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<td>nothing happens</td>
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</tbody>
</table>

- Unprepared: 😞 (sad face), ᴑ呕吐 (sick face)
- Prepared: 😎 (cool face), 😍 (heart eyes face)
Moodle
Making Moodle the home-base for your course

Connections
Connecting in-class with out-of-class

Interactions
Using face-to-face time for rich, social interactions about content
A. Personalized course overview/intro from the instructor
B. Clearly stated learning objectives for each module
C. Variety of opportunities to test understanding
D. Variety of instructional materials
E. Interaction with other students
F. Easily accessible tech support
G. Timely, individualized feedback
H. Clear instructions and detailed expectations
I. Simple course navigation
J. Easily identify what is due, when
K. Consistent layout across courses
L. Consistent grading across courses
WHAT STUDENTS WANT

J Easily identify what is due, when
H Clear instructions and detailed expectations
G Timely, individualized feedback
I Simple course navigation
L Consistent grading across courses
K Consistent layout across courses
D Variety of instructional materials
B Clearly stated learning objectives for each module
C Variety of opportunities to test understanding
A Personalized course overview/intro from the instructor
F Easily accessible tech support
E Interaction with other students
List
Whimsy
Outline
Week 1 Day 1: Introductions, Attitudes, & Syllabus Highlights

There is no additional homework for this lesson, please work on completing your weekly assignments and quizzes.

Day 1 Google Slideshow (for your review purposes)

Videos from Slide Show
- Doug Burris Teacher with Multiple Sclerosis
- James Durbin Video 1
- James Durbin Video 2
- James Durbin Interviewed Regarding his experience with Autism and Tourettes
- Stevie Wonder
Moodle

Monday

1. **Research Proposal**: Identify a potential research question.

   ![Research Proposal]

   **Review**: *Selecting a Research Topic* tutorial to understand the basics of selecting a topic and how the library can help throughout the process.

2. **Getting APA Right**: Identify correct and incorrect references and citations to help you understand the essentials of APA.

   ![Getting APA Right]

   **Review**: *APA 7th Edition* tutorial to understand the essentials of APA. The most useful sections for you will be: a) In-text citations; b) Paraphrasing and Quotation; and c) Reference list entries.

3. **Research Article Review**: Summarize the purpose, methodologies, and conclusions of a peer-reviewed journal article.

   ![Research Article Review]

   **Watch**: *Finding an Article with Google Scholar* (0:30) to understand the
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<td>One folder for each week</td>
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</tr>
<tr>
<td>Each week is organized like an outline</td>
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<td></td>
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<tr>
<td>Each week contains all resources</td>
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<tr>
<td>Each week contains all assignments</td>
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</tr>
<tr>
<td>Students interact with Moodle during class</td>
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<td></td>
</tr>
<tr>
<td>Students interact with Moodle after class</td>
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</tr>
<tr>
<td>Students submit all work through Moodle</td>
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</table>
connections

Discussion forums

Current Events
Debate
Ask me Anything
Scavenger Hunt
Case Analysis
Group Study
Peer Review
Show & Tell

//you get out what you set up
Research a web-based new story from the last week that connects with concepts from this week’s topic.
Post a link to the news story.
Identify the main topic of the news story.
Summarize the news story in one sentence.
Explain how the news story helped you understand course concepts better.
Create one question you would pose to your classmates to start a conversation about the topic covered in the news story.

Search YouTube for a video showing someone performing the skill we are learning this week.
Post a link to the YouTube video.
List three things the video does a good job demonstrating.
List three things the video does a poor job demonstrating.
Create an action plan to improve the demonstration in the video.

This week, you have been randomly assigned to be either an EXPERT on a specific topic or an ASKER. If you are an EXPERT, you will be tasked with answering questions, clarifying understanding, and sharing resources related to your assigned topic in response to your classmates’ questions. If you are an ASKER, you will be tasked with asking three or your classmates at least one question about their topic.

Post a draft of your paper.
Review at least one classmates’ draft.
Identify five things your classmate can do to improve their draft.
interactions
<table>
<thead>
<tr>
<th>Name</th>
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<th>Comments</th>
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</thead>
</table>
Office Hours
Tuesday 9-11am
Thursday 2-4pm

Monday
To Do In-Class
Lessons
- Review: Session slides from today's lesson on the difference between union and strike and its implications for O'Regan's notion of eternal life.

Activities
1. 3 minute reflection: Identify the key takeaways from today's lesson.

