

The puzzles on CD-ROM #1 are a valuable interactive study tool. The version on the CD has you arrange table cells into columns of corresponding facts. In addition, a non-interactive version of the puzzle grids is available under the *Study Tools* icon on the Homepage, which shows the information arranged in the proper order.

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Orientation: Writing Assignments

There are two writing assignments in this class:

- [Archaeology in the News](#)
- [Letters](#)

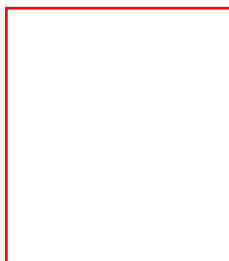
See the Calendar on the Homepage for Due Dates

Please note that while you have a week to complete an assignment, once you've chosen a topic to write on, this grace period DOES NOT APPLY in the week before the assignments are due. (i.e. the due date on the calendar is the LAST DAY to submit your completed assignment, NOT the last day to pick your topic.)

For complete assignment instructions, example papers, and topic selection, go to the *Writing Assignments* icon on the Homepage.



**Assignment
1**



Archaeology in the News

Archaeology in the News is your opportunity to tell the class about an exciting recent find.

Your paper should meet the following criteria:

1. You should choose a "recent finding" from the press and write a 500-800 word synopsis.
2. Any archaeological find reported within the past five years is eligible as long as it is from a site that is at least 1000 years old (e.g. before 1000 C.E.)
3. Reports from excavations of non-human fossils are not appropriate.
4. You must include at least three references; **no more than two of these may be from the Internet.**
5. Once a topic has been selected by a student, it is no longer an option for other students (i.e. any given topic may only be done by ONE student).

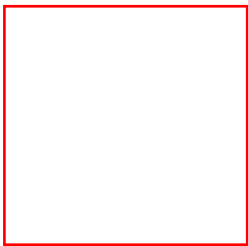
In your synopsis you must accurately report the following:

- Provide the name and location of the place, as well as details of the country and the landscape.
- Include dates and how they were derived.
- Identify the culture represented by the find.
- Identify where the team that did the work was from.
- Include a description of the find.

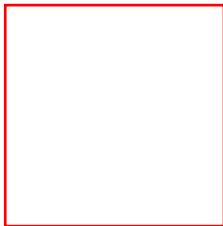
- Give an explanation of how the findings alter and/or add to our understanding of the culture.
- Include an explanation of what additional data may be needed to resolve any findings that generate controversy or raise questions.
- Discuss if this site is still an "active" site. What is your evidence for your conclusion?
- Include a catchy title.

You have half the semester to complete the assignment, however, once a "finding" is reported, it may not be used for the same assignment by another student. Therefore, students who begin early will be able to choose from a greater number of topics. You will "publish" your report on the course Homepage under the *Archeology in the News* icon using the Student Presentations tool. This assignment is worth a total of 75 points.

Meanwhile, you should check the *Archaeology in the News* section of the Homepage from time to time to read about the latest findings as reported by you and your classmates. On this page you will also find a sample report (with an "A" grade) about a tomb recently found in Russia.



Assignment
2



Letters

You are to choose an early explorer of or traveler in Egypt to study. On the assignment page you will find a list of individuals who have shaped our understanding of ancient Egypt from which you will choose.

To complete this assignment you will:

1. Invent letters and/or telegrams that would report what this individual was doing, the impressions the country made, and the person's interactions with others.
2. Try to match your tone and style to the individual's actual writing or writing of the period.
3. Include plausible addressees and dates.

Instructions on preparing and submitting this assignment, as well as a sample assignment, can be found on the *Writing Assignments* link on the homepage. This assignment is worth 75 points.

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Orientation: Class Discussions

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Class Discussions are an important part of this class and one most students enjoy. Even though you're on a computer by yourself somewhere you have the opportunity (i.e. requirement) to interact with other students in the class.

There are four separate forums used in this class: Introductions, Main, Technical Questions, and Whose Mummy Is It?. Each has a specific purpose, which will be explained below.



