

# Teacher's Manual

EarthEd Online Version 3.##  
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## 1. Introduction

The EarthEd Online (EED) software is controlled by text files located on a web server. A Perl script called netmaster3.cgi and some PHP scripts enable the file transfer and information functions that are required.

The following chapters provide information about how to use and modify these files. The methods of changing and accessing the files will change as the teacher's interface is developed.

### Philosophy:

The management of the course is designed to encourage students to get the best grade that they can. To do this, they need to meet deadlines, to redo assignments to improve their grade, and to keep track of their total course grade. This means that an absolute grade system must be maintained. Each assignment gets a 0-100% score, with 0-60 = F, 60 – 70 = D, 70 – 80 C, 80 – 90 – B, 90 – 100 = A. When students fall behind, they invariably ask for makeup work. Extra credit assignments are provided so that any student can improve their grade through increased work and learning.

**Disasters strike** some students. When a student asks for special consideration on a late assignment, I check their grade online and if he/she is applying her/himself, I give him/her a break. The EarthEd system allows the prof to give a single student a special due time for any assignment.

**Late assignments:** students will often do assignments at the last minute. Late penalties are enforced by the software. These can be over-ridden by the prof for the entire class, or a single student. The penalties change at up to 1 week late, 1 week to 2 weeks late, and later than 2 weeks. At later than 2 weeks, it is advisable to give a severe penalty, but not so great that students find no advantage in revisiting low grade assignments. The last week of class is the time where the most cheating and sharing of answers seems to occur. Finals week is even worse,

when students are finally realizing what their grade for the course is going to be. A cutoff date can be set for all new assignment activities to avoid the rush of cheating at the end of the course.

## 2. Overall structure

EarthEd Online is configured with various text files stored on the oceanography server. Each school has a separate directory (the *school* directory), and under that directory reside the *class* directories for that school. Each class for a particular school resides in a directory within the school directory (the *class* directory). The *class* directory contains a "Common" directory, which contains all of the assignment files, and a *course instance* directory. This allows the teacher to create multiple instances of a course with common assignments.

The course will appear on the "Select Course" field, in the login screen, if it is in the "classesList" file, which is modified by Prothero.

### Coming developments:

The teacher's interface is under development. This will allow "point and click" creation of new courses and a shared database of homework problems and assignments.

This document will be updated as new capabilities are added to the teacher's interface.

### Teacher's interface: what works now:

1. Editor for existing assignments
2. course configuration files including
  - assignment names
  - due dates, points, and penalties
  - teachers, profs, section times
  - default BBS forums
3. writing assignment instructions
4. writing example files
5. grade entry, curving, export, and other class management features in the "Setups" module.

### What doesn't work yet (request Prothero to create these):

1. can't edit writing assignment scoresheet
2. can't upload figures for assignments
3. can't make a new assignment that is not contained within the "Common" folder.

### Setting up the new class:

Here are some of the steps that are needed:

1. Contact Prothero. Specify the course name. He will put the course on the "classesList" file and copy a course template into your school directory.
2. Log into the class with EarthEd, as the professor, and edit the configuration files.

### Naming, initialization, and other issues:

1. All forums must have a directory created within the "Groups" directory (the cgi doesn't create the forum folder).

2. Thought question forums are created automatically and are stored in the "Section" folders.
3. Writing assignment names must be < 11 characters long. They should contain only text chars. Spaces and underscores "\_" are ok. Please don't use dashes "-", periods ".", commas ",",. Choose characters from:  
 ABCDEFGHIJKLMNOPQRSTUVWXYZabcdefghijklmnopqrstuvwxyz1234567890\_ "
4. Don't use "Section" as the first word of a forum name.
5. For thought question assignments, put a space, and "TQ" at the end of the assignment name.

### 3. Operations

#### Editing the configuration files:

The configuration file formats are specified in the Developer's manual. There is some brief, information, for reminder purposes only, in the text field to the right of the edit field for the selected configuration file.

Log into EarthEd as a professor. Go to the "Setups" module. Click on the "Edit Assignments" button. The configuration files are accessed using the popup menu. Notice that some brief information about the file format appears in the field to the right of the file text display field.

Referring to the Developer's manual, make your edits. Then do "Store" and the changes will be saved.

#### Making a writing assignment example:

Go to the Writer module. Load any paper from any location. You can write an example from scratch, load a student paper, or load an example. Edit the writing, then click on the button near the lower right with "cpr" on it. The tooltip label says: "Save to calib peer review directory". The contents of the writing will be saved as an example. You can name the examples according to the guidelines for naming writing assignments. "Example 1", "Example 2" are good choices. It is ok to duplicate names for examples for different papers. The paper assignment must be specified in the classConfig file before an example can be created.

### 4. File and Directory Structure

This structure currently requires superuser access to the oceanography web server. Until the teacher interface is completed, the basic template will be installed by Prothero, then modifications made using the EarthEd "Setups" module. "Point and Click" class setup should be implemented by January, 2005.

The root directory is the "Sites" folder for the "classes" user. Comments and notations are put in italics. Directory names are followed by a colon. Otherwise, the entry is a text file. In Unix, the owner of all files must be set to "classes" and the group to "nobody".

**UCSBClasses:** *This is the root directory for an institution. e.g. CLARKClasses*

GS4: *A course name directory. This is a course that will use assignments from the Common directory. It could contain different versions of the same course, or similar courses that use some of the same assignments.*

Common: *Holds the assignments for the host directory (here GS4).*

CountryList *List of countries. Used in assigning country groups to course sections.*

GraphicsLib: *images that show up on the student's common graphics library menu in the graphics editor applications. The files are organized in categories, each of which has its own directory. The GraphicsIndex file is the index for the library.*

Biology:

Grey Whale and Calf.jpg

GraphicsIndex *Index to the graphics library*

Maps:

World Map std.jpg

Miscellaneous:

Las Flores Proc Plant.jpg

SeaBottom:

Ridge Section Closeup.jpg

Tube Worms and ALVIN .jpg

Speed\_Wr:

cartoon1.jpg

cartoon2.jpg

profile3gd.jpg

profile3Quakes.jpg

profileMapGd.jpg

volcanosMap.jpg

worldMap.jpg

Waves:

Wave Refraction-Holl Rnch.jpg

Homeworks:

Atmosphere Quiz:

Atmosphere Quiz

Atmosphere Quiz-sve

DeNiros hat\_o.jpg

Geostrophic High\_o.jpg

Geostrophic low\_o.jpg

Geostrophic2\_o.jpg

Map1\_o.jpg

radiation absorption\_o.jpg

Surf Wind Map\_o.jpg

Surf winds1\_o.jpg

Surf winds3\_o.jpg

Surface Winds2\_o.jpg

water in reservoirs\_o.jpg

World Map\_o.jpg

Atmosphere TQ:

Atmosphere TQ

Atmosphere TQ Ans

Beach Desc:

Beach Desc

Climate Quiz:

