



UT ONLINE

THE UNIVERSITY OF TOLEDO

College of Medicine UT Online Preview



September 16, 2016

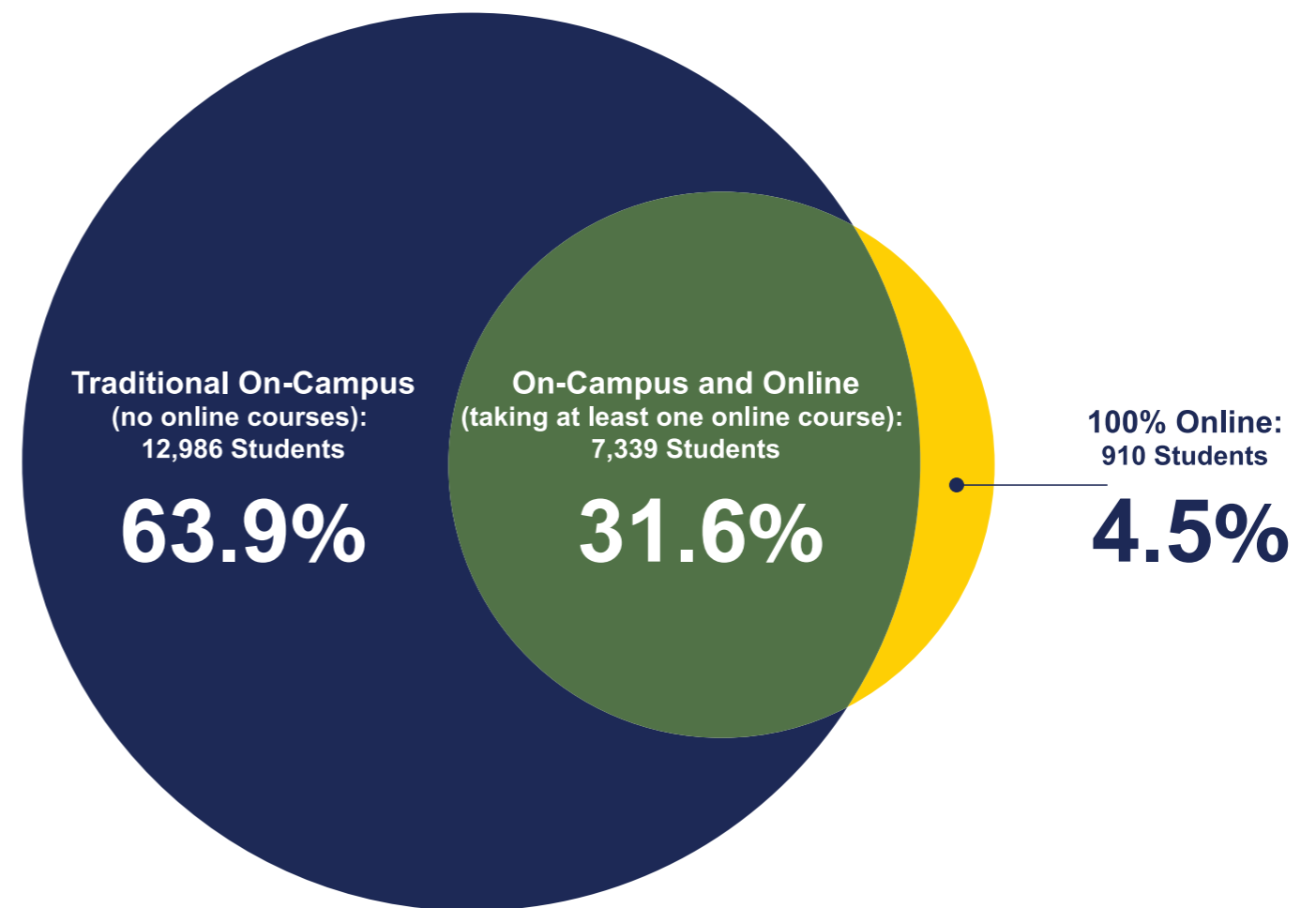
Fast Facts



UT ONLINE
THE UNIVERSITY OF TOLEDO

- ❖ 12,000+ enrollees each semester
- ❖ 500+ courses each semester
- ❖ 40 programs available 100% online
- ❖ 910 students studying 100% online

Fall 2015 Enrollment by Course Delivery Modality



**“How can I make my
blended course the same
as my face-to-face course?”**



**“How can I make my
blended course the same
as my face-to-face course?”**

**The most successful
blended classes
aren't just redone
face-to-face classes.**



Course Structure



My Announcements

No Course or Organization Announcements have been posted in the last 7 days.

more announcements... →

My Tasks

My Tasks:

No tasks due.

more tasks... →

What's New



Edit Notification Settings

Actions

Announcements (1)

Courses/Organizations (1)

Discussion Board (18)

Last Updated: December 11, 2014 12:59 PM

Online Teaching Certificate Fall 2014

- Dashboard
- Start Here
- Syllabus
- Schedule
- Weekly Content
- Quiz Room
- Glossary
- Tutorials
- Learner Support
- LibGuides
- Grade Book
- Course Evaluation

