ALOHA!
Like *In and Out*, these course guidelines are what this course is all about. Make sure you read these guidelines very carefully. There might be more extra credit lurking within these pages. But hurry...extra credit ends at the end of Day Three.

**MY TEACHING PHILOSOPHY:** 1) Put students first; 2) Always be prepared; 3) Never give up, never surrender. I do my best to follow these principles every day.

**WHAT I EXPECT FROM YOU:** 1) A desire to learn because you understand the importance of education to your family, your future, and your happiness; 2) The motivation to learn how to learn because knowing how to learn secures your place in the world as a skilled and thoughtful and independent human being (not ruled by the opinions of others); 3) Respect towards me and your classmates because everyone is doing the best they can given their level of awareness, because not everyone has had the same opportunities in education and life, and because a world in which people respect each other is a kinder, safer, and more beautiful place to live and love. I hope you will do your best to follow these principles, learn from them, and make them a part of your life.

**COURSE SYNOPSIS:** Oceanography encompasses physics, chemistry, and geology, as well as biology, but the emphasis is on the physics of the ocean. This is primarily a physical science course. You are now a physics student. Post it on SnapChat.

**COURSE DIFFICULTY:** Many of my students find the material in this course very difficult. But, by taking this course and successfully passing it, my students are prepared for anything they take at a four-year college and beyond. The skills and ways of understanding learned in this course can be applied to your career and your personal life. Adopting successful habits of mind and learning how to learn anything are key outcomes of my approach to teaching. And challenging students to be all that they can be is my sworn duty. No pain, no gain.

**BASIC SKILLS:** If you are enrolled in basic skills reading, math, or English, please contact me before proceeding with this course. Only about 15% of basic skills students pass this class because they are not prepared to study at a college level. If you're willing to work extra hard, then you should be okay. But an online class is brutal for any student, much less a student who isn't all that into college.

**TECHNOLOGY:** I expect that everyone enrolled in this course knows how to use a computer and the Internet. I also expect that you know how to use a word-processing program, and how to save or export a document as a .doc, .docx, .rtf, or .pdf. Even Pages for the Macs can export Word files. You'll also need to come up to speed with Blackboard and Turnitin, if you aren't already familiar with them. If you don't know how, please be willing to learn. You'll find lots of help on the internet, especially YouTube. Heck, you can even email a classmate to ask for help and make a new friend!

**ACADEMIC HONESTY/COLLEGE POLICIES:** All college, district, state and federal policies, guidelines and regulations apply to this course. The Fullerton College Catalog and the Class Schedule contain a number of important policies and guidelines. Check them out. You may
purchase copies of these publications at the campus bookstore, or you may read them online at the Fullerton College website, http://www.fullcoll.edu/catalog. Students are urged to review the FC Catalog policy on Academic Honesty. If you are caught cheating, you will receive a zero for that assignment or exam. Repeated offenses have stronger penalties. If you believe that cheating is wrong, email me with the statement, "Cheating only hurts me," and I will give you one point extra credit.

**TURNITIN:** We use turnitin.com because it helps you to become a better writer and a better thinker. Revise your work if you see a high similarity percentage. Turnitin is meant to help you, not punish you.

**NO COPYING OR QUOTING:** I do not allow students to copy or quote other works in this course. Use your own words always. This policy applies to everything you submit, including participation assignments, homework, exams, extra credit, and anything else you submit for credit. Copying or paraphrasing a single sentence from another student, Wikipedia, any other source, and even yourself will result in a zero for the entire assignment or exam. Using images, figures, or other forms of multimedia that are not your own is also prohibited.

**ATTENDANCE REQUIREMENTS:** All students must log in by the third day of classes (including adds) and take the first quiz (the syllabus quiz) or they will be dropped as a no-show. Students who fail to log in during any two weeks (consecutively or non-consecutively) will be dropped for non-participation.

**DROP POLICY:** It is the responsibility of the student to drop the course regardless of attendance requirements. Do not rely on your professor to drop you for any reason. Failure to drop a course may result in an failing grade (F) for the semester.

**LATE WORK:** I don't accept late work but I do provide limited opportunities to earn points with alternative assignments. Having worked in the business world for several years, I can assure you that showing up on time and submitting work on time is expected. Tardy-ass people and slackers get fired. Timeliness is next to godliness.