Climate Quiz

radiation absorption\_o.jpg  
water in reservoirs\_o.jpg  
Climate TQ:  
Climate TQ  
Climate TQ Ans  
Coastal Processes Quiz:  
Beach Profiles vs yr\_o.jpg  
Coastal Processes Quiz  
waves hitting beach\_o.jpg  
waves hitting harbor2\_o.jpg  
Waves hitting harbor\_o.jpg  
Currents Quiz copy:  
Currents Quiz  
Prob11\_1.jpg  
Prob19\_1.jpg  
Prob23\_1.jpg  
Prob34\_1.jpg  
Prob3\_1.jpg  
Prob40\_1.jpg  
Earth Structure Quiz:  
Earth Structure Quiz  
Litho Xsection2\_o.jpg  
Litho Xsection3\_Nice\_o.jpg  
Litho Xsection4\_o.jpg  
World Map5\_o.jpg  
Earth Structure TQ:  
Earth Structure TQ  
Final Rec:  
Final Rec  
First\_Write:  
First\_Write  
scoresheet  
Fisheries Quiz:  
Fisheries Quiz  
Fisheries TQ:  
Fisheries TQ  
Homework 1:  
Homework 1  
Homework 1.Ans.Word  
Homework 1x  
Homework 2:  
axes1.jpg  
axes2.jpg  
axes3.jpg  
axes4.jpg  
Homework 2  
Homework 2 copy  
Homework 2x  
MapScales-3.jpg  
Profile 1\_o.jpg  
Profile2\_o.jpg  
Scales\_difAxes\_o.jpg  
Homework 3:  
Homework 3  
Homework 3 Part 1:  
Homework 3 Part 1

paper  
paper.doc  
Homework 4:  
Homework 4  
Salinity\_Temp.jpg  
Homework 5:  
Atmos Gas Table.jpg  
Homework 5  
Homework 6:  
ArroyoBurroSummer.jpg  
ArroyoBurroWinter.jpg  
beach\_berm.jpg  
Homework 6  
Homework 7:  
Homework 7  
Population Dynamics.jpg  
Ship Effectiveness.jpg  
Homework 8:  
Homework 8  
HomeworkS03 1:  
Exported Quiz.notRand  
Exported Quiz.v1  
Exported Quiz.v2  
Exported Quiz.v3  
Exported Quiz.v4  
Homework 1  
Homework 1 copy  
Homework 1.Ans.Word  
Homework 1x  
HomeworkS03 1  
HomeworkS03 4:  
HomeworkS03 4  
Salinity\_Temp.jpg  
HomeworkS03 5:  
Atmos Gas Table.jpg  
HomeworkS03 5  
HomeworkS03 6:  
ArroyoBurroSummer.jpg  
ArroyoBurroWinter-old.jpg  
ArroyoBurroWinter.jpg  
beach\_berm-sve.jpg  
beach\_berm.jpg  
HomeworkS03 6  
HomeworkS03 8:  
HomeworkS03 8  
HomeworkS04 1:  
HomeworkS04 1  
HomeworkS04 2:  
HomeworkS04 2  
HomeworkS04 3:  
axes1.jpg  
axes2.jpg  
axes3.jpg  
axes4.jpg  
fzMapLabelled.jpg  
HomeworkS04 3

MapScales-3.jpg  
marTopoAges.jpg  
Profile 1\_o.jpg  
Profile2\_o.jpg  
Scales\_difAxes\_o.jpg  
subzoneQuakes.jpg  
HomeworkS04 4:  
HomeworkS04 4  
HomeworkS04 5:  
deep\_waters.jpg  
depth\_variations.jpg  
HomeworkS04 5  
phosphate\_Section.jpg  
Salinity\_Temp.jpg  
temp\_section.jpg  
HomeworkS04 6:  
HomeworkS04 6  
HomeworkS04 7:  
ArroyoBurroSummer.jpg  
ArroyoBurroWinter-old.jpg  
ArroyoBurroWinter.jpg  
beach\_berm-sve.jpg  
beach\_berm.jpg  
HomeworkS04 7  
HomeworkS04 8:  
HomeworkS04 8  
Population Dynamics.jpg  
Ship Effectiveness.jpg  
HomeworkS04 9:  
HomeworkS04 9  
Lab 1 Feedback:  
Lab 1 Feedback  
Lab 2 Feedback:  
Lab 2 Feedback  
Lab 3 Feedback:  
Lab 3 Feedback  
Lab 4 Feedback:  
Lab 4 Feedback  
Lab 5 Feedback:  
Lab 5 Feedback  
Lab 6 EarthSummit Online Pres:  
Lab 6 EarthSummit Online Pres  
Lab 6 Feedback:  
Lab 6 Feedback  
Lab 7 Feedback:  
Lab 7 Feedback  
Lab 8 Feedback:  
Lab 8 Feedback  
Lab 9 Feedback:  
Lab 9 Feedback  
Mid-Term Paper:  
Mid-Term Paper  
My Info:  
My Info  
Ocean Currents Quiz:  
Ocean Currents Quiz

Surface Currents1\_o.jpg  
Upwelling Winds\_o.jpg  
Ocean Currents TQ:  
Ocean Currents TQ  
Ocean Currents TQ Ans  
Oceans Climate Online Pres:  
Oceans Climate Online Pres  
Ocn-Clim: *Writing assignment*  
Ocn-Clim *The assignment file*  
scoresheet *Rubric file*  
Ocn-ClimW:  
Ocn-ClimW  
scoresheet  
Plate Tec\_MU:  
Plate Tec\_MU  
scoresheet  
Plate Tect:  
Plate Tect  
scoresheet  
Plate Tectonics Quiz:  
Angle to Polaris\_o.jpg  
Lithosphere Xsect1\_o.jpg  
Plate Tectonics Quiz  
World Map Hoesz\_o.jpg  
World Map latlon\_o.jpg  
Plate Tectonics TQ:  
Plate Tectonics TQ  
Plate Tectonics TQ Ans  
Plate TectW:  
Plate TectW  
scoresheet  
Prelab HW 2:  
Exported Quiz.notRand  
Exported Quiz.v1  
Exported Quiz.v2  
Exported Quiz.v3  
Exported Quiz.v4  
Homework 1 copy  
Homework 1.Ans.Word  
Homework 1x  
HomeworkS03 1  
Prelab HW 2  
Prelab HW 3:  
axes1.jpg  
axes2.jpg  
axes3.jpg  
axes4.jpg  
MapScales-3.jpg  
Prelab HW 3  
Profile 1\_o.jpg  
Profile2\_o.jpg  
Scales\_difAxes\_o.jpg  
Prelab HW 4:  
Prelab HW 4  
Prelab HW 5:  
Prelab HW 5

Salinity\_Temp.jpg  
Prelab HW 6:  
Atmos Gas Table.jpg  
Prelab HW 6  
Prelab HW 7:  
ArroyoBurroSummer.jpg  
ArroyoBurroWinter-old.jpg  
ArroyoBurroWinter.jpg  
beach\_berm-sve.jpg  
beach\_berm.jpg  
Prelab HW 7  
Prelab HW 9:  
HomeworkS03 8  
Prelab HW4 Part 1:  
paper  
paper.doc  
Prelab HW4 Part 1  
Prelab HW5:  
Prelab HW5  
Salinity\_Temp.jpg  
Productivity Quiz:  
Productivity Quiz  
Surface Currents\_o.jpg  
Productivity TQ:  
Productivity TQ  
Seawater Quiz:  
Constituents\_depth\_o.jpg  
Salinity\_Temp\_o.jpg  
Seawater Quiz  
Software Fdbk 1:  
Software Fdbk 1  
untitled 2  
Speed Wr Lab 2:  
Speed Wr Lab 2  
Waves Quiz:  
Coastline\_o.jpg  
Sinewave\_o.jpg  
Sinewave\_Seabed\_o.jpg  
Wave approach shore\_o.jpg  
Wave in deep water\_o.jpg  
Waves approach Coast\_o.jpg  
Waves hit brkwtr\_o.jpg  
Waves hit harbor2\_o.jpg  
waves hit harbor\_o.jpg  
Waves Hitting Brkwtr\_o.jpg  
Waves Quiz  
Waves TQ:  
Waves TQ  
Waves TQ Ans  
Waves TQ-fixed for next yr  
Weekly Thought Prob\_Ans.txt *This is a file I stored here. Unused.*  
unitsdictionary.txt *Units used in homeworks, and their definitions*  
unitslist.txt *A list of units used in homeworks. Must match unitsdictionary*  
WritingCPR: *--example files and future cpr control files are here.*  
Ocns-ClimW:  
Ocns\_ClimW\_1