COMMUNICATION

- Class Discussion
- Group Discussion
- Email
- Chat Rooms

About the Developers



2014:4 Fall, COMM3340:004 Visual Communication I

- Dashboard
- Start Here
- Syllabus
- Schedule
- eTextbook
- Phases
- Drop Box
- Quiz Room
- Resources
- Tutorials
- Sample Projects
- Grade Book

- COMMUNICATION**
- Discussion Board
 - Email



My Announcements

No Course or Organization Announcements have been posted in the last 7 days.

more announcements... →

My Tasks

My Tasks:

2014:4 Fall, COMM3340:004 Visual Communication I:

For Thursday, December 11

For Sunday, December 14

For Tuesday, December 16

more tasks... →

What's New



Edit Notification Settings

Actions

Announcements (2)

Content (8)

Courses/Organizations (1)

Discussion Board (45)

Gradebook (8)

Last Updated: December 11, 2014 12:58 PM



2014:4 Fall, ART1070:901 Fundamentals of Digital Media

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My Announcements

- 2014:4 Fall, ART1070:901 Fundamentals of Digital Media
 - > C.A.S.T. Exhibition (12/18 from 6 - 11 PM)
 - > Fall BFA Exhibition (Opening Reception: 12/12 @ 6 PM)

more announcements... →

My Tasks

My Tasks:

2014:4 Fall, ART1070:901 Fundamentals of Digital Media:

By Thursday, December 11 at 11:59 PM

By Sunday, December 14 at 11:59 PM

By Friday, December 19 at 5 PM

more tasks... →

What's New



Edit Notification Settings Actions

Announcements (5)

Content (25)

Courses/Organizations (1)

Discussion Board (32)

Gradebook (3)

Last Updated: December 11, 2014 12:59 PM



Weekly Content



[Week 1: Blog-O-Rama](#)

Click the link above to learn more about the reading, discussion activities, and assignment for the week. Included in this area are instructions and videos that illustrate how to set up your blog.



[Week 2: Cell Phone Photography; Photo Sharing](#)

This week's module may seem overwhelming, but the concept is pretty simple: learn about Urban Landscapes and photosharing, take some photos, upload them to Flickr, and exchange ideas about the experience in your discussion group. Wee! To get started, click the link above.



[Week 3: Intro to Raster Imaging; Photo Editing, Part 1](#)

In Week 3, we will stay indoors and cool down with a lesson in raster imaging, resolution, and some basic editing techniques. This module will require you to post content to Flickr, Blackboard, *and* your blog, so attention to detail will be important.



[Week 4: Introduction to Digital Audio; Multimedia with Animoto](#)

This week we will seal the deal on our study of the Urban Landscape with the help of iTunes, Animoto, and music of your choosing.



[Week 5: Photo Editing, Part 2: Typologies à la Becher](#)

This week we're going to expand our photo editing experiencing by learning about Typologies with the help of Pixlr's Advanced Photo Editor and Hilla and Bernd Becher.



[Week 6: Video Mashups, Part I: Creating a Mix; Mixing it Down](#)

Boom, chick...boom-boom-boom, chick...chick...boom, chick...boom-boom-boom, chick...chick... This week we are going to toy with Soundation.com as we learn about mashups and create an original tune.



[Week 7: Video Mashups, Part II: Intro to Video Editing](#)

This week culminates in the pièce de résistance: your video Mashup. We will (mostly) abandon group discussion this week so that you can use your time effectively. With fall break just around the corner (yay!), and papers, projects, and exams looming in other courses, your assignment this week will be due a few days later than usual.



[Week 8: Critique of Video Mashups](#)

This week we will put the finishing touches on our Mashups, and get down-n-dirty in providing each other helpful and balanced feedback. Click the link above to learn more.



[Week 9, Part A: Generative Art](#)

Week 9! We are on the downslope, folks. Huzzah! These next few weeks are going to FLY by. This week our work is going to take a decidedly different turn with the help of a few generative art tools. Click the link above to get started.

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Introduction

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This week we're going to expand our photo editing experiencing by learning about **Typologies** - aka The Study of Types. In this project, you will shoot a series of photographs with the intent of creating your own typology. This assignment is inspired by the work of Hilla and Bernd Becher. They photographed industrial sites from the same vantage point and assembled a grid of the resulting images. These are commonly referred to as Becher Grids. You will edit these photos using Pixlr's Advanced Photo Editor, a more feature rich, online image editing application that is similar to Photoshop.