To Do After Class
Activities
1. Current Events: Research a news story related to this week's topic and explain how the news story helped you understand course concepts better.

Wednesday
To Do In Class
Activities
1. Current Events Group Exploration: Synthesize the key takeaways from the stories related to your assigned topic and illustrate the connections between these stories and concepts from this week's lessons.

To Do After Class
Readings and Study
- Review: Searching in ERIC tutorial to understand how to use library databases to locate relevant research articles. Two windows will launch after you start, one with the tutorial and one where you can work within the library website to begin your research.

Read: Lindley, Cook pp. 3-24 focusing on the discussion of the effects of starlight on the sleep rhythm of tree frogs.

Friday
To Do In Class
Activities
1. 15 minute check: Identify key concepts from this week's readings.

To Do After Class
Activities
1. Policy Change: Create a proposal to change a policy that negatively affects the population you have been studying during this course.

Read: Lindley, Cook Chapter 6 focusing on the story of Oulafa and Sampson and examining the story's implications for policies about non-human animals.
3-minute reflection

Snapshot
5 points
Post by Tuesday, 11:59 PM ET

Format
Title your post with your preferred name and 1-3 words describing the most important lesson you learned today.
(e.g., Sammie, all means all)

Initial Posting Guidance
1. Add a new discussion topic.
2. In your post:
Describe your three main takeaways from today’s lesson, making connections between those ideas and other concepts/lessons from this course.
**Office Hours**

*Zoom Office Hours*: 9/13-9/17

- Tuesday 9:00-10:00
- Thursday 3:00-4:00

**Monday**

**To Do In Class**

**Lessons**

- **Review**: Lecture slides from today's lesson on the difference between alien and infed and its implications for O Henry's notion of eternal life.

**Activities**

1. **3 minute reflection**: Identify the key takeaways from today's lesson.

**To Do After Class**

**Activities**

1. **Current Events**: Research a news story related to this week's topic and explain how the news story helped you understand course concepts better.

**Wednesday**

**To Do In Class**

**Activities**

1. **Current Events Group Exploration**: Synthesize the key takeaways from the stories related to your assigned topic and illustrate the connections between these stories and concepts from this week's lessons.

**To Do After Class**

**Readings and Study**

- **Review**: Searching in ERIC tutorial to understand how to use library databases to locate relevant research articles. Two windows will launch after you start one with the tutorial and one where you can work within the library website to begin your research.

- **Read**: Lindley, Cook, pp. 3-24 focusing on the discussion of the effect of starlight on the sleeping rhythms of tree frogs.

**Friday**

**To Do In Class**

**Activities**

1. **15 minute check**: Identify key concepts from this week's readings.

**To Do After Class**

**Activities**

1. **Policy Change**: Create a proposal to change a policy that negatively affects the population you have been studying during this course.

**Readings and Study**

**Read**: Lindley, Cook Chapter 6 focusing on the story of Ollia and Sampson and considering the story's implications for policies about non-human animals.
Current Events

Snapshot
5 points
Post by Tuesday, 11:59 PM ET

Format
Title your post with your preferred name and 1-3 words describing the topic you researched. (e.g., Sammie, insects can count)

In your post bold key words and principles related to lessons in this and/or previous weeks.

Include course and outside resources as necessary (citing each use).

Initial Posting Guidance
1. Add a new discussion topic.
2. In your post (apply this format to organize your post).

Link
Paste a link to the web-based news story you researched

Summary
a. Identify the main topic of the news story
b. Summarize the news story in one sentence (in your own words)

Connection
Explain how the news story helped you understand course concepts better

Question
Create one question you would pose to your classmates to start a conversation about the topic covered in the news story readings and study.

Read: Leslie Cock. Chapter 1 focusing on the story of Obiens and Sampson and considering the story's implications for policies about non-human animals.
(EXAMPLE MODULE) Week 2: September 13-19

Office Hours
- Zoom: Office hours 9/13-9/17.
- Monday 1-4 pm
- Thursday 1-2, 4-6 pm

Monday
To Do In-Class
Lessons
- Review: Lesson slides from today's lesson on the difference between vision and reality and its implications for Origen's notion of eternal life.

Activities
1. 3-minute reflection: Identify key takeaways from today's lesson.

To Do After Class
Activities
1. Current Events: Research a news story related to this week's topic and explain how the news story helped you understand course concepts better.