Ocns\_ClimW\_1\_figs:  
Ocns\_ClimW\_2  
Ocns\_ClimW\_2\_figs:  
chinamap2.jpg  
co2emmis1.jpg  
cO2incoloremis.jpg  
impactglblwarm.jpg  
percipitation1.jpg  
pollutionview.jpg  
provinces.jpg  
temperature1.jpg  
windparcip.jpg  
windyay.jpg  
Ocns\_ClimW\_3  
Ocns\_ClimW\_3\_figs:  
carbon.jpg  
chi-map.jpg  
coal.jpg  
pollution.jpg  
precipitation.jpg

Plate TectW:

Plate TectW\_1 *--example 1 text*  
Plate TectW\_1\_figs: *--example 1 figures*  
Plate TectW\_2 *--example 2 text*  
Plate TectW\_2\_figs: *--example 2 figures*  
end\_finalpic.jpg  
endhugemap.jpg  
endprofelevmap.jpg  
endprofeqmap.jpg  
finalprof1.jpg  
finalprof2.jpg  
finalprof3.jpg  
finalprof4.jpg  
finalquake1.jpg  
finalquake2.jpg  
finalquake3.jpg  
finalquake4.jpg  
Plate TectW\_3  
Plate TectW\_3\_figs:  
alaska.jpg  
alaskaprof.jpg  
alaskaquake.jpg  
convergent.jpg  
hawaii.jpg  
HIquakes.jpg  
HIvolcanoes.jpg  
hotspot.jpg  
juandefuca2.jpg  
juandequakes.jpg  
juanvolqua.jpg  
mendocino.jpg  
mendoprof.jpg  
plate\_final.jpg  
quakesUS.jpg  
sanandreas.jpg  
seafloor.jpg

usa.jpg  
Plate TectW\_4  
Plate TectW\_4\_figs:  
3\_profiles.jpg  
Earthquakes.jpg  
mexico\_labeled.jpg  
prof\_new.jpg  
Ring\_of\_Fire.jpg  
Tectonic\_Plates.jpg  
Volcanoes.jpg

### **EETeam\_2003:**

adminStuff *Stores TA and Prof passwords*  
allGrades *Output file from grades export*  
Announcements *Appears when students log in*  
barcodes: *Files created when bar codes are scanned in.*  
EarthSum Talk Lab 8  
Lab 6 EarthSummit Online Pres  
Lab Section 3  
Lab Section 4  
Lab Section 5  
Lab Section 6  
Lab section 7  
Lab Section 8  
MinPap\_5\_22\_03  
Productivity TQ  
qotd.ESumNotes  
qotd.p35  
qotd.p43  
qotd.p45  
qotd.p49  
qotd.p57  
qotd.p63  
qotd.p67  
qotd.p69  
qotd.p71  
qotd.p75  
qotd\_5\_29\_03  
ClassDbase *All grade/score entries for all students*  
classFlags *Settings that will change during the course.*  
CountryGroups *List of who is in what group (buggy)*  
GroupAssignments *Groups assigned to each section*  
Groups: *directories for group forums and images. Some of these are created by EarthEd as needed. **Check this??***  
Costa Rica:  
Costa Rica.forum  
Costa Rica.ndx  
Graphics:  
El Salvador:  
Graphics:  
France:  
France.forum  
France.ndx  
Graphics:  
Frequently Given Answers:

Frequently Given Answers.forum  
 Frequently Given Answers.ndx

Ghana:  
 Graphics:

Japan:  
 Graphics:

Lab 6 EarthSummit:  
 Lab 6 EarthSummit.forum  
 Lab 6 EarthSummit.ndx

Section 1: *section 1 forum, where TQ's are posted*  
*Section directories must be created at setup.*  
 Atmosphere TQ.forum *forum text*  
 Atmosphere TQ.ndx *forum message index*  
 Climate TQ.forum  
 Climate TQ.ndx  
 Fisheries TQ.forum  
 Fisheries TQ.ndx  
 Ocean Currents TQ.forum  
 Ocean Currents TQ.ndx  
 Plate Tectonics TQ.forum  
 Plate Tectonics TQ.ndx  
 Productivity TQ.forum  
 Productivity TQ.ndx  
 Waves TQ.forum  
 Waves TQ.ndx

Section 2:  
 Atmosphere TQ.forum  
 Atmosphere TQ.ndx  
 Climate TQ.forum  
 Climate TQ.ndx  
 Fisheries TQ.forum  
 Fisheries TQ.ndx  
 Ocean Currents TQ.forum  
 Ocean Currents TQ.ndx  
 Plate Tectonics TQ.forum  
 Plate Tectonics TQ.ndx  
 Productivity TQ.forum  
 Productivity TQ.ndx  
 Waves TQ.forum  
 Waves TQ.ndx

Section 3:  
 Atmosphere TQ.forum  
 Atmosphere TQ.ndx  
 Climate TQ.forum  
 Climate TQ.ndx  
 Fisheries TQ.forum  
 Fisheries TQ.ndx  
 Lab 6 EarthSummit Online Pres.forum  
 Lab 6 EarthSummit Online Pres.ndx  
 Ocean Currents TQ.forum  
 Ocean Currents TQ.ndx  
 Plate Tectonics TQ.forum  
 Plate Tectonics TQ.ndx  
 Productivity TQ.forum  
 Productivity TQ.ndx  
 Waves TQ.forum

Waves TQ.ndx  
Section 4:  
Atmosphere TQ.forum  
Atmosphere TQ.ndx  
Climate TQ.forum  
Climate TQ.ndx  
Fisheries TQ.forum  
Fisheries TQ.ndx  
Ocean Currents TQ.forum  
Ocean Currents TQ.ndx  
Plate Tectonics TQ.forum  
Plate Tectonics TQ.ndx  
Productivity TQ.forum  
Productivity TQ.ndx  
Waves TQ.forum  
Waves TQ.ndx  
Section 5:  
Atmosphere TQ.forum  
Atmosphere TQ.ndx  
Climate TQ.forum  
Climate TQ.ndx  
Fisheries TQ.forum  
Fisheries TQ.ndx  
Ocean Currents TQ.forum  
Ocean Currents TQ.ndx  
Plate Tectonics TQ.forum  
Plate Tectonics TQ.ndx  
Productivity TQ.forum  
Productivity TQ.ndx  
Waves TQ.forum  
Waves TQ.ndx  
Section 6:  
Atmosphere TQ.forum  
Atmosphere TQ.ndx  
Climate TQ.forum  
Climate TQ.ndx  
Fisheries TQ.forum  
Fisheries TQ.ndx  
Ocean Currents TQ.forum  
Ocean Currents TQ.ndx  
Plate Tectonics TQ.forum  
Plate Tectonics TQ.ndx  
Productivity TQ.forum  
Productivity TQ.ndx  
Waves TQ.forum  
Waves TQ.ndx  
Section 7:  
Section 8:  
Section 9:  
Teachers: *directory must be created at setup*  
Teachers.forum  
Teachers.ndx  
United States of America:  
Graphics:  
United States of America.forum  
United States of America.ndx