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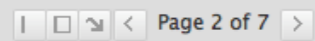
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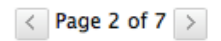


2014:4 Fall, ART1070:901
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[Dashboard](#)[Start Here](#)[Syllabus](#)[Schedule](#)[Weekly Content](#)[Software](#)[Resources](#)[Tutorials](#)[Grade Book](#)[Course Evaluation](#)**COMMUNICATION**[Student Blogs](#)[Class Discussion](#)[Group Discussion](#)[Email](#)**Table of Contents** Page 2 of 7

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Learning Objectives

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After completing this module, you should be able to:

- Define the following terms: typologies, histogram, levels, and layers
- Use levels and a histogram to adjust tonal values in a photograph
- Select, copy, crop, resize, and move images in a photo editing program
- Describe basic resolution principles
- Discuss digital photo processes through writing

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Reading Assignments

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Since this assignment is inspired by the work of Hilla and Bernd Becher's typologies, it will be helpful for you to get a sense of the Becher's work and background. Please explore the following sites to get a feel for their work:

[A nice selection of images by the Bechers on Artnet](#)

[High precision industrial age souvenirs](#)

[Bernd and Hilla Becher at Museum of Fine Arts Boston](#)

After you explore the sites above, you may find it helpful to study the following student examples from previous semesters:

[Yini Liao](#)

[Deirdre McCafferty](#)

[Amanda Phillips](#)

[Nicole Hinsen](#)

[Chelsea Thompson](#)

[Kathleen Pedigo](#)

[Anna Bui](#)

[Natalie Thomsen](#)

[Danielle...](#)

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Learning Activities

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By Thursday at 11:59 PM:

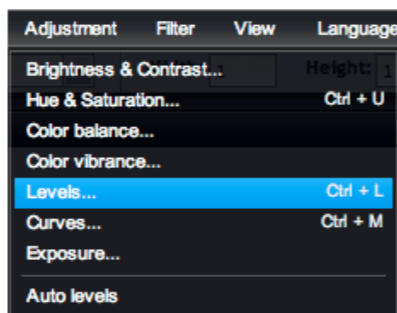
Begin by photographing a series of things which are similar yet different along the lines of the Bechers' grids. Next, use [Pixlr's Advanced Photo Editor](#) to edit the images and create a grid of 16 images. Finally, publish (embed) the final grid on your blog along with a descriptive write-up (at least 100+ words).

Before you get started, you may first find it helpful to view this [short screen cast that I created on Pixlr's interface](#). If you feel more comfortable completing this assignment with Photoshop, GIMP, or a similar advanced editor, have at it. :-)

EDITING YOUR PHOTOS:

STEP 1: ADJUST THE LEVELS

When you are ready to edit your photos, you should start by adjusting the tone of each image using Pixlr's Levels tool. To access this tool once you have opened an image in Pixlr, you will need to click on the word **Adjustment** in your menu near the top of the screen, and then mouse down and select **Levels**:



Levels is a very powerful tool that can be used to adjust the tones (brightness values) of an image. Levels relies on you having a basic understanding of a histogram. For that reason, I would recommend that you read this [tutorial on histograms](#). Next, check out this [tutorial on using Levels](#). It is written for Photoshop, but the big concepts are applicable to Pixlr and other advanced image editors, albeit with fewer options. Here is another good [tutorial on using Levels with Photoshop](#).



Basically, you will need move the left most slider to where the data in the histogram starts to climb on the left. This action will set the darkest part of your image: the black point. Next, you will move the right slider to where the histograms starts to climb on the right. This action will set the brightest part of your image: the white point. By moving the sliders to where the data begins, you are expanding the limited tonal range of your image to make full use of the tonal range available. If the data is already spread across the full tonal range, then you don't need to move the sliders. You will still, however, want to adjust the middle slider to change the mid-tones – the middle brightness values – to taste.

So, for each image adjust the black point, white point, and mid-tones.

If you are not sure, you can always click **Adjustment > Auto Levels** button to see how that works for you. Sometimes this automated feature works great, and other times, the results are ho hum.

[Click here](#) for a short screen cast tutorial on this step.

STEP 2: CROP THE IMAGES

Next, crop the images down to squares using Pixlr's crop  tool. You want the framing of each image to be as uniform as possible. To get a perfect square, you will want to set the option for **Constraint** to **Aspect Ratio** with a width and height of 1 and 1. You can then re-position the selection or grid for your crop to your liking. Finally, to crop to the area selected, click the **Move**  tool in your tool bar.

To watch a short screen cast of this step, [click here](#).

STEP 3: RESIZE THE IMAGES

Next, you may need to down-sample each image. Down-sampling is a type of interpolation (re-sizing) in which the total number of pixels is reduced to create a smaller file. If your original photos are very large, you will need to down-sample these images so that can fit 4 photos from left to right and 4 photos from top to bottom. Pixlr's advanced photo editor supports a maximum file size of 4000 pixels wide by 4000 pixels tall. So, if we want to use all of that 4000 x 4000 real estate, we will need to crop each image to 875 x 875 pixels, and use a border that is 100 pixels wide. Our final grid will be 100 pixels border + 875 pixels image + 100 pixels border + 875 pixels image + 100 pixels border + 875 pixels image + 100 pixels border for a total of 4000 pixels across:

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Discussion Activity

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By Thursday at 11:59 PM:

Post the URL for your Text-Based Art blog entry or entries in your discussion group. Then, reflect on your experiences in creating these images. Describe the process you used and discuss any problems you encountered. In your reflection, address the following:

- Were you successful? Why or why not?
- If you could change one or two things about these images, what would you change and why?
- What was the most difficult part about completing assignment? Explain.
- What did you learn from this assignment?

