

World Builders
Information

Syllabus

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Charter College of Education

Division of Educational Foundations and Interdivisional Studies

Winter, 2003

EDIT 472 World Builders (5 units)

Instructor:	Elizabeth Viau	Class Location:	TBA
Office Location:	KH 2046	Time of First Class: Jan 10	Friday 4:20 - 8:10
Telephone: EDFN office	(323) 343 4330	Office Hours: online	Sunday 6:00-9:00 pm Friday 7:00 - 8:30
e-mail:	eviau@earthlink.net	Email will be answered when received	
Call Number:		More Office Hours by appointment	

Note: this is a distance course. Group meetings and office hours will be arranged for your convenience and changed if necessary.

1. Catalog Description:

Students work in groups to design planets from the stellar dust through the development of alien plants and animals. Students will use computers to access information and to post graphics and text about the new worlds on the World Wide Web. Prerequisites: EDIT 430 or permission of Dr Viau.

2. Professional Statements:

A. Theme and Conceptual Framework For Professional Preparation:

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: (suggested examples might be the course content and/or performance standards, lecture topics, the textbook chapters, suggested readings, or other statements that may be appropriate for a specific course)

The attached diagram provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the CSULA Charter College of Education faculty.

B. Statement of Reasonable Accommodation

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is

registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations.

The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful.

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members of the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see student conduct: rights and responsibilities, and student discipline, CSULA General Catalog). Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest acts.

D. Technology

For formal admission to credential, certificate, or Masters Degree programs in the Charter College of Education, each student must:

- 1. Own or have ample access to a computer (ex. in CSULA computer labs, or at home or work)
- 2. Have general knowledge of operation and care of a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (ex. check connections, restart the computer, etc.)
- 3. Have an email account (available free of charge to all CSULA students)
- 4. Have a basic understanding of how to use the internet.

Students should anticipate that their use of these skills will be integrated within courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory computers course before they are formally admitted to the Charter College of Education.

3. Student Outcomes - Content Standards and Performance Standards

Content Standards specify expectations of what students should know or understand as opposed to what they will do.

Content Standards: Technology

Students will

- Understand how to search for information on the web and how to refine a search.
- Understand that computer images have different formats that have different uses.
- Understand the concepts involved in web page construction: the use of headings, tables, lists and links.
- Understand the idea of sequencing images to create animation.
- Understand how to format information for the web using headings, text blocks, images, and links

Content Standards: General Knowledge

Students will

- Understand the basic relationship between the sun, the planets, and moons.
- Understand that rocks are formed by different processes.
- Understand that the earth has a core, a mantle, and a crust.
- Understand that the continents are moving on tectonic plates.
- Understand the water cycle, and that warm air rises and cooling air releases rain.
- Understand that life forms need a source of energy.
- Understand that complex life forms are made up of cells.
- Understand that life forms adapt to survive in their environments. (Evolution, Survival of the Fittest)
- Understand that life forms interact in ecological communities.
- Understand the logic behind food and energy pyramids.

Performance Standards

Performance Standards identify explicit definitions of what students must do to demonstrate proficiency in the above specified content standard.

Performance Standards: Technology

Students will

- Develop and refine web searching techniques for finding targeted information.
 - Locate and capture graphics, buttons, and other web objects to add to their web pages.
 - Use a web page editor to create a total of eleven web pages with text, links, and appropriate graphics.
 - Create tables and lists on their web pages.
 - Change graphics into appropriate sizes and file formats for web page use.
 - Create transparent gifs.
 - Create graphics using a paint program or other graphics program.
 - Download and use helpful software from the internet.
 - Use email for communication, attaching text files and image files.
 - Download pdf files.
 - Advanced students may also experiment with sound, slide shows, movies, and/or animated gifs.
- Contents of web pages will apply knowledge gained from web searching.
Contents of web pages will apply understanding of major scientific concepts addressed (e.g., evolution)

Performance Standards: Organization and General Knowledge

Students will

- Cooperatively organize the layout of their web sites and the naming of their pages.
- Work together to create a planet and life forms that are in harmony with scientific concepts.
- Create web pages that are correct grammatically, scientifically, and in their spelling.
- Relate their learning experiences to Constructivist pedagogy

4. Assessment Procedures

Course assignments should allow students to demonstrate proficiency in the performance standards.