Returned Reviews: *unused*  
 To Be Reviewed: *unused*  
 AkerblomJ 607363:  
   AkerblomJ 607363.myAdmin  
   AkerblomJ 607363.scores  
 Documents:  
   AkerblomJ 607363\_Beach Desc  
   AkerblomJ 607363\_Ocns-Clim  
   AkerblomJ 607363\_Plate Tect  
 Graphics:  
   CO2\_Emissions.jpg  
   industry.jpg  
   linkedGraphicsList  
   mex.jpg  
   Mexico.jpg  
   outdated.jpg  
   pollution.jpg  
   smoggy\_day.jpg  
   trench.jpg  
   world\_map.jpg  
 Homework 2.ANS  
 Homework 3 Part 1.ANS  
 Homework 3.ANS  
 Homework 7.ANS  
 HomeworkS03 1.ANS  
 HomeworkS03 4.ANS  
 HomeworkS03 5.ANS  
 HomeworkS03 6.ANS  
 HomeworkS03 8.ANS  
 Received Reviews:  
   AkerblomJ 607363\_Ocns-Clim.R3  
   AkerblomJ 607363\_Plate Tect.R7  
 Returned Reviews:  
 To Be Reviewed:  
 ETC All mailboxes continued  
   .....deleted mailboxes.....  
 mailboxesList *list of all mailboxes, and student section number*  
 Nicknameslist *list of student nicknames*  
 resourceRegister *pointers to writing assignments as they are graded*  
 Setups:  
   ClassConfig *control file for class configuration, assignment  
                   due dates, TA's, etc.*  
   cprConfig *control file the lists example papers and cpr  
                   configuration, when it is implemented.*  
   Software Fdbk 1 *student feedback file (generated by EED)*  
   studentlist *list of students who are allowed to log in without TA or  
                   Prof intervention.*  
   surveyInfo *output file from a "survey" homework. Created in EED.*  
 Oceanography\_Winter2004: *another version of oceanography that uses  
                                   assignments on the common directory for GS4.*  
   ..... etc same config files.....

Each version of the course is listed in the classesList file at the "Sites" directory level.

## 5. Control file examples and formats

Each of the control files has a simple, but often different format. These formats will be standardized in version 4, but are simple enough to pose little problem. You can access and edit these files from the "Setups" module by clicking on the "Show Entries" button. Then you select the file from the popup menu (except for the "ClassesList" file, which must be set by Prothero).

**3A. ClassesList** -- This controls the display of classes for the client to choose from.

```
EETeam_2003,3,UCSBClasses/GS4/GS4/Common/http://oceanography.geol.ucsb.edu/~classes/php/,
http://oceanography.geol.ucsb.edu/cgi-bin/netMaster3.cgi?,EEDUpdates3/EarthEdFile.txt,
oceanography.geol.ucsb.edu,geoed,geoedoceanography
ClarkTest_2004,3,ClarkClasses/CLARKTest/ClarkTest/Common/http://oceanography.geol.ucsb.edu/~classes/php/,http://oceanogr
aphy.geol.ucsb.edu/cgi-
bin/netMaster3.cgi?,EEDUpdates3/EarthEdFile.txt,oceanography.geol.ucsb.edu,clrked,geoedoceanography
UTTest_2004,3,UTSAClasses/UTSATest/UTSATest/Common/http://oceanography.geol.ucsb.edu/~classes/php/,http://oceanograp
hy.geol.ucsb.edu/cgi-
bin/netMaster3.cgi?,EEDUpdates3/EarthEdFile.txt,oceanography.geol.ucsb.edu,utsaed,geoedoceanography
EETeam_2004,3
Oceanography_Spring2004,3
Oceanography_Winter2004,2
Oceanography_Spring2003,6
Oceanography_Spring2002,6
EETeam_2003,6
```

There are 8 lines in the example above. The first 2 lines are used in V3.60 and later EED. They allow the specification of different directory locations for different schools, so that students running the program for different classes will not interfere with each other. Each of the lines specifies a single class, and within each line, the "items" (between commas) specify parameters for that class. These are:

Each of the items below must reside on a single line with a comma between each one.

<class name> e.g. EETeam\_2003

<# of sections> e.g. 3

<School Directory> e.g. UCSBClasses /

<Directory containing the named class directory, including the Common directory> e.g. GS4/

<Directory for the common assignments> e.g. GS4/Common/

<URL to the directory containing the php scripts>

<URL to the netMaster3.cgi cgi>

<Path containing the update file, relative to the "Sites" directory>

<class server address for ftp purposes>

<multi-user server chat ID>

<multi-user server chat encryption string>

### 3B. adminStuff

This file holds teacher and professor passwords and nicknames. When a teacher changes the password, a line gets added to the end of the list. The last entry is the one that is used.

Example:

```
7/31/2003,14:18,myInfo,1108091208530A,Teacher Landsfeld,marty
```

```
7/31/2003,14:21,myInfo,07121B1A004D0B,Teacher Singer,tsunami1
```

```
10/26/2003,14:21,myInfo,1108091208530A,Jacqueline Regev,Jacqueline
```

```
10/24/2003,11:11,myInfo,1108090309410E0401,Jacqueline Regev,Jackquelin
```

7/31/2003,14:18,myInfo,1108090309410E0401,Teacher Mackay,Robert  
3/1/2004,19:33,myInfo,1108090309410E0401,Teacher Mackay,Robert

Format:

<date>,<time>,<identifier as password>,<encoded password>,<first and last name>,<nickname>

### 3C. classFlags

Purpose: To switch on and off certain options for the class management system. Comments are in italics. They are not contained within the classFlags file.

```
****joinGroupsOk*  --students cannot join a group until this is set to TRUE
TRUE
****cutoffDate*  --no assignments are graded after this date
6/5/2004
****nothing*
zero
```

### 3D. GroupAssignments

Purpose: To restrict the group names (Countries for UCSB GS4) that can be joined. This can prevent duplication in other sections. The group choice system is buggy. Don't use it.

Example:

```
Section 1,Tuesday 3-5,Angola,Costa Rica,Japan,Indonesia,United States of America,France,El
Salvador,Ghana
Section 2,Wednesday 2-4,Argentina,Canada,Chile,China,Malaysia,Saudi Arabia,Republic of
Vietnam
Section 3,Thursday 1-4,Australia,Belize,Cambodia,United
Kingdom,Mexico,Nigeria,Germany,Kenya,South Africa
```

Each of the 3 lines contains comma delimited names of the assigned groups for each of the 3 sections.

### 3E. classConfig

This file specifies class configuration parameters, TA's, assignments and due times, etc. The example is taken from the EETeam\_2003 config file. Some of the assignments have been deleted. Comments are in italics and cannot be put into the actual control file.

Example:

```
**** theCheckPlusMinusScores*
75,85,100
**** theLatePenalties*  --% of score for work < 1week late, < 2 weeks late, < 3 weeks late
90,80,50
**** isSections*  --obsolete, but set to 0
0
**** lab1startdate*  --class start date
3/29/2004
**** cycleStartDay*  --allows for courses that don't start on Monday
1
**** theClassWebPage*
http://oceanography.geol.ucsb.edu/AWP/Class_Info/GS-4/Index.html
**** theClassHelpPath*
```