**STUDY STUDY STUDY:** Students may expect to spend 6-9 HOURS PER WEEK STUDYING for this course. Students are urged to review the suggestions provided in the FC Course Catalog concerning workload and class load. Consider reducing your work hours, spending less time with friends and family, smoking less pot, and other time-management strategies to find time to study. You can find time if you use time wisely.

**AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:** Fullerton College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must also be provided. The Disability Support Services office functions as a resource for students and faculty in the determination and provision of educational accommodations.

**FULLERTON COLLEGE CATALOG AND CLASS SCHEDULE:** The Fullerton College Catalog and the Class Schedule contain a number of important policies and some great tips on studying. Please browse or read these publications for the parts that are important to you. You may purchase copies of these publications at the campus bookstore, or you may read them online at the Fullerton College website. Current Schedule: http://www.fullcoll.edu/class-schedule. College Catalog: http://www.fullcoll.edu/catalog
STANDARDS OF STUDENT CONDUCT AND DISCIPLINE POLICY: As cited in BP5500, “A student who violates the standards of student conduct shall be subject to disciplinary action including, but not limited to, the removal, suspension or expulsion of the student.” The standards of student conduct and disciplinary action for violation of Board Policy 5500 were approved by the NOCCCD Board on January 28, 2003, and were drawn in compliance with Sections 66300, 76030, 76033, 76034, 76036 of the State Education Code. Students are expected to respect and obey civil and criminal law and shall be subject to the legal penalties for violation of the city, county, state, and national law(s). Student conduct must conform to Board Policy and college regulations and procedures.

As noted above, students have an obligation to familiarize themselves with the College’s policies, rules and regulations and to conduct themselves in a reasonable, respectful manner, which is conducive toward attaining their educational goal. Upon registration, each student should obtain a copy of the College Policies and Regulations: Standards of Student Conduct and Discipline Policy. Contained therein are the policies approved by the Board of Trustees governing student behavior and the applicable penalties for violations of these policies. Copies are available in the Student Affairs Office, the Office of Equity and Diversity, all division offices, and the Student Services office.

EMERGENCY RESPONSE STATEMENT: An earthquake or extreme weather event may happen at any moment. Take note of the safety features in and around where you complete your work. Note the posted evacuation routes. During strong earthquakes, it is recommended to duck beneath a desk, cover your head with your hands, and hold on to your ass until the quaking stops. Running out of a building during an earthquake can be deadly. Didn't you hear "The Rock" in San Andreas this summer? If you know what to do during an earthquake, email me with the statement, "During an earthquake, duck, cover and hold," and I'll give you one point extra credit.

UNDECIDED ON A MAJOR? Why not pursue a career in Oceanography, Meteorology, Geology, or Earth Science? You may be amazed at the opportunities for students in this field. If you are interested in business, technology, computers, working with machinery, public relations, marketing, law, physical fitness, medicine, health and just about any other subject, we need you! All that's required is a passion for the ocean. Just ask me.

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will be able to:
1. define terms and explain concepts of geological, physical, chemical, and biological oceanography
2. interpret and apply quantitative information, including maps, graphs, and tables of data
3. use the terms and concepts of oceanography to explain human impacts on the world ocean.

REQUIRED TEXTBOOK
The required textbook for this course is Exploring the World Ocean by W. Sean Chamberlin (Biological Oceanographer, Fullerton College) and Tommy Dickey (Physical Oceanographer, UC Santa Barbara), published by McGraw-Hill Higher Education, 2008. Purchase ONE of the three covers shown below. Those are the only versions of the book that are the correct version of the book.

The first edition is out of print but you may still find it with various online vendors. Alternatively, I’ve created a custom edition of the same book--same content, same chapters, same page numbers--that you may purchase in the book store. Note that the custom edition
lacks a fold-out map that I sometimes refer to and it lacks an important figure in the inside front cover. However, I'll provide these on our course website.

The textbook is essential for the course. Everything we do in this course centers around this textbook. Many of the assignments and materials you will find in this text are brand new, never before featured in a textbook. The textbook is available through the Fullerton College bookstore, http://bookstore.fullcoll.edu.