Introductions

Your first "discussion" assignment is to post an introduction of yourself. Tell us where you are from, what you are studying, why are you taking this class, and any other interesting tidbits you would like to share. The introduction of yourself is worth 2 points.

Use this opportunity to get to know your classmates. You will be interacting with each other over the course of the semester in the Class Discussions. This can be more enjoyable and successful when you are familiar with each other.

Main Forum

For each Module, excluding Module 9, Dr. Lancy will post a few thought-provoking questions for you to respond to. For example:

Rise & Fall

"As we look towards the past we clearly see the rise and fall of civilizations. Great and glorious societies lie in ruins. Why? What mistake do humans keep making, again and again? Look towards the future. How much longer will OUR civilization last? What will cause the decline? Are there any lessons from the past we could draw on to prevent decline? Are we heeding those lessons?"

Click here to see the complete list of [Discussion Questions](#).

Click on the "Main" topic to review the discussion questions. You may "Reply" to these or pose a thought-provoking question of your own. Or, you may reply to one of your classmates' questions. The important thing is to participate - at least once a week.

You can earn up to 50 points over the semester for contributing carefully written, thoughtful ideas to Discussion. 3-5 points are given for each comment of 5 sentences or more that are relevant to the topic that Dr. Lancy has posted. So, by posting 10-12 comments and an introduction you can get the full 50 points. No more than 15 points can be earned in each Module, so do not wait until the last Module to participate!

Cautionary note: This is a university class, not a seminary class. Make sure your assertions of fact or theory are drawn from literature in anthropology and history not from sacred or theological texts. Also, be careful not to focus your responses only on your own experiences and opinions. The focus of discussion should be on the civilizations of the past and their relevance to the present.

Here are some more tips for discussions:

- Talk with each other, not at each other. Reply to what someone has said instead of just posting out on your own all the time.
- Don't be afraid to broach a new topic. In fact, we'd be delighted if you did.
- Sometimes it's hard to judge the intent because there's no tone of voice or facial expressions to go by - especially with humor. Use a smiley face :) or "ha ha", etc. to help get your message across.
- Posts need to be substantial - at least 5 sentences - to receive credit.
- Be sure to justify and support your position.
- Play "devil's advocate" once in awhile - it really livens things up!
- Don't be afraid to ask questions. If you don't know the answer to something, maybe someone else does.

Technical Questions

If you have questions concerning WebCT or technical questions concerning the course, post your query in the "Technical Questions" forum. A response will be posted by the technical assistant. Technical Questions do not count toward your grade.

Whose Mummy Is It?

This forum is intended to encourage discussion with Dr. Lancy and with your classmates about the CD. Post your questions and/or comments on the CD to this forum. Postings in this forum do not count toward your Discussions grade.

How to Post

Here's how it all works:

When you click on the Class Discussions icon on the home page it brings you to the screen shown [above](#). If there are new messages, they will appear in the Unread column. Click on a topic to go to that discussion forum (see example below).

Each message is tagged with who posted it, when it was posted, and the subject line. Each message is also numbered. The status column shows how many unread messages are in each thread.



To post a message, click on "compose message" and fill in the blanks. You will need to enter a subject and the message, and you'll be able to select which topic (forum) your message posts to. You can reply to other students' messages or just add your posting to a specific thread. Only begin a new thread if you are beginning a new subject. Try to keep things organized for your classmates--it makes things much more enjoyable!

To switch to a different area, use the "select topic" drop-down box.

And above all, enjoy!