[http://geosci.geol.ucsb.edu/~classes/help/GS4\\_Oceanography\\_Spring\\_2000/](http://geosci.geol.ucsb.edu/~classes/help/GS4_Oceanography_Spring_2000/)  
 \*\*\*\* theClassHelpPage\*  
[http://geosci.geol.ucsb.edu/~classes/help/GS4\\_Oceanography\\_Spring\\_2000/helpindex.html](http://geosci.geol.ucsb.edu/~classes/help/GS4_Oceanography_Spring_2000/helpindex.html)  
 \*\*\*\* defaultForums\* --forums that appear in all students' forums list  
 Frequently Given Answers,1,0 --<forum name>,<1 for read only, 0 for read/write>,<section??>  
 WholeClass,0,0  
 Lab 7 EarthSummit,0,0  
 \*\*\*\* muServerAddress\*  
 oceanography.geol.ucsb.edu --allows for chat served by another computer  
 \*\*\*\* warnversion\* --if version < this, a warning message is given  
 3.0  
 \*\*\*\* dieversion\* --if version < this, EED will not run  
 3.0  
 \*\*\*\* theDefinitions\* --used to help student associate these abbreviations with assignments  
 HW = Homework:  
 LAB= Lab Activities:  
 WR = Writing Assignments  
 TQ = Thought Questions  
 MQ = Mini Quizzes  
 QD = Questions of the Day  
 EC = Extra Credit  
 FIN = Final Exam  
 \*\*\*\* theCredits\* --% of course grade for assignments in each category  
 HW,15%  
 LAB,10%  
 WR,35%  
 TQ,10%  
 QD,10%  
 EC,10%  
 FIN,20%  
 \*\*\*\* theSections\* --section titles  
 Tuesday 3-5  
 Wednesday 2-4  
 Thursday 1-3  
 \*\*\*\* theProfs --those who have prof permissions. The Professor is these folks' mailbox.  
 William Prothero  
 Robert MacKay  
 \*\*\*\* theTAs --TA name for each section. Mailbox is TA-deoreoS. for TA named below.  
 Steve DeOreo  
 Steve DeOreo  
 Steve DeOreo  
 \*\*\*\* theStartTimes\* --lab section start and end times. Use AM and PM and don't abbrev weekday  
 Tuesday,3:00 PM, 4:50 PM  
 Wednesday,2:00 PM,3:50 PM  
 Thursday,1:00 PM,2:50 PM  
 \*\*\*\* totalGradePerc\* --it is possible to have the total grade > 100%  
 100  
 \*\*\*\* theHomeworks\* --every assignment that is graded must be listed here  
 My Info,Week: 2,1,AL,NP,false,2,true,SURV,section begin  
 HomeworkS04 1,Week: 1,20,HW,NP:168h,false,10,true,HW,section begin  
 HomeworkS04 2,Week: 2,20,HW,NP:120h,false,16,true,,section begin  
 HomeworkS04 3,Week: 3,20,HW,,false,6,true,,section begin  
 Homework 3 Part 1,Week: 3,5,HW,,false,6,true,HW,section begin  
 ;;;;;;;;;; deleted lines ;;;;;;;;;;  
 HomeworkS04 9,Week: 9,20,HW,,false,6,true,,section begin  
 Lab Section 1,Week: 1,10,LAB,NP,true,,false,,section begin

Lab 1 Feedback,Week: 2,2,EC,,false,,true,,section begin  
 Lab Section 2,Week: 2,10,LAB,NP,true,,false,,section begin  
 Lab 2 Feedback,Week: 3,2,EC,,false,,true,,section begin  
 ..... more.....  
 Lab 9 Feedback,Week: 10,2,EC,,false,,true,,section begin  
 EarthSum Talk Lab 9,Week: 9,10,LAB,NP,true,,false,PRES,section begin  
 First\_Write,Week: 1,2,WR,NP:168h,false,,true,WR,section begin  
 Beach Desc,Week: 3,5,WR,,false,,true,WR,section begin  
 Plate TectW,Week: 4-Thurs\*,30,WR,,true,,true,WR,11:00  
 OcnS-ClimW,Week: 8-Thurs\*,30,WR,,true,,true,WR,11:00  
 Plate Tectonics TQ,Week: 3-Tues\*,10,TQ,NP,true,1,true,,11:00  
 Atmosphere TQ,Week: 4-Tues\*,10,TQ,NP,true,1,true,,11:00  
 ..... more.....  
 Fisheries TQ,Week: 9-Tues\*,10,TQ,NP,true,1,true,,11:00  
 Earth Structure Quiz,Week: 3-Thurs\*,10,EC,NP:168h,false,,true,,11:00  
 Plate Tectonics Quiz,Week: 4-Thurs\*,10,EC,,false,,true,,11:00  
 Atmosphere Quiz,Week: 5-Thurs\*,10,EC,,false,,true,,11:00  
 ..... more.....  
 Productivity Quiz,Week: 9-Thurs\*,10,EC,,false,,true,,11:00  
 Profile Game: Feature 1,Week: 3,2,HW,NP:290h,false,,true,AL,section begin  
 Profile Game: Feature 2,Week: 3,2,HW,NP:290h,false,,true,AL,section begin  
 Profile Game: Feature 3,Week: 3,2,HW,NP:290h,false,,true,AL,section begin  
 Profile Game: Feature 4,Week: 3,2,HW,NP:290h,false,,true,AL,section begin  
 Profile Game: Random 1,Week: 3,4,HW,NP:290h,false,,true,AL,section begin  
 Profile Game: Random 2,Week: 3,4,HW,NP:290h,false,,true,AL,section begin  
 Geography Game: Continents,Week: 3,2,EC,NP,false,,true,AL,section begin  
 Geography Game: Seas,Week: 3,2,EC,NP,false,,true,AL,section begin  
 Geography Game: Oceans,Week: 3,2,EC,NP,false,,true,AL,section begin  
 Geography Game: Bays/Gulfs,Week: 3,2,EC,NP,false,,true,AL,section begin  
 Geography Game: The Works!,Week: 3,2,EC,NP,false,,true,AL,section begin  
 Final Exam,6/9/2004\*,100,FIN,NP,true,,false,,12:00  
 qotd.p23,Week: 15-Sun\*,1,QD,NP,true,,false,,23:59  
 qotd.p25,Week: 15-Sun\*,1,QD,NP,true,,false,,23:59  
 ..... more.....  
 qotd.p99,Week: 15-Sun\*,1,QD,NP,true,,false,,23:59

**Format for \*\*\*\* theHomeworks\* (assignment specifications):**

<assignment name> --must match the assignment directory and control file names  
 <due date> -- The date can be specified as an absolute time, or relative to the students lab section begin time.

Relative to section begin: Week: # e.g. Week: 5

A specific day of the week: Week: #-day\* e.g. Week: 5-Tues\*

The due time is specified in a later field, but on the same line. Note that the asterisk is required to trigger the absolute date specification.

The weekday must be specified as one of: Sun,Mon,Tues,Wed,Thurs,Fri,Sat. (no commas or periods)

The due date is calculated relative to the lab1startday setting. The lab1startday should be the date of the start of classes. If it is a Monday, then the cycleStartDay should be set to 1. This allows for classes that may start in the middle of the week and the lab sections for a given week may extend over the weekend. **Aside:** *I haven't used this for several years. If you need this feature, check*

*with me first.*

<assignment points>

<assignment grade category>

<late penalties specification>

--if no entry, the standard penalties apply

-- NP means no penalty

-- NP:###h means no penalty for ## hrs, after which standard penalties apply. e.g. NP:290h

--Standard penalties:

not late: no penalty

up to 1 week late: 10% penalty

up to 2 weeks late: 20% penalty

after 2 weeks late: 50% penalty

no penalty for late work if score prior to the due date is > 80%

\*\*Penalties are only applied to the portion of the assignment that is completed late.

<is grade entered by TA?>

<# of times the assignment can be worked without penalties>

--For each try after the # of times is exceeded, the total score is decreased by 1%. So, 3 tries after the maximum would result in a maximum possible score of 97%. This encourages students doing multiple choice problems to think rather than guess.

<show assignment in homework list?>

--set true if you want it to show in the list. Assignments that add to the student's grade, like the final exam or in class thought questions, should be set to FALSE, so they don't show in the list.

<assignment type> --

-- HW: if nothing is entered. However

-- AL: means "Alarm", which simply loads an alert message. The homework must still exist in the Homeworks folder, though. The file is just the message that the student gets. This is used for assignments that have separate grade capability, like the Our Dynamic Planet's Profile Game and Geography Game.

-- WR: writing assignment. This sets up the assignment list to take the student to the writer software instead of the homework assignment software.

<due time>

-- section begin means the due time is at the beginning of the student's assigned lab section.

-- A specific time: e.g. 23:59. Note that 24 hr time is used.

### **3F. cprConfig file**

This file sets up the example files for the writing assignments. Example files are created, by someone with Professor permission, in the Writer software. A php script is called that copies the paper that is to be used as an example, and its figures, into the writingCPR directory.