The cover of the out-of-print book looks like the following:

The custom book cover looks like one of the following:

COURSE WEBSITES
The following websites serve our course. Try to become familiar with them in the first week of classes, or you may feel lost. Read very carefully the directions to log in to Blackboard and Turnitin. This isn't Instagram of Facebook. It's real life.

MYGATEWAY: This is a portal to Blackboard but I don't use it otherwise. At all. For anything.

BLACKBOARD: All sections of this course will use Blackboard for announcements, quizzes, exams, lecture notes, grades, assignments, study guides, and other materials and assessments related to the course. All students are expected to log in at least 2-3 times per week to adequately prepare and study for materials covered in class.

You may gain access to Blackboard through the link on MyGateway or at http://online.fullcoll.edu. PLEASE NOTE that the District performs maintenance on Blackboard every Friday morning from 6-10a. You will not be able to access the website at that time.

Blackboard can be a pain in the ass, but if you know how to get around in it (which, if you READ the instructions and use the help files, you'll be able to figure out), you can minimize your problems. Use of TABLETS with Blackboard is NOT RECOMMENDED. Check out each one of the links below.

Student log in options: http://online.fullcoll.edu/Bkbd/Resources/stdntlogin.html
Student FAQ's (includes tech info and what to be aware of when taking tests): http://online.fullcoll.edu/Bkbd/faqs.html

TURNITIN.COM: This course also used turnitin.com for submission of essays (see description of essay assignments below). To access turnitin, go to http://turnitin.com. If you do not already have an account, you will need to create one. Go to the Create Account link next to the log in button at the top right of the page. If you already have an account, log in and enroll in your class section, according to the table below. Note that turnitin.com has excellent resources for getting started and for understanding plagiarism. See the Training link at the top of the page, and select Student Training.

<table>
<thead>
<tr>
<th>Course/Section</th>
<th>Turnitin Class ID (all numbers)</th>
<th>Enrollment Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC130 Intro to Oceanography Online Fall 2015</td>
<td>10403209</td>
<td>esc130online</td>
</tr>
</tbody>
</table>

TEXTBOOK WEBSITE: The textbook site, http://www.mhhe.com/chamberlin1e, features practice quizzes, Flashcards, and other learning tools that will help you in this course.

YOUTUBE: All of my lectures and more can be found on my YouTube Channel. Not all of them apply to the coverage in this course. I will try to highlight especially important lectures in the Course Content Menu above. You may find my video lectures at http://www.youtube.com/scxq28.

ANYTHING ELSE? If you are looking for anything else and can't find it, by all means e-mail me!

SEND ME E-MAIL TO EXPLOREWORLD OCEAN@GMAIL.COM
Please send ALL e-mail correspondence to exploreworldocean@gmail.com. Include a SUBJECT, your SECTION, and your FULL NAME. If you don't hear back from me in 48 hours, send your email again.
Please don't send me e-mail through MyGateway. I won't get it until next summer.

Please avoid sending email to my fullcoll address. There are spies at this address.

Please be courteous! I promise to treat you with the manners and respect that you deserve if you promise to treat me the same. I am more than happy to listen to reasonable and rational statements. If I have made an error, I am more than happy to correct it.

Kindness applies to your classmates as well. A colleague with cancer writes at the end of e-mails..."Be kinder than necessary, for everyone you know is fighting a battle of some kind!"

STUDY-WITH-PROF-SEAN HOURS IN THE SEA CAVE
I welcome visits from students during my designated study hours in the Sea Cave, Room 1250-06. Campus study hours are Mondays and Wednesdays, 10:05-11:35a, and 12:45-2:45p.

It's always a good idea to let me know via e-mail that you are coming. And, of course, for the fastest response to questions, e-mail me, exploreworldocean@gmail.com.

SUPPLEMENTAL INSTRUCTION BOOSTS YOUR LEARNING POWER
This course has been selected to receive support from the Supplemental Instruction (SI) program at Fullerton College. SI provides students with opportunities to get additional instruction outside of class from peers who have taken the course previously. Unlike tutoring, SI focuses on specific topics chosen ahead of time because they tend to be the most challenging for students. SI sessions also help students improve their study skills. SI is traditionally set up for on-campus instruction but I am working on SI-through-Chat sessions for my online students. Check Announcements for details on SI Chat Room sessions.