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Orientation: Quiz Tutorial



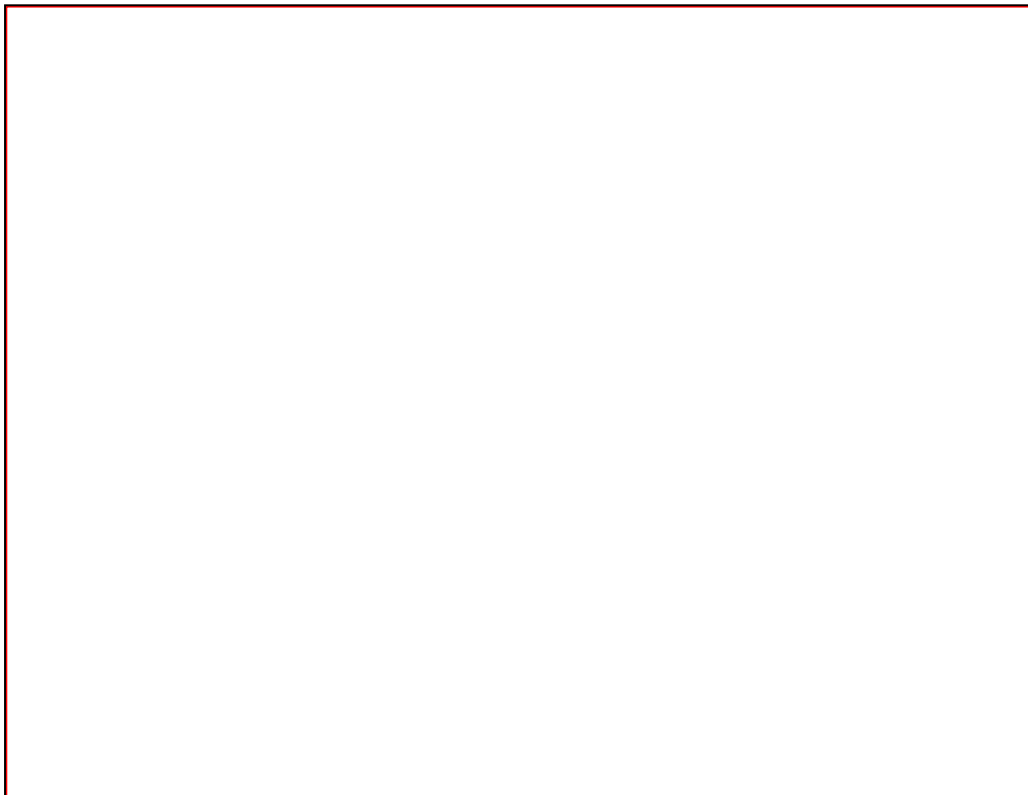
- [The Tests Page](#)
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The purpose of this page is to familiarize you with the WebCT Quiz Tool. If you have already taken a WebCT class, feel free to skip this page. Essentially, we want you to feel comfortable taking quizzes on-line, so here is a sneak preview of what you will encounter when you take a quiz or test.

The Tests Page

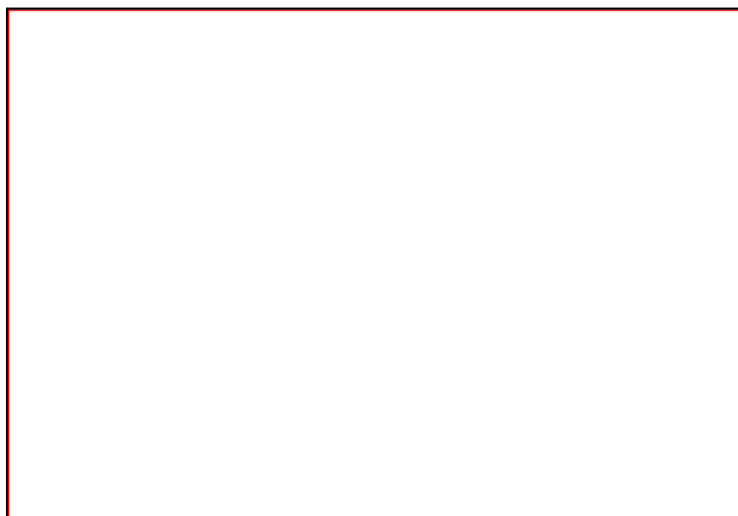


The image above is found on the Homepage and will bring you to the Tests Page. This page lists all the quizzes and tests and their availability dates. When a quiz is available for you to take the link will be active and the little pencil icon will appear next to it.



Taking and Submitting a Quiz

After clicking on the quiz, you will come to a page with basic quiz-taking information and a button that says "Begin quiz". Once you click on that button, you will be taken to the actual quiz page, which will look like this:



The Quiz Screen

Click on image for larger view.