Example:

```
#####examples# --this delimiter specifies the example files
**Plate TectW* --name of the paper to which the examples apply
Plate TectW_1 --example 1 name (appears in popup menu)
Plate TectW_2 --etc
Plate TectW_3
Plate TectW_4
**Ocns-ClimW*
Ocns_ClimW_1
Ocns_ClimW_2
Ocns_ClimW_3
#####CPR_review# --delimiter for future CPR specifications
xx
```

The filenames that are specified in the cprConfig file must exist in the writingCPR folder as specified in the file directory structure section of this document.

### 3G. resourceRegister

The resourceRegister file keeps track of various resource, especially student papers as they are handed in, reviewed, and returned. When a student hands in a paper, only the text is moved. All graphic images are linked from the student's mailbox. A list of linked graphics is maintained by the BBS and writing modules to prevent students from deleting linked graphics.

The only reason this directory will be needed is to figure out what happened to lost papers. The software has been carefully debugged to minimize this occurrence, but this allows the prof to follow up on student claims that the paper was "lost" by the system.

The first two lines in the example entries indicate that the student has handed in the paper. The time, name of paper, name of student, country group, and the path to the paper is indicated. The word "new" indicates that this is a newly handed in paper.

The next two lines show the TA grading the paper and storing it in the TA's "Returned Reviews" directory. The last 2 lines show Prothero returning the paper to the student. It is stored in the student's "Received Reviews" directory.

Example entries:

```
4/22/2004,10:43,Plate TectW,paper,RadentzW 642578,Belize,new,,HandIns/RadentzW 642578_Plate TectW
4/22/2004,10:45,Plate TectW,paper,RosenquiJ 662315,,new,,HandIns/RosenquiJ 662315_Plate TectW

4/22/2004,16:5,Plate TectW,paper,TA-deoreoS,,hold review,Steve DeOreo,MailBoxes/TA-deoreoS/Returned Reviews/BaeP
419683_Plate TectW.R1
4/22/2004,17:28,Plate TectW,paper,TA-deoreoS,,hold review,Steve DeOreo,MailBoxes/TA-deoreoS/Returned Reviews/YahrJ
596951_Plate TectW.R1

5/3/2004,15:6,Plate TectW,paper,BergerJ 595814,,review,william prothero,MailBoxes/BergerJ 595814/Received Reviews/BergerJ
595814_Plate TectW.R2
5/3/2004,15:10,Plate TectW,paper,BrayL 658055,,review,william prothero,MailBoxes/BrayL 658055/Received Reviews/BrayL
658055_Plate TectW.R2
```

### 3H. studentlist file

This file contains the list of students who are eligible to login to the class. The first time the student logs on, the software checks this list and if the name and ID numbers match, a mailbox is created and an entry is made into the mailboxesList file. If the student is not in this list, the teacher or TA can force the creation of a mailbox in the presence of the student by holding down the shift and option keys (alt on PC) and logging on. A teacher name and password will be requested and if successfully entered, a mailbox will be created along with an entry to the mailboxesList file.

The student's name is entered as

<last name><first character of first name><one space><6 digit ID>

If the ID number is greater than 6 digits, the additional characters will be ignored. The ID's don't need to be unique unless the name characters are identical. At UCSB, students are all given a 7 digit "perm" number, where only the first 6 numbers are independent. You can assign students any ID you want, but they need to be 6 digits. Examples are: 000001, 200000, etc.

Example:

```
**section 1 --delimiter for section 1 students
testeraJ 123456
baeP 419683-8
.... more students
**section 2 --delimiter for section 2 students
apikianK 627644-8
bergerJ 595814-5
.... more students
**section 3
bishopD 580025-5
burwellA 661714-6
.... more students
```

This file can be created in Excell and exported as a text file, then pasted into the EED editor, or entered by hand. The teacher's configuration software will make this easier in the future.

## 6. Student activity and grade files

EarthEd provides a lot of information about student activities. You can find how when and how often students log onto the system, when they began work on their writing assignments, and of course their current course grade. These files are accessible in the "Setups" module by clicking on the "Show Entries" button. Select one of the following files from the popup menu.

### Scores File:

Login times, assignment grades, and other info is posted here. An example of some entries follows. This shows a grade for the Geography Game: The Works!, date and time, and score. In addition, there is a listing indicating the student has submitted the Plate Tectonics Thought Question (TQ), and logged out. Three grades for Lab Section 1 were posted by the TA, Steve DeOreo, and 2 logins occurred.

```
**** Grade:,Geography Game: The Works!,4/12/2004,21:50,69%,?,KarzagM 560166,
**** SubmitToGrade,Plate Tectonics TQ,4/12/2004,23:55,NA%,,KarzagM 560166,Thought Questions
**** Logout:, ,4/12/2004,23:57, %, ,KarzagM 560166,NetLogout
**** Grade:,Lab Section 1,4/13/2004,10:3,5%,0,KarzagM 560166,Posted by: Steve DeOreo---0
```

\*\*\*\* Grade:,Lab Section 1,4/13/2004,10:26,0%,0,KarzagM 560166,Posted by: Steve DeOreo---  
\*\*\*\* Grade:,Lab Section 1,4/13/2004,10:33,100%,0,KarzagM 560166,Posted by: Steve DeOreo---  
\*\*\*\* Login: ,4/13/2004,15:18, %, ,KarzagM 560166,NetLogin  
\*\*\*\* Login: ,4/13/2004,15:20, %, ,KarzagM 560166,NetLogin

### **Activity Log File:**

This file holds various activities that I thought it would be nice to log. Most of them are related to the writing assignments. It is possible to determine how soon the student began work on the assignment, and when the first version was handed in to the TA. In the past, there have been rare claims by students saying they handed it in, but the software didn't work. If the student has a bad network connection, this could be possible, because the hand-in process requires several network operations. So, when a paper is handed in, the log entry is initiated the first thing. So, it is possible to verify if an attempt at handing in the paper was made.

### **Example entries:**

5/21/2004,14:38,Loaded writing: Plate TectW  
5/21/2004,14:38,Loaded writing: Plate TectW  
5/21/2004,14:38,Loaded writing: Plate TectW  
5/21/2004,14:39,Loaded writing: Ocns-ClimW  
5/21/2004,14:42,Loaded writing: Ocns-ClimW  
5/21/2004,14:42,Saved writing: Ocns-ClimW  
5/21/2004,14:42,Loaded writing: Plate TectW  
5/21/2004,15:41,Loaded writing: Beach Desc  
5/21/2004,15:41,Loaded writing: First\_Write  
5/21/2004,15:41,Loaded writing: Ocns-ClimW  
5/21/2004,15:48,Loaded writing: Ocns-ClimW  
5/21/2004,15:49,Loaded writing: Ocns-ClimW  
5/21/2004,15:49,Loaded writing: Ocns-ClimW

### **Admin File:**

This file stores various administrative data. Note the first two items (comma delimited) are the date and time of the posting. The second one identifies the kind of posting. The first line is the student's password (encoded), nickname, and email address. This data is accessible at the opening screen of the "Setups" module.

The second two lines are "keys" that allow access to the thought question answer forums. The student will not have access to these forums until he/she answers the thought questions.

3/31/2004,14:59,myInfo,0A0E1B060C4F0F,nate,ncoehlo@umail.ucsb.edu,  
4/14/2004,17:44,myForumKey,Plate Tectonics TQ,Section 2,360,false  
4/24/2004,18:21,myForumKey,Ocean Currents TQ,Section 2,360,false

### **Graphics Folder:**

A listing of the graphic jpeg images in the selected student's graphics directory.

### **Documents Folder:**

A listing of all of the saved writing files in the selected student's Documents directory.