You are more than welcome to attend the campus SI sessions. Two SI-leaders will assist you this semester. The SI sessions begin in Week Two. SI times and topics will be posted in Blackboard.

Research shows that students who regularly attend SI sessions kick ass in their courses, make much better grades, and have better success in romance (well, maybe that last statement isn't true). If you are able to attend, GO! It's a faster way to learn. If you are unable to attend because of time conflicts, let me know and I'll figure out a way for you to get the SI you need. Really, studying in a group is a lot more fun than going it alone. We learn better together.

PEER TUTORS HELP YOU SOLVE PROBLEMS AND APPLY YOUR KNOWLEDGE
Many of you will struggle with the very basic math in this class. Trust. It's basic (adding, subtracting, multiplying, and dividing). The pressure equation, P = (z/10) + 1 just throws students into a tizzy. Relax. If you are willing to learn (see What I Expect From You Above), you will be calculating pressure in your sleep.

One way to show that you are motivated and willing to learn is to meet with one of the course tutors. Check Blackboard for details on where they may be found and when they may be found there.

YOUR MIND IS BEAUTIFUL: FILL IT WITH KNOWLEDGE AND WATCH IT GROW
The goal of college is to prepare yourself for a successful life and a career beyond college. In taking this course, you are being trained to master an unfamiliar knowledge set, to apply what you learn in new situations, to think about competing possibilities, and to articulate your rationale for choosing a particular way of thinking. You'll be a better person, have more satisfying relationships, and look smarter, too, all from working hard to succeed in this class.
A number of tools will be provided for you to learn the materials, obtain the knowledge, and develop the understandings to meet these outcomes. Not all of the available tools earn you points but you can bet that if you go beyond the required work, you are going to be more successful in your point-earning assignments. Some of these tools will help form your knowledge and understanding (formative assessments). Other tools will assess your knowledge and understanding (summative assessments).

**Course content and required reading** can be found in the Course Syllabus that follows this section. You are responsible for assigned materials, including textbook readings, YouTube lectures, and any other assigned materials.

**QUIZZES HELP YOU LEARN AND PREPARE YOU FOR EXAMS**
Quizzes keep your brain sharp. They provide immediate feedback on what you have learned. They help point out gaps in your knowledge and shortcomings in your study techniques. In this course, quizzes are aimed at helping you master the vocabulary of oceanography, and develop a better understanding of the concepts. A mastery of terms provides the foundation for everything else that we do in the course, and an understanding of the concepts builds a framework for understanding the world ocean and how it works as a system.

Most quizzes will be multiple choice but some may be matching, fill in the blank, calculation, or short answer. A total of 15 quizzes will be posted online in Blackboard. Start and due dates are posted in the Course Syllabus below.

You will be permitted 30 minutes to complete the quiz, and once you start, the clock starts ticking. Even if you don't complete or submit the quiz, it will count as an attempt. You are only allowed four attempts for each quiz, so use your attempts wisely. (In other words, be prepared. Monkey-clicking your way through a quiz just to get a score is not a useful or successful study technique.) Your highest score will count. Be sure to solve any technical problem before starting your second attempt. Most technical problems can be solved by referring to the browser and browser use specifications linked at [http://online.fullcoll.edu/Bkbd/Resources/techreq.html](http://online.fullcoll.edu/Bkbd/Resources/techreq.html).

Exams in the course are based on quizzes, so if you forget to take a quiz, or only take it once and don't try to learn from taking the quiz multiple times, you are going to be less prepared for the exam. Once a quiz closes, you will not be permitted access to it again. However, you may always review quizzes that you've taken by clicking on the attempt in the Grade Book. Check it out in Blackboard. Studying quiz questions on quizzes you've taken is a good habit to develop. Each quiz is worth 15 points (225/1000 pts) or 22.5% of your grade.

**CONCEPT ASSIGNMENTS KEEP YOU ON TRACK AND HELP YOU STUDY**
Assignments help you master terms and promote deeper understanding of important ideas, what teachers call concepts. Assignments connect what you know and what you have experienced in your life with the things you are learning. They also help you learn how to work with a team (an important business skill) and they expose you to different points of view (an important life skill). Assignments also keep you on track in the course, and help to prepare you for exams by giving you a different method of studying.