Wednesday
To Do In-Class
Activities
1. Current Events Group Exploration: Synthesize key takeaways from the stories related to your assigned topic and illustrate the connections between these stories and concepts from this week's lessons.

To Do After Class
Readings and Study
- Review: Searching in ERIC tutorial to understand how to use library databases to locate relevant research articles. In the two windows will launch after you start the tutorial, one with the tutorial and one where you can work within the library website to begin your research.
- Read: Lindsey Cook, pp. 3-24 focusing on the discussion of the effects of starlight on the sleep rhythms of tree frogs.

Friday
To Do In-Class
Activities
1. 5-minute check: Identify key concepts from this week's readings.

To Do After Class
Activities
1. Policy Change: Create a proposal to change a policy that negatively affects the population you have been studying during this course.
Current Events Group Exploration

Snapshot
5 points
Complete in class

Format
Nothing to submit. We will discuss each group’s ideas in class.

Guidance
1. Use this document to record your group’s ideas.
2. Complete your group’s part of the table with the following

Synthesis
Synthesize the main ideas shared by your classmates for your assigned topic (3-5 sentences)

Connections
Connect the main ideas from your synthesis to specific course concepts
Office Hours
Zoom Office Hours: 3/13-3/17
Sunday 1-4 pm
Thursday 3-4 pm

Monday
To Do In-Class
Lessons
Review: Lecture: Slides from today's lesson on the difference between ion and ionic and its implications for Orogen's notion of eternal life.

Activities
1. 3-minute reflection: Identify the key takeaways from today's lesson.

To Do After Class
Activities
1. Current Events: Research a news story related to this week's topic and explain how the news story helped you understand course concepts better.

Wednesday
To Do In Class
Activities
1. Current Events Group Exploration: Synthesize the key takeaways from the stories related to your assigned topic and illustrate the connections between these stories and concepts from this week's lessons.

To Do After Class
Activities
1. LK: Conduct an interview with a professional who works in this field.

Readings and Study
Read: Lindsey Cook, pp. 1-24, focusing on the discussion of the effects of starlight on the sleep rhythms of tree frogs.

Friday
To Do In Class
Activities
1. 15-minute check: Identify key concepts from this week's readings.

To Do After Class
Activities
1. Policy Change: Create a proposal to change a policy that negatively affects the population you have been studying during this course.

Readings and Study
Read: Lindsey Cook, Chapter 6, focusing on the story of Orella and Sampson and considering the story's implications for policies about non-human animals.
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Prepared for readings and study.

Office Hours

Zoom Office Hours: 3/13/21-3/17/21

Monday

To Do In Class

Lessons

Review Lesson slides from today's lesson on the difference between ion and ionic and its implications for Orogen's notion of eternal life.

Activities

1. 3 minute reflection: Identify the key takeaways from today's lesson.

To Do After Class

Activities

1. Current Events: Research a news story related to this week's topic and explain how the news story helped you understand course concepts better.

Wednesday

To Do In Class

Activities

1. Current Events Group Exploration: Synthesize the key takeaways from the stories related to your assigned topic and illustrate the connections between these stories and concepts from this week's lessons.

To Do After Class

Readings and Study

Review: Searching in ERIC tutorial to understand how to use library databases to locate relevant research articles. Two windows will launch after you start; one with the tutorial and one where you can work within the library website to begin your research.

Read: Lindes Kay pp. 3-24 focusing on the discussion of the effects of starlight on the sleep rhythms of tree frogs.

Friday

To Do In Class

Activities

1. 15 minute check: Identify key concepts from this week's readings.

To Do After Class

Activities

1. Policy Change: Create a proposal to change or policy that negatively affects the population you have been studying during this course.

Readings and Study

Read: Lindes Kay Chapter 6 focusing on the story of Ouida and Sampson and considering the story's implications for policies about non-human animals.
Policy Change

Snapshot
50 points
Due by Sunday 11:59 pm ET

Format
Word document. 3-5 pages, double-spaced, 1.5" margins, 11-point Calibri font.

Guidance
Organize your proposal with the following

Call to Action
Summarize your proposal and the difference the change you are proposing will make

Background
a. Describe the policy you are proposing to change
b. Explain the purpose of the policy as it was originally intended
c. Describe the significant changes that have occurred that suggest the policy should be changed.

Evaluation
a. Identify the three most important positive benefits of the current policy
b. Identify the three most important negative benefits of the current policy

Proposal
a. Describe how the proposed policy will better serve the purposes of the current policy
welcome course

1-on-1 support

odtl@loyola.edu