### **Received Reviews Folder:**

A listing of files returned after being reviewed and scored. Each time modifications are made,

the revision number is added to the file name. The list below shows 3 revisions for the Plate TectW paper (R2 and R3), and 3 for the OcnS-ClimW paper. The revisions can be made prior to returning the paper, but once the paper is returned, the original version remains in the student's "Received Reviews Folder".

Example listing:

```
KaplunE 623910_OcnS-ClimW.R3  
KaplunE 623910_Plate TectW.R2  
KaplunE 623910_Plate TectW.R3
```

**Returned Reviews Folder:**

This is not used. It will be used when peer review is developed.

**To Be Reviewed Folder:**

This is not used. It will be used when peer review is developed.

## Assignment file formats:

These formats are the raw text file formats that define the way the assignment appears to the student. It will not be necessary to know these formats after the Teacher's Interface is completed, but for now, the files must be edited through the editor built into the "Setups" module in EarthEd. To access them, go to "Setups" and click on "Edit Assignments" button below the tabs at the top. Use the popup menu above the text field to load the assignment or configuration file you want.

### Writing assignment structure:

The assignment structure is shown in the following listing. The first line is a control file. Note that what I'm calling and "item" refers to a comma delimited string. The name of the paper must be in item 2 of line 1. It's named "Paper 1". It must also be in line 2, where it's referred to as "Paper 1".

**Note:** Comments are indicated in italics. Don't include them in the file.

### Assignment control file example, with comments:

```
$$$$Writing,"Paper 1",student --don't change this line.  
[#assName: "Paper 1", #owner: "student", #permission: " ", #handInTo: "WholeClass"] --don't change  
**** Headings* --This is a list of the headings that you want to appear in the headings list in the writer.  
Abstract  
Introduction  
Methods  
Observations  
Interpretations  
Discussion  
Conclusions  
References
```

\*\*\*\* Abstract\* --The text of each heading, in html format, starts at this delimiter. The heading name must match a name in the headings list above. Note that the name is enclosed by 4 "\*", a space, and a "\*" at the end.

```
<html>
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF"> --the text to edit is in bold below. Note the way a quotation mark is expressed in html
<font size=4>Before you begin writing, be sure to read "Anatomy of a Science Paper" and "Writing with Integrity" in the resources section of your course workbook.<p>
A brief synopsis of the paper. The reader should be able to get all of your main points in the abstract. In fact, some publishers publish the abstract by itself, expecting that many readers will be satisfied with the synopsis, but encouraging the interested reader to then go to the trouble to find the entire text. </font></body>
</html>
```

\*\*\*\* Introduction\*

```
<html>
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF">
<font size=4>You are introducing your topic. Why is this topic interesting? Does it have practical application? Does it relate to similar theories, or is the advancement of scientific knowledge depending on your result. You should try to convince the reader that your paper is worth reading in this section. </font></body>
</html>
```

\*\*\*\* Methods\*

```
<html>
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF">
<font face="New Times" size=4>Describe your strategy for attacking this problem. What data will you use? Seismologists describe their instrumentation, how it is installed in the field, and how the data are processed. Here, you should describe the source of your data and its quality or accuracy (if that information is available to you). <p>The reader needs to know that he/she can trust conclusions that your data are based upon. For example, a study of the health effects of vitamin E requires double blind studies if the results are to be believed. In earth science, when we get data from databases, it is important to be aware of its limitations. </font></body>
</html>
```

\*\*\*\* Observations\*

```
<html>
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF">
<font face="New Times">D</font><font size=4>Decide what data to plot. Then describe the data. What is it about the plot that you think is important? What would you like to be sure that the reader notices? You should bring the reader's attention to all of the information in the data plots that you will use in the Interpretations section. <p>Describe what you want the reader to notice about: a) profiles, b) map plots of data, c) "features"; classified using profiles (this has elements of an interpretation of profile data, but for our purposes, put it here).<br>
</font></body>
</html>
```

\*\*\*\* Interpretations\*

```
<html>
```

```
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF">
<font face="New Times" size=4>You will need to a) describe your theory, or model, b) describe how your
observations support your model, c) describe where the data disagree with, or simply cannot tell us anything about
your model. </font></body>
</html>
```

#### \*\*\*\* Discussion\*

```
<html>
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF">
<font face="New Times" size=4>Relate your findings to other information that is relevant to your topic, but that you
have not specifically tried to study. <p>
This is a place to show off your general knowledge of the field. But, make this section short. Your discussion must
be relevant to your own study. if it is so long that it takes away from previous sections, it will look like you are
doing a book report, and your grade will suffer. </font></body>
</html>
```

#### \*\*\*\* Conclusions\*

```
<html>
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF">
<font face="New Times" size=4>A reiteration of your main results. The reader may have missed points, or forgotten
your main data. Summarize it briefly here.</font><font size=3> </font></body>
</html>
```

#### \*\*\*\* References\*

```
<html>
<head>
<title>Untitled</title>
</head>
<body bgcolor="#FFFFFF">
<font face="New Times" size=4>The references form a vital part of your paper. All data sources must be
referenced. An important part of the process of science is that results can be duplicated by others. A reader must be
able to find where you got your information. Reference formats are shown in the example papers. Reference formats
are shown in the lab manual. </font></body>
</html>
```

### **Writing Assignment scoresheet file example, with comments:**

This is the scoresheet that we use for our writing assignments (the rubric). It corresponds to the writing control file listed above. Notice that there are the usual delimiter lines, which use "####", four # signs and a space, the name of the heading, then a # at the end. These lines must match, exactly, the format below, including spaces. Case is not that important, but the case is what's displayed in the menus.

There is a section in the rubric/scoresheet, for each heading. There is also an "Overall" section where scored items that apply to the entire paper are placed.

The scores are returned with the student's paper when it is returned online. Also, you cannot return a paper that is incompletely scored.

#### Overall# --heading. This is the "Overall" heading, which every scoresheet must have.

\*\*\*\* --delimiter to indicate a scored item

Punctuation and spelling are accurate --text in the rubric. One line only, but it can be a long line.

0,1,2,3,4 --score choices. I think of these as A, B, C, D, F.

\*\*\*\* --another scored item. Start each item with the "\*\*\*\*" line.

All paper sections are included and include the appropriate content

0,1,2,3,4

\*\*\*\*

Figures are numbered, referred to in the text, have informative captions, and are organized in the order that they are referred to in the text (Credit is reduced for using irrelevant or superfluous figures)

0,1,2,3,4

\*\*\*\*

Data and others' work are adequately referenced throughout the paper

0,2,4,6,8

#### Abstract#

\*\*\*\*

Complete and concise summary of paper, including conclusions

0,1,2,3,4

#### Introduction#

\*\*\*\*

The topic of investigation is easy to identify and the scope is based on an accurate understanding of the theory of the topic, its underlying theory, and the inquiry assignment

0,1,2,3,4

\*\*\*\*

Country background information is included which characterizes the implications that the topic of the paper may have on the political, economic, or physical environment

0,1,2,3,4

\*\*\*\*

The study area is clearly indicated on a world map and more detailed country map, if needed.

0,1,2,3,4

#### Methods#

\*\*\*\*

Methods of data collection are described.

0,1,2,3,4

\*\*\*\*

Accuracy and limitations of the data are discussed.

0,1,2,3,4

\*\*\*\*

Data and sources are accurately referenced.

0,1,2,3,4

#### Observations#

\*\*\*\*

Observations are clearly supported by figures that show data and location of data when appropriate

0,2,4,6,8

\*\*\*\*

Data and data representations are described in the text.

0,2,4,6,8

\*\*\*\*

Multiple data sources are used, when appropriate, to identify geological features.

0,2,4,6,8

\*\*\*\*

Relationships among observations are made clear.

0,2,4,6,8

#### Interpretations#

\*\*\*\*

Each interpretation is supported by one or more observations and follows logically from the data.