By Sunday at 11:59 PM:

Return the Text-Based Art thread in your discussion group, and thoughtfully critique the work of *at least* two of your peers. Questions to consider:

- What specifically grabs your attention in the work?
- How does **typography** work to convey elements of art (color, shape, line, texture, space, form, value) and the principles of design (balance, contrast, emphasis, movement/rhythm, unit, variety)?
- What do you think is the main idea of the artwork? What mood or emotion is portrayed? How does this artwork relate to your experiences?
- Would you take away or add anything to this artwork? Why or why not?

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Assessment

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In Week 5, students will be assessed as follows:

Week 5 Discussion Activities = 10 total points

[Grading Rubric for Participation in Online Discussions](#)

Week 5 Learning Activities/Assignment = 50 total points

[Grading Rubric for Typologies Assignment](#)

Post the URL or web address for your Becher grid blog entry to your discussion group = Pass/Fail

Scores and feedback will be posted to the Grade Book by the end of Week 6. A link to the Grade Book can be found in the course menu on the left side of the screen.

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Summary

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This week we studied the work of Hilla and Bernd Becher, and created our typology using original photos. In doing so, we learned about histograms, tonal adjustments, layers, and resolution with the help Pixlr's advanced editing tools.

If you like the topics covered in this week's unit, and want to learn more, check out the resources below:

[Incredibly Simple Photoshop Hacks Everyone Should Know](#)

According to BuzzFeed, these tips and tricks should be easy enough for anyone with basic knowledge of Photoshop.

[The Photographic Compartment of Bernd and Hilla Becher](#)

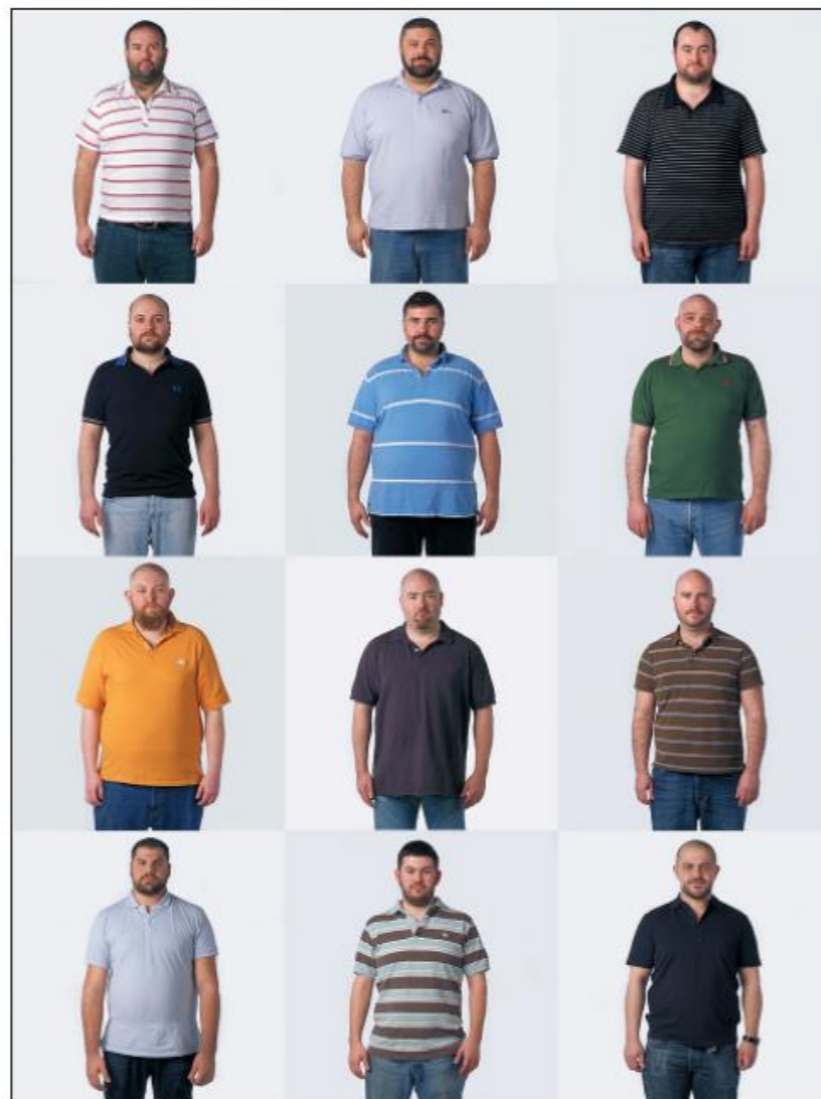
Tate research article by Blake Stimson, assistant professor and co-director of the critical theory program at the University of California, Davis.