Students will work in cooperative groups to produce a web site describing their planet and its life forms. Students will sign the pages that they have authored and the pages will be assessed as described in the rubrics.

Rubrics distinguish between the levels of performance on tasks addressing the standards.

See [Table of Rubrics](#) here and choose the one that you want to see.

Short quizzes may be given on the science notes: study the [Study Questions](#).

5. Grading Procedures:

Each person will do a total of eleven web pages as shown below.

The Assignments

Each Person will do every one of these pages.		Each person in the group will do two of these pages.	Print the name of the person who will do each page here.	Each person in the group will do two of these pages.	Print the name of the person who will do each page here.
Home Page	all	Welcome Page		Coordinate Water Plants	
Water Plants	all	Table of Contents		Coordinate Water Animals	
Water Animals	all	Solar System		Coordinate Water Plants	
Water Ecology	all	Geology		Coordinate Land Plants	
Land Plants	all	Climate		Coordinate Land Animals	
Land Animals	all	Microbiology		Coordinate Land Ecology	
Land Ecology	all				

Web pages are worth 9 points each.

Total possible for 11 web pages = 99 points plus one free point = 100 points.

Grading on Individual Assignments will be:

A = 9

B = 7

C = 5

[There are rubrics to guide you for each assignment.](#)

Dr Viau strongly urges you to turn in a draft copy of your web pages each week for feedback and suggestions. You will be graded on your final copy of the page

A = 90 and up

B = 75 to 85 points

C= below 70 points

Grades will be determined as specified in [Rubrics](#) for each chapter.

6. Required Text: Read all material posted on the World Builders Web site for each lesson.

Palmer, Douglas. (1999) *Atlas of the Prehistoric World*. New York: Discovery Books.
ISBN 1-56331-829-6 Hardcover: \$35.00
Also available at <http://www.amazon.com/> Hardcover \$24.50 and shipping.

Research on the internet as required for your particular planet.

7. Course Schedule:

Topics and Schedule: World Builders

Planetary Structure

- | | |
|-------------------------------|--|
| Session 1: Astronomy | locating the planet near a star
<i>types of stars, orbits, moons, planetary systems</i> |
| Session 2: Geology | forming the rocky surface
<i>basic geological processes, erosion, volcanism</i> |
| Session 3: Meteorology | air, ocean and weather
<i>air and ocean currents, water cycle, rain shadow</i> |

The Emergence of Life

- | | |
|--------------------------------|--|
| Session 4: Microbiology | unicellular life/processes
<i>emergence of life, fundamental life processes</i> |
|--------------------------------|--|

The Water World

- | | |
|----------------------------------|--|
| Session 5: Marine Biology | lives / structures of plants
<i>adaptations to marine environment, energy capture</i> |
| Session 6: Marine Zoology | lives/structures of animals
<i>designs for mobility, energy capture, reproduction</i> |
| Session 7: Marine Ecology | aquatic communities
<i>ecological niches, population limitation and dispersal
expand and extend range and structure of life forms</i> |

The World of the Land

Session 8: Botany	plants, structure/ reproduction <i>problems on land, support structures, dehydration</i>
Session 9: Zoology	animals, structure/reproduction
Session 10: Ecology	communities on land <i>Adaptations to niches on land, behavioral and physical adaptations, extend range and structure</i>

The Voyage of Discovery

Possible free day / project completion

Final Session Share the Newly Created Worlds

8. Suggested Readings: [Recommended Books](#).

Detailed outlines of weekly course assignments can be found [here](#).

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