You are required to submit 15 assignments during the semester. Topics for each Assignment are listed in the Course Syllabus below. Assignments will be downloaded from Blackboard, completed in a word processing program, and uploaded to the Assignment tool in Blackboard. The first eight assignments are due prior to the midterm, at **11:55pm WEDNESDAY, October 21, 2015**. The last seven are due prior to the final at **11:55pm WEDNESDAY, December 9, 2015**. Check the Course Syllabus below for due dates. There are no makeup of assignments.
Each assignment that you submit is worth 15 points for a total of 225 points, or 22.5% of your final grade.

**ESSAY QUESTIONS DEVELOP YOUR UNDERSTANDING**

Most students hate writing essays, and most instructors hate grading them. But in the world of learning, essays are king. They are the clearest demonstration of whether you know and understand a topic, and whether you can apply what you know and understand. Because writing remains a vitally important activity in academic, professional, and personal affairs, and because I am a writer and love writing, I believe it’s very important to help students become better writers. I’m committed to making you a better writer as long as you’re willing to try to become one.

Essay questions essentially ask you to explain a big idea that you learned from your textbook or lecture note reading, something that you learned from watching a video, something that you discovered on the Internet, and something relevant to the world we live in. Topics for each essay question are listed in the Course Syllabus below.

All work will be submitted to turnitin.com where it will be checked for grammar and spelling, and where it will be checked for originality. If you copy anything from the works of others, it will show up in turnitin as being copied, and you will have to rewrite it. If you have errors of English or spelling, it will show up as errors in turnitin and you will have to rewrite it. Turnitin is meant as a tool to improve your writing skills (not to punish you for bad behavior, as some students think).

You will write and submit SIX ESSAY QUESTIONS during the semester. There are two parts to your submission of each essay. In the first part, you will submit the DRAFT VERSION of your work to turnitin.com by the due date listed in the Course Syllabus. I will quickly review your essay and activate the turnitin features that provide feedback on originality, grammar, and other writing rules. You will then revise your essay, and re-submit the FINAL VERSION as the second part of the assignment. Note that if you fail to submit the Draft Version, you will receive no feedback on your essay from either me or turnitin. Submitting something as the Draft Version is better than submitting nothing at all.

Due dates for each essay appear below in the Course Syllabus. NO LATE ESSAYS ARE ACCEPTED. There will be no exceptions to the due dates for any reason so turn your work in early if you expect you might have a conflict or an emergency.

Essays must be NO SHORTER THAN 400 words. They may be longer than 400 words, but make sure you answer the question. Essays MUST directly address the question, not him and haw and put down anything that seems right in an attempt to BS me into thinking you know what you are talking about. Leave out extraneous information that’s not relevant to the question. Just answer the question in enough detail to demonstrate that you understand the ideas. Your essays should be framed as an expository essay. (See [https://owl.english.purdue.edu/owl/resource/685/02/](https://owl.english.purdue.edu/owl/resource/685/02/)) Your essays must include at least FIVE paragraphs and conform to the following format:

2. A second paragraph with statements that support your first line of evidence.
3. A third paragraph with statements that support your second line of evidence.
4. A concluding paragraph that summarizes your main points.
Tell me what you are going to tell me, tell me, and then tell me what you told me.

You will receive 10 points for submitting the Draft Version of your essay (Part One) unless any parts of it are copied, in which case you will receive a zero. Check the originality of your draft, and revise and resubmit, if necessary.

You will receive up to 15 points for the Final Version of your essay (Part Two) based on the following criteria:

15 points: addresses all parts of the question; conforms to the expository essay structure; and follows the rule of proper English grammar, especially spelling, punctuation, word choice, subject-verb agreement, sentence construction, and paragraph construction.

10 points: does not address all parts of the question; has 3-5 errors in English grammar.

5 points: does not address most parts of the question; has more than 5 errors in English grammar; lacking in effort.

0 points: doesn't meet the minimum word requirement, or has any sentences or parts of sentences that are copied directly from external sources.