[The Typology](#)

The Typology is a photographic collection of collections curated by Diana Zlatanovski, a Museologist, anthropologist, and photographer in Boston.

[Exactitudes](#)

We were fortunate that this exhibit made its way to Toledo in 2008. Click on each numbered typology in order to listen to a brief audio introduction/profile.



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Echo360

Demonstration

The screenshot shows a Windows Internet Explorer browser window displaying the EchoSystem Server download page. The address bar shows the URL: <https://electre.utoledo.edu:8443/ess/download/ListDownloads.html>. The page content includes a navigation menu with 'Echoes' and 'Configuration' tabs, and a 'Downloads' section titled 'Software Installer Downloads'. Under 'Description', there are two links: 'Installer for EchoSystem Personal Capture (Mac)' and 'Installer for EchoSystem Personal Capture (Windows 32)'. A 'File Download' dialog box is open in the foreground, displaying a security warning: 'Do you want to run or save this file?'. The dialog box shows the file name '...emPersonalCaptureForWindows32_2.5.15480.exe', type 'Application', and source 'electre.utoledo.edu'. It has 'Run', 'Save', and 'Cancel' buttons. Below the buttons, a warning icon and text state: 'While files from the Internet can be useful, this file type can potentially harm your computer. If you do not trust the source, do not run or save this software. Why's the ask?'. The Windows taskbar at the bottom shows the Start button, open applications (EchoSystem Client, Downloads - EchoSys..., File Download, Internet Connection...), and system tray icons (AM, 11:36 AM).



- Scenes
- Search
- Bookmarks
- Discussions
- Info
- Help

Video player controls including a play/pause button, a volume icon, and a progress bar showing the current time as 00:10:55 out of a total duration of 00:47:53.

Creative Commons license icons (CC BY-NC-SA) and video chapter markers (1, 2) and an APPS button.



Uses of Echo



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- ❖ Record live classes
- ❖ Narrate PowerPoint presentations
- ❖ Navigate a website
- ❖ Provide audio feedback to written papers
- ❖ Share content across courses





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Green Screen

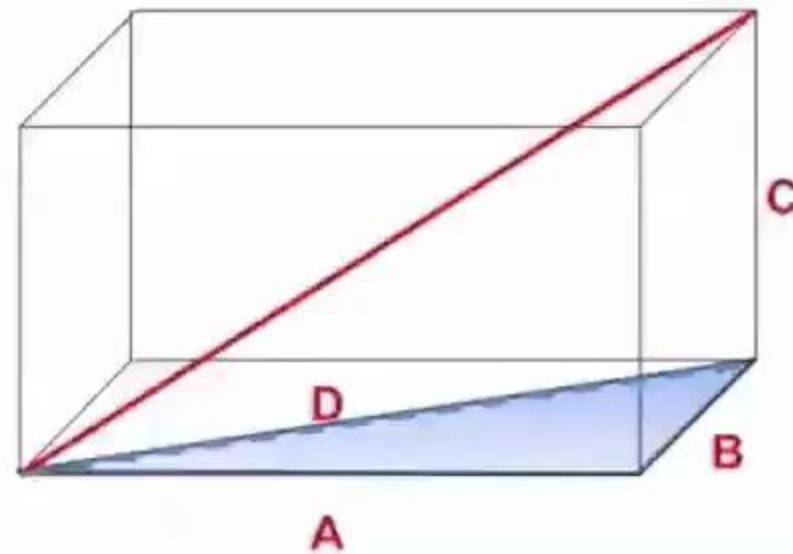
Problem Solving

Find the diagonal of a rectangular parallelepiped, of which the length, width and height are known.

Carry Out the PLAN



$$A^2 + B^2 = D^2$$





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Blackboard Collaborate

Blackboard
collaborate[™]
ULTRA



Welcome Screen



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The screenshot displays a Zoom meeting interface. At the top, the title 'Test' is centered. A back arrow icon is on the left, and a plus sign icon is on the right. The main area is a large dark gray rectangle with a white circular placeholder containing a gray person icon. Below this, a name tag for 'Claire.d Stuve.d Moderator' is visible, with a microphone icon to its left. At the bottom, a toolbar contains icons for: profile (with a green checkmark), mute, video, hand, chat, participants (with a '1' in a circle), and a more options menu.

Webcam



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Test

Claire.d Stuve.d
Moderator

Control bar icons: Profile (with green checkmark), Mute, Video, Hand, Chat, Participants (1), More options.