A: This box at the top of each quiz gives you the basic information -- title of the quiz, your name, what time you started, how long you are permitted to take (15 minutes for Quizzes, 10 minutes for Literature/Writing Tests), and how many questions there are on the quiz.

B: In the upper-right corner of the screen will be a clock showing how much time you have left to take the quiz.

Note: The quiz will not kick you off when the time limit expires, so there is no reason to panic if you go over by a minute or so. The time limit is a precaution to make sure that students do not cheat by looking up answers; WebCT tracks how long students spend on each question. If you have technical problems that cause you to go significantly over the time limit, please let us know.

C: These are the question numbers. Below the number for each question is an icon showing the question's status. A yellow circle indicates that a question has not yet been answered. A red exclamation mark means that you have answered the question, but not saved it. If a blue check mark is shown, then you have both answered and saved your response. You can change your answer to any question as long as you have not yet submitted your quiz. Clicking on a question number on the right will take you to that question in the actual body of the quiz.

D: All of the quiz questions will be presented at once, so you can scroll up and down and answer them in any order you choose to. Be sure to save your answer to each question -- once you submit a quiz, any unsaved answers will show up as blank. In addition, if you experience technical difficulties in the middle of a quiz, your saved answers will not be lost.

E: Once you have answered all questions and saved all answers, click "Finish" to submit your quiz for grading. A confirmation message will appear, asking you to verify that you really want to submit your quiz. Click "OK", and your quiz will be submitted.

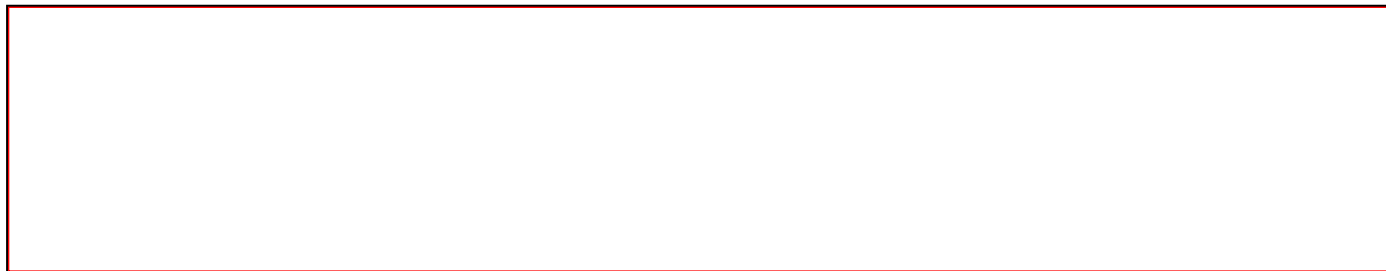
Accessing your Scores/Answers for Quizzes and Tests

After you complete a **Quiz**, you may view your score immediately, because WebCT grades quizzes automatically. You will be able to see which question numbers you got wrong, but not what the questions or correct answers were. Our reasons for making quizzes this way include the following:

1. Students have 16 hours during which they may take the quiz. If students were allowed to see the questions with correct answers, it would be possible for them to give answers to other students.
2. Most of the questions for the final exam are taken directly from the quizzes, so giving you questions and answers would be like giving you a key to the final.

You can also access your scores to any quiz you have taken from the "Tests" page (see image [above](#)) or the "My Grades" link on the Homepage.

Literature/Writing Tests are different. You cannot immediately view your results, because these tests are graded manually. However, once they are graded you can see the questions, correct answers, your answers, and any comments made by the grader. Access these scores by clicking "View scores for quizzes" on the [Tests page](#). This will bring you to a page that looks something like this:



By clicking on the blue "1" for a Literature/Writing Test you will be able to view the afore mentioned material.

We hope that this information will help you feel more comfortable in taking on-line quizzes and tests. Refer back to it throughout the semester if you have any questions.

After you have read all the material in the Orientation you should go to the Tests page and take the Orientation Quiz. This quiz is worth 10 points. You will be able to view the correct answers and general feedback after you take the quiz.

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