0,2,4,6,8

\*\*\*\*

A clear figure is included that describes the model, or theory that your investigation is attempting to support (must be student-drawn).

0,2,4,6,8

\*\*\*\*

The model (or theory) and supporting data are clearly connected throughout the text and figures.

0,2,4,6,8

\*\*\*\*

The model figures clearly depict the correspondence between the observations and the model. ( Data or observations are shown on the model sketches and clearly indicate the correspondence between data and model features.)

0,2,4,6,8

#### Discussion#

\*\*\*\*

Discussion clearly illustrates the broader aspects of plate tectonics theory that apply to the investigation. Irrelevant content here will result in a lower score.

0,2,4,6,8

#### Conclusions#

\*\*\*\*

Major findings are summarized with reference to observations and interpretations that support these findings.

0,2,4,6,8

#### References#

\*\*\*\*

References are cited in correct format

0,1,2,3,4

### **Thought Question Assignment scoresheet file example, with comments:**

Thought question assignments are text entry assignments that require a short answer. When the student has submitted his/her answers, she/he will get access to a threaded discussion board that allows him/her to see other students' answers and post and reply to others. The BBS/Forum software is set up, for grading purposes, so that the professor can easily collect all student postings in one place. The postings are available only to those in the student's section. The professor can post answers in the WholeClass forum, and/or use student answers in "Just in Time Teaching" methods.

To grade student TQ postings, go to the "Mail/BBS/Chat" module and select the section you want in the forums list. Then, after a short delay, click on the "Do Grading" button. A list of TQ forums will appear. Click on the line displaying the one you want. You should see the postings in the message list. You can click on a line in the message list and see the posting. To collect student responses on one screen, click the "Compact" checkbox. To the right, there are vertical arrow keys labeled "Prev/Next Student". Click them to step through the students assigned to that section. You can check the NC (no credit), check, check plus, or check minus checkboxes and then "Submit" to store the grade for the student.

**Idiosyncrasy:** When doing the "Compact" view, only students who are currently registered for the selected section are displayed. If a student submits answers, then switches sections, their

postings will be missed. An alert box notifies you of students who have posted, but are not in the section.

\$\$\$\$ThoughtProblem,Comm,sectionGroup --don't change this

####Problem 1 --notice the change in the delimiter format from the writing. The problem number is not used.

\*\*type

,SA

\*\*probID

5

\*\*probModDate

4/9/2001

\*\*probParams

\*\*Subject

\*\*KeyWords

\*\*problemtext --This is the text you can edit. Leave all other entries unchanged.

The Pacific Ocean is ringed by earthquakes and volcanoes, but the Atlantic Ocean is not. Why is this?

\*\*Choices:

\*\*Answer:

\*\*Graphic

\*\*HelpAnswer

\*\*HelpGraphic

####Problem 1

\*\*type

,SA

\*\*probID

\*\*probModDate

\*\*probParams

\*\*Subject

\*\*KeyWords

\*\*problemtext

What is the difference between the crust and lithosphere?

The lithosphere and asthenosphere?

\*\*Choices:

\*\*Answer:

\*\*Graphic

\*\*HelpAnswer

\*\*HelpGraphic

####Problem 1

\*\*type

,SA

\*\*probID

\*\*probModDate

\*\*probParams

\*\*Subject

\*\*KeyWords

\*\*problemtext

Sediments are always being transported from the continents into the ocean basins. In the 4.5 billion year lifetime of the Earth, why aren't the ocean basins filled, or at least very flat?

\*\*Choices:

\*\*Answer:

\*\*Graphic

\*\*HelpAnswer

\*\*HelpGraphic

####Problem 1

\*\*type

,SA

\*\*probID

\*\*probModDate

\*\*probParams

\*\*Subject

\*\*KeyWords

\*\*problemtext

How can you tell the difference, using data, between convergent, divergent, and transform plate boundaries?

\*\*Choices:

\*\*Answer:

\*\*Graphic

\*\*HelpAnswer

\*\*HelpGraphic

**Homework Assignment control file example, with comments:**

The following example shows how auto graded homework assignments are formatted. You can assign a problem requiring a) numerical answer, with units, b) multiple choice answer, c) multiple-multiple choice, where students choose more than one answer from a list.

The templates for homework 1 to 10 are meant for you to cut and paste templates for problems of the type you want, then edit the text and choices to fit your question.

```
$$$$Homework 1,Main,mbox --name of assignment included. Don't change.
####Problem 1 --Delimiter to indicate start of problem. The problem number is ignored.
**type          --Controls the type of problem. Here it's "NA", or Numerical Answer
NA
**probID
501              --not used, but needs to be here
**probModDate
1/31/2001
**probParams

**Subject
Solid Earth
**KeyWords

**problemtext
What is the radius of the earth at the equator (in km)?
**Choices:

**Answer:       --multiple correct answers are possible. Each possible answer is on a single line. The 4 items
                 are numerical answer, units, allowable error, and TRUE or FALSE to require the significant
                 figures to be correct.
6378,km,1,TRUE  --units must be in the units list, which is loaded from the server.
3963,mi,1,false
**Graphic
HW Image.jpg    --image file. This image must be in the same directory (on the server) as the homework
                 assignment control file. Currently, you cannot upload images to this location. The teacher's
                 interface will provide a database of images and upload capability for your custom images.

**HelpAnswer
See appendix of lab book for answer --not used
**HelpGraphic   --not used

####Problem 2
**type          --the type delimiter signifies a MC or "Multiple Choice" problem.
MC
**probID
509
**probModDate
1/31/2001
**probParams

**Subject
Solid Earth
**KeyWords

**problemtext   --the question
What is the deepest trench on earth?
```

(select your answer from the list on the right)

\*\*Choices: *--the choices, one per line.*

Kurile Kamchatka Trench  
Japan Trench  
Bonin Trench  
Mariana Trench  
Philippine Trench  
Tonga Trench  
Kermadec Trench  
Aleutian Trench  
Middle America Trench  
Peru-Chile Trench  
Java Trench  
Puerto Rico Trench  
South Sandwich Trench

\*\*Answer:

Mariana Trench

\*\*Graphic

\*\*HelpAnswer

\*\*HelpGraphic

####Problem 3

\*\*type *--another numerical answer example*

NA

\*\*probID

510

\*\*probModDate

1/31/2001

\*\*probParams

\*\*Subject

Solid Earth

\*\*KeyWords

\*\*problemtext

How long ago did the age of the dinosaurs end?

\*\*Choices:

\*\*Answer:

*--4 possible answers are allowable, because of different ways units can be chosen*

70,ma,10,false

70e6,yr,10e6,false

70,mybp,10,false

70,myr,10,false

\*\*Graphic

\*\*HelpAnswer

\*\*HelpGraphic

####Problem 4

\*\*type *--type MMC or "Multiple Multiple Choice"*

MMC

\*\*probID

537

\*\*probModDate

1/31/2001

\*\*probParams

\*\*Subject

\*\*KeyWords

\*\*problemtext --the question

What are the differences between the Pacific Ocean basin and the Atlantic Ocean Basins?

Select all answers in the list that are correct

\*\*Choices: --possible choices

- 1, Atlantic has few trenches while the Pacific has many
- 2, Pacific has few trenches while the Atlantic has many
- 3, Atlantic has many volcanoes around its edges while Pacific has few
- 4, Pacific has many volcanoes around its edges while Atlantic has few
- 5, Atlantic has many quakes around its edges, while the Pacific has few
- 6, Pacific has many quakes around its edges, while the Atlantic has few
- 7, Atlantic has many quakes down its center while the Pacific has few
- 8, Pacific has many quakes down its center while the Atlantic has few

\*\*Answer: --correct choices. Note the "-" is used as a delimiter for the choices.

-1-4-6-7-

\*\*Graphic

\*\*HelpAnswer

\*\*HelpGraphic