Participant List



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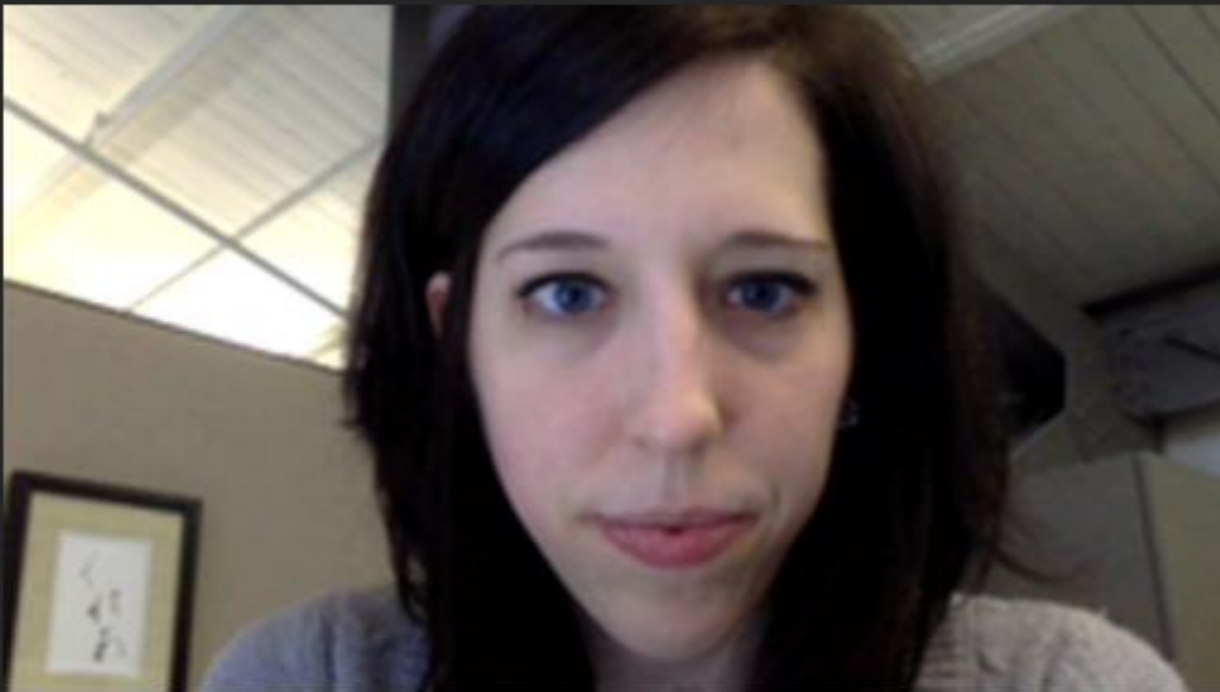
The image shows a Zoom meeting interface. On the left, a video feed displays a woman with dark hair and blue eyes, identified as 'Claire.d Stuve.d Moderator'. Below the video is a control bar with icons for profile, mute, video, chat, and participants. On the right, a participant list window is open, titled '1 Participant'. It shows the same user, 'Claire.d Stuve.d Moderator', with a hand icon and a red notification bubble. The meeting title 'Test' is visible at the top of the video feed.

Chat



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Test



Video call interface showing a participant's video feed. The top bar includes a back arrow, the title 'Test', and a plus icon. The bottom bar contains icons for profile, mute, video, hand raise, chat, and more options.

Chat

Chat with: Everyone

*Nothing has been said since you joined.
Start chatting below.*

Say something...



Whiteboard



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Test

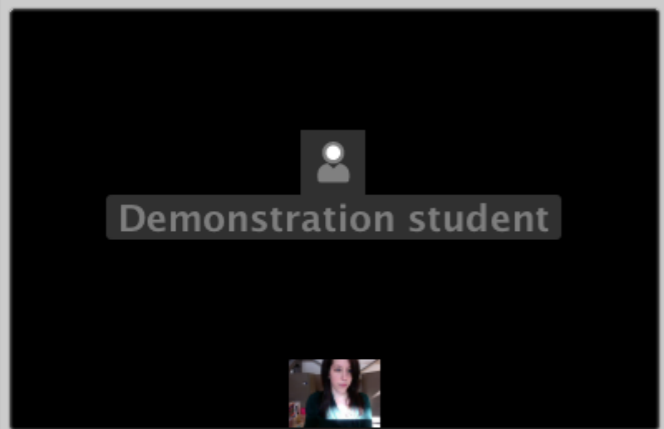
⏪ ⏩ ⏴ ⏵ ⏶ ⏷ ⏸ ⏹ ⏺ ⏻ ⏼ ⏽ ⏾ ⏿

⊞ Stop Sharing ⊕

⋮

A screenshot of a Zoom meeting interface showing a whiteboard. The whiteboard is a large white rectangle in the center of a dark grey frame. Above the whiteboard is a toolbar with various drawing tools: a selection tool, a hand tool, a pencil, a square, a text tool, and an eraser. To the right of the toolbar is a 'Stop Sharing' button with a red minus sign and a plus sign. Below the whiteboard is a video control bar with a small video thumbnail of a woman, a mute button, a video on/off button, a hand tool, a chat bubble, a group of people icon, and a more options menu.

AUDIO & VIDEO



Talk Video

PARTICIPANTS

Demonstration Instructor Moderator

MAIN ROOM (2)

- Demonstration Instructor Moderator (You)
- Demonstration student

CHAT

- You joined the Main Room. (12:44 PM) -
- Your chat permission has been enabled. (12:44 PM) -
- Demonstration student joined the Main Room. (12:47 PM) -

Room Moderators

New Page Delete Page Fit Page

Public Page 1/1 Follow

Load Content Record



Vertical toolbar with icons for navigation and editing.