In total, each essay (Draft Version + Final Version) is worth 25 points. Essays count for 15% (150/1000) of your total grade. Essays must be submitted to Turnitin.com as described above. AGAIN, NO LATE ESSAYS ARE ACCEPTED.

THE PROJECT
Understanding the nature of science is fundamental to appreciating and understanding the nature of scientific knowledge on which the world and your survival depends. And there's no better way to understand the nature of science then to do science.

By the end of Week 13 of the semester, you will prepare a Google slide presentation based on data that you collect by performing a debris survey in your neighborhood, a park, the beach, or some other location. Your job is to collect at least 50 items of debris, photograph them, divide them into types of debris (paper, plastic, metal, glass, cigarette butt, etc), count them, calculate the percentage of each, and create a pie chart that shows the percentages of each type.

You may work together with another student or a group of students, but each student must collect and photograph their own collection of 50 pieces of debris.

More details on the project will be provided throughout the semester. Your project may be submitted at any time until Friday, November 20, 2015. After that date, your project presentation will not be accepted. Your project is worth 50 points, or 5% (50/1000) of your final grade.

ALTERNATIVE ASSIGNMENTS
Learning is not something that teachers do for students. Learning happens because a student takes an interest in knowing and understanding a topic, because a student seeks out answers and skills to master something in which they are interested, because a student takes responsibility for their goals, their life, and their happiness. Learning doesn't happen to you because a teacher gives you an assignment; it happens because you have a desire to learn. A wise person said teaching isn't about what the teacher knows but it's about what the teacher enables others to know. Learning isn't about what's required; it's about what's desired.
In that spirit, I have created alternative assignments that enable students to take a different path, that permit flexibility in how students demonstrate their learning, and that, hopefully, inspire students to become more successful learners. Alternative assignments may be used to replace one or more of the items in two categories: 1) assignments and quizzes; and 2) essays and the presentation. Note that alternative activities do not earn you extra credit. Rather, they replace assignments you may have missed, did poorly on, or just didn't want to complete! Alternative assignments include the following:

**Alternative One Assignments (replace assignments and quizzes)**
1. Reading apprenticeship directed learning activities: 4 @ 15 points each
2. Topics worksheets: 8 @ 15 points each
3. Field trip participation activities: 2 @ 15 points each
4. Beach cleanup: 1 @ 15 points

**Alternative Two Activities (replace essays and the project)**
1. Outline and summarize one chapter of *The Immortal Life of Henrietta Lacks* by Rebecca Skloot: 2 @ 25 points.
2. Outline and summarize one chapter of *The Sports Gene* by David Epstein: 2 @ 25 points.
3. Attend a Natural Sciences seminar or workshop and write a >400-word essay on it: 2 @ 25 points.
4. Write a song or poem (minimum 1 page) about the ocean and perform it on video so it can be watched by the class: 1 @ 25 points.

**THE ON-CAMPUS MIDTERM AND THE ON-CAMPUS FINAL**
Exams assess what you know, understand, and are able to do at a given moment in time. Exams assess your ability to demonstrate a knowledge of and ability to use oceanographic terms. Exams assess your ability to articulate an understanding of the concepts relevant to an understanding of oceanography. Exams also test your ability to draw and/or interpret maps, graphs, and tables, or use simple equations to perform calculations related to ocean science. Exams also assess your ability to think about and communicate what you know and understand about the world ocean and human impacts on it.

The midterm and final will be a mix of multiple choice, matching, short answer, calculations, map/graph interpretations, short answer questions, and essays. The midterm covers all materials covered in Weeks 1-8 of the course, and the final covers all materials covered in Weeks 9-15. Where materials covered in Weeks 1-8 relate to materials in Weeks 9-15, such as water chemistry, salinity, and seasons, questions from those materials will appear on the final.

The midterm will be held during ON-CAMPUS at 3pm with my 3pm campus class in Room 410 on Monday, October 12. The midterm starts promptly at 3pm and late students will not be admitted. Alternatively, you may take it starting at 4:30pm in Room 410 on the same day. There are no exceptions to the on-campus exams. If you work or have other obligations, make arrangements NOW so that you may attend.