AUDIO & VIDEO



PARTICIPANTS

- MAIN ROOM (23)
- Participant#17 Moderator
 - Participant#8
 - Participant#18
 - Participant#23
 - Participant#24
 - Participant#26

CHAT

yes
Participant#18 6:08 PM
yep
Participant#5 6:08 PM
yes



Scale To Fit



$$(x-8)$$

Ultra vs. Classic



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Scenarios	Use the Ultra Experience	Use the Original Experience
Office hours (for example: one-on-ones, student support, drop-ins)	●	
Lectures (up to 100 participants)	●	
Small group collaboration (up to 100 participants)	●	
Provide accessible alternatives to audio content for participants who are deaf and hard of hearing, as well as for participants whose native language is different from the moderator's	●	
Sessions that can be accessed from Blackboard Learn 9.1 October 2014 and Learn SaaS	●	
Sessions that can be accessed from Moodlerooms	●	
Sessions that can be accessed from another Learning Management System (LMS) that is LTI compliant	●	
Record sessions	●	
Large scale webinars (up to 1000 participants)		●
Large group collaboration (up to 1000 participants)		●
Deep teaching and learning that uses lesson plan, polling, and so on		●



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Accessibility

Disability Facts



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- ❖ **1 out of every 5** U.S. Citizens has a disability
- ❖ **1 in every 11** college students has a **documented** disability
 - ❖ Attention Deficit/Hyperactivity
 - ❖ Hearing Disability
 - ❖ Learning Disability
 - ❖ Medical Disability
 - ❖ Mobility Disability
 - ❖ Psychiatric Disability
 - ❖ Traumatic/Acquired Brain Injury
 - ❖ Vision Disability
- ❖ At The University of Toledo, accommodations are provided at **all levels** of instruction

Source: <http://www.utoledo.edu/offices/student-disability-services/index.html>

ADA Compliance



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Web content must be ADA compliant:

- ❖ Use **selectable text** so that content may be:
 - ❖ Enlarged or magnified
 - ❖ Converted to Braille
 - ❖ Converted to audio (text-to-speech)
 - ❖ Accessed with screen readers (JAWS, Window-Eyes, etc.)
- ❖ Provide **descriptive alt tags** for images
- ❖ Use considerate **font, color, contrast, layout, animation**
- ❖ Provide **multiple methods of navigation**
- ❖ Be **keyboard accessible** (not mouse dependent)
- ❖ Provide **close-captioning** of video (i.e. YouTube)
- ❖ Provide **alternative assignments** and paths to learning
- ❖ Allow for **alternative testing** (time & a half, double-time)



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Communication Tools

A Well-Designed Course



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Provides three levels of interaction:

1. Student to content
2. Student to faculty
3. Student to student

Incorporates three types of activities:

1. Individual activities
2. Small group activities
3. Large group activities

Shows respect for:

1. Diversity
2. Varied talents
3. Different learning styles

Groups

You can facilitate collaboration among students by setting up groups. Groups allow students to establish a closer virtual relationship with members of the class and promote a sense of online community. [More Help](#)

Create ▾

Import

Export

Group Settings

Bulk Actions ▾

View Options ▾

<input type="checkbox"/>	Name	Group Set	Enrolled Members	Self-Enroll	Available
<input type="checkbox"/>	Group 1: Ohio Prescriptive Authority for APN (Support)	Group	8	Yes	No
<input type="checkbox"/>	Group 2: Ohio Prescriptive Authority for APN (Oppose)	Group	7	Yes	No
<input type="checkbox"/>	Group 3: Right to Work/Ohio Issue 2 (Support)	Group	8	Yes	No
<input type="checkbox"/>	Group 4: Right to Work/Ohio Issue 2 (Oppose)	Group	8	Yes	No
<input type="checkbox"/>	Group 5: National Health Care (Support)	Group	8	Yes	No
<input type="checkbox"/>	Group 6: National Health Care (Against)	Group	8	Yes	No

Bulk Actions ▾

View Options ▾

Displaying 1 to 6 of 6 items

Show All

Edit Paging...

Tools



Blogs

Create and manage blogs for Courses and Course Groups.



Discussion Board

Create and manage Forums within the Discussion Board.



Groups

Create and manage formal groups of students to collaborate on work.



Journals

Create and manage journals that can be assigned to each user in a group for the purposes of private communication with the instructor.



Send Email

Send email messages to different types of users, system roles, and groups.