The final exam will be held during ON-CAMPUS at 3pm with my 3pm campus class in Room 410 on Monday, December 7. The midterm starts promptly at 3pm and late students will not be admitted. Alternatively, you may take it starting at 4:30pm in Room 410 on the same day. There are no exceptions to the on-campus exams. If you work or have other obligations, make arrangements NOW so that you may attend.

Both the midterm and the final exam are closed book, closed note. You do not need a scantron; one will be provided for you. You will not be permitted to carry anything to your desk except a pencil, the provided scantron, and the exam handed to you. Seating will be assigned, and no
student will be permitted to go to the bathroom during the exam period. You will be asked to hand in your exam before you leave the room if you must leave the room before you have finished the exam. Once you leave the room, you will not be permitted to reenter and continue the exam. (Of course, if you forget something, then you may quietly enter and retrieve it.) Anyone who leaves the room with an exam in their possession will face disciplinary action. You will be permitted 90 minutes to complete the midterm and 90 minutes to complete the final. The midterm is worth 150 points and the final is worth 200 points (350 points total, i.e., 35% of your final grade).

**EXTRA CREDIT**
Some extra credit may be available for special activities or events, as announced in Announcements in Blackboard, but don't count on it. Be motivated to learn because you care about yourself, not because someone rewards you like a dolphin getting a fish for doing a backflip.

**SUMMARY OF WAYS YOUR EARN POINTS**
Assignments = 225 points
Quizzes = 225 points
Essays = 150 points
Project Presentation = 50 points
Midterm = 150 points
Final = 200 points
Alternative One Activities may be used to replace up to 450 points in missed activities or quizzes.
Alternative Two Activities may be used to replace up to 200 points in essays and the project presentation.
Alternative activities do not earn extra credit points; rather they can only be used to replace missed points.

**FINAL GRADES**
The course is based on 1000 points.

**GRADING SCALE**
A = 90%
B = 80%
C = 70%
D = 60%
F = <60%

**SOME SAGE ADVICE**
Students often want a very well-defined, narrow list of things they need to know. Instructors hear it as "just tell me what I need to know." That's not the purpose of college. You are here to expand your mind, to be exposed to new ways of thinking, to broaden your horizons, to learn wild new things beyond what you ever thought possible. You are here to enrich your mind and your life to the fullest extent possible. Take the attitude that "I want to learn as much as I can" and you will be amazingly successful not just in this course, but in all of your college courses and life. Remember the adage, "Your life is what your thoughts make it."
SOME PRACTICAL ADVICE
Get out your smartphone and enter all of the due dates listed in the syllabus below. Set reminders. Missing due dates is not an option.

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Wk #</th>
<th>Week Starting...</th>
<th>Topics</th>
<th>Textbook Chapters</th>
<th>Assignments</th>
<th>Quizzes &amp; Exams</th>
<th>Essays</th>
<th>SI Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, 8/24</td>
<td>Why This Course is Important to Your Future; Documentary: The Living Sea</td>
<td>Chapter 1; Documentary - The Living Sea (38 minutes)</td>
<td>1. Demographics survey (see Blackboard)</td>
<td>Quiz 1 Due 11:55pm Monday, 8/31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monday, 8/31</td>
<td>Physical and Chemical Properties of Water</td>
<td>Chapters 2, 6, Lecture Notes</td>
<td>2. Properties of Water</td>
<td>Quiz 2 Due 11:55pm TUESDAY, 9/8</td>
<td>1. Why is college important to you and what three actions have you taken to demonstrate that college is important to you? Due on Turnitin by 1155PM, Friday, 9/4.</td>
<td>1. Habits of Mind; Units of Measure; Converting Between Units; Scientific Notation; Calculating Area and Volume; How to Calculate Your Current Grade</td>
</tr>
<tr>
<td>3</td>
<td>Monday, 9/7</td>
<td>The Water Cycle and Watersheds</td>
<td>Chapter 5, Lecture Notes</td>
<td>3. The Water Cycle</td>
<td>Quiz 3 Due 11:55pm Monday, 9/14</td>
<td></td>
<td>2. Calculating Percentages; Understanding Mathematical Equations; Source-Sink Models</td>
</tr>
<tr>
<td>4</td>
<td>Monday, 9/14</td>
<td>What Makes the Ocean Salty?</td>
<td>Chapters 6, 7, 8; Lecture Notes</td>
<td>4. Salinity</td>
<td>Quiz 4 Due 11:55pm Monday, 9/21</td>
<td>2. Reading Logs: Upload reading logs and roadblocks form to turnitin.com. Due on Turnitin by 1155PM, Friday, 9/18.</td>
<td>3. Chemical Formulas and Equations; the Periodic Table of the Elements; Ratios and Proportions</td>
</tr>
<tr>
<td>5</td>
<td>Monday, 9/21</td>
<td>Dissolved Gases, Dead Zones, and Ocean Acidification</td>
<td>Chapters 6, 12, 13, 14; Lecture Notes</td>
<td>5. Ocean Acidification</td>
<td>Quiz 5 Due 11:55pm Monday, 9/28</td>
<td></td>
<td>4. Latent Heat Equations; Understanding the Relationship Between Temperature, Salinity, and Density</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Title</td>
<td>Chapter(s)</td>
<td>Quiz or Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Talk to the Text: Demonstrate mastery of this tool on turnitin.com. Due on Turnitin by 1155PM, Friday, 10/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Calculating Productivity from Light:Dark Bottle Data; X-Z Graphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Monday, 10/5</td>
<td>The Seasonal Cycle</td>
<td>Chapter 7, Lecture Notes</td>
<td>7. The Seasonal Cycle Quiz 7 Due 11:55pm Monday, 10/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. Latitude and Longitude; Calculating Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Monday, 10/12</td>
<td>Midterm, 150 points</td>
<td>Midterm Study Guide</td>
<td>8. Midterm Study Sheet Quiz 8 Due 11:55pm Monday, 10/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. What is the seasonal cycle and what three types of observable PHYSICAL evidence exist from your years on Planet Earth that the seasonal cycle occurs? Due on Turnitin by 1155PM, Friday, 10/16.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Monday, 10/19</td>
<td>The Seasonal Thermocline and the Mixed Layer</td>
<td>Chapters 7, 13</td>
<td>9. X-Z Graphs and the Mixed Layer Quiz 9, Due 11:55pm, Monday, 10/26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. Habits of Mind; Study Skills; Writing Essays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Monday, 10/26</td>
<td>The World Ocean Circulation</td>
<td>Chapters 8, 9</td>
<td>10. Surface Circulation Quiz 10 Due 11:55pm Monday, 11/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Why does the color of our local waters change from season to season? Explain three things that you could observe scientifically to determine the cause of the color changes? Due on Turnitin by 1155PM, Friday, 10/30.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9. How to Read a Map; Eastern versus Western Boundary Currents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Monday, 11/2</td>
<td>Waves, Tides, and Ocean Mixing</td>
<td>Chapters 8, 10</td>
<td>11. Waves and Tides Quiz 11 Due 11:55pm Monday, 11/9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10. Using Wave Equations; Interpreting Tide Charts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Monday, 11/9</td>
<td>Phytoplankton and Primary Productivity</td>
<td>Chapters 6, 7, 8, 9, 12, 13; Lecture Notes</td>
<td>12. Seasonal Productivity Quiz 12 Due 11:55pm Monday, 11/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. Demonstrate your mastery of the Tracking Concept Development tool. Due on turnitin by 1155PM, Friday, 11/13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11. Working With Data; Making a Data Table; Calculating Rates of Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Quiz Date</td>
<td>Supplementary Material</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------------------------------------------</td>
<td>----------------</td>
<td>---------------------------</td>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Monday, 11/23</td>
<td>El Niño and La Niña</td>
<td>Chapters 8, 14</td>
<td>Quiz 14 Due 11:55pm Monday, 11/30</td>
<td></td>
<td>13. How to Make an Effective Presentation</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Monday, 11/30</td>
<td>Global Climate Change</td>
<td>Chapters 2, 6, 7, 8; Lecture Notes, IPCC Report</td>
<td>Quiz 15 Due 11:55pm Monday, 12/7 (15 points extra credit)</td>
<td></td>
<td>14. Successful Habits for Exam Preparation; Writing Essays</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Monday, 12/7</td>
<td>Final Exam 200 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>