Wikis

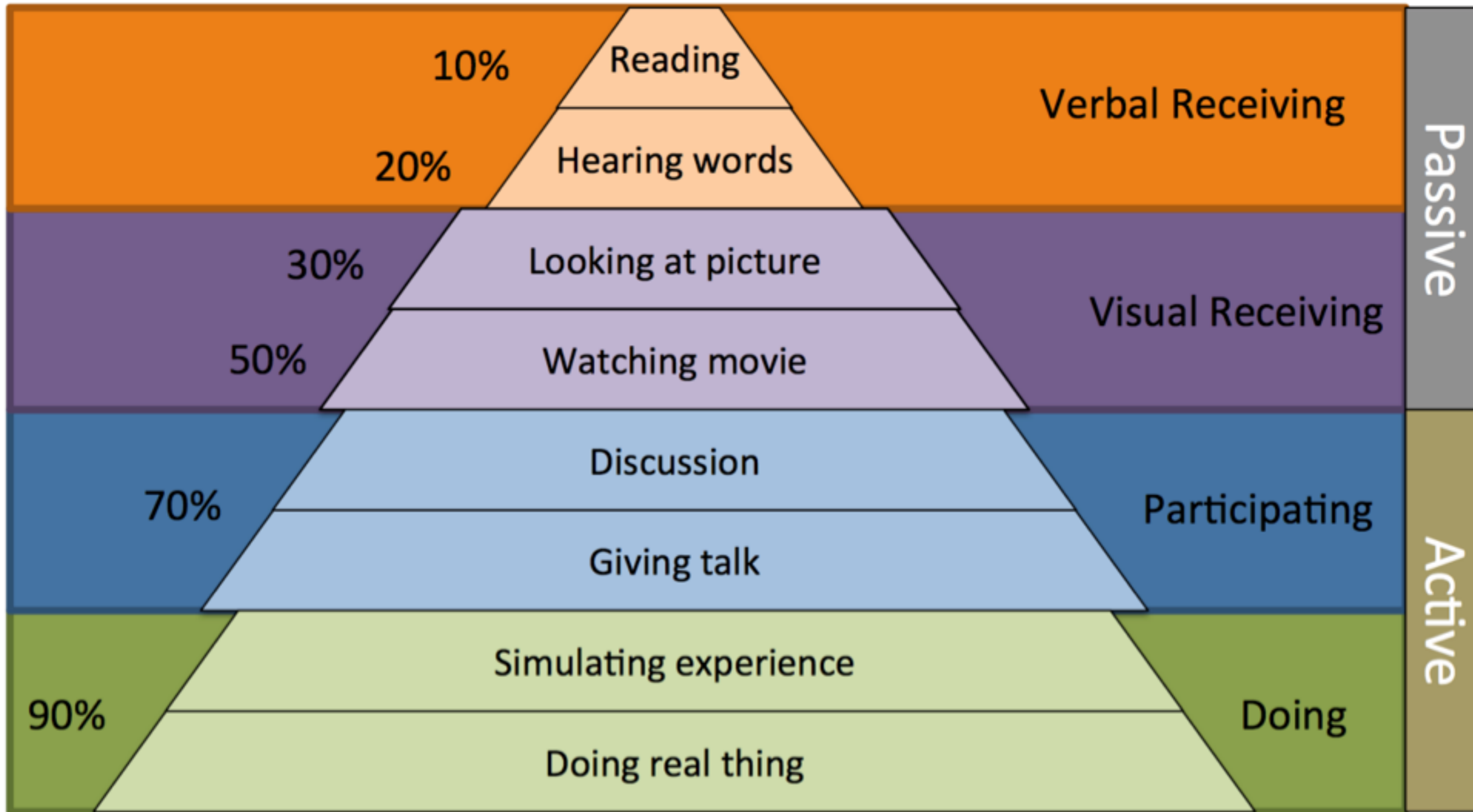
Create and manage wikis for Courses and Course Groups



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Assessment

After 2 weeks, we tend to remember



Take Test: Quiz 4

Description

Instructions

Multiple Attempts Not allowed. This test can only be taken once.

Force Completion You can exit and return to this test in the event of a technical problem only. However, you must complete this test within the timeframe set by the instructor. You will see the remaining time once you begin.

Question Completion Status:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Save All Answers

Close Window

Save and Submit

Question 1

1 points Save Answer



In this scene from the television show *Lost*, Miles reads lines from Hurley's "improved" script for the *Empire Strikes Back*. Hurley's rewritten script is an example of:

- textual poaching
- interpretation
- interpellation
- reappropriation

Question 2

1 points Save Answer

Using Pierce's model of semiotics, match the image on the left to the correct sign on the right:



- A. Indexical Sign
- B. Iconic Sign
- C. Symbolic Sign

Preview Upload Assignment: Project #1

You are previewing the assignment - your submission will not be saved.

Cancel

Save as Draft

Submit

1. Assignment Information

Due Date

Friday, December 19, 2014

11:59 PM

Points Possible

100

[View Rubric](#)

You are working engineers. Your boss has assigned you to be part of a group to work on [\[enter project name or description here\]](#). Before your group can begin designing the project you will need to gather and analyze information from a variety of sources. Start by gathering any relevant patents, regulations, standards, current research in journal articles, and any other background information that will help your group fully understand the project. The resources listed on the following page may be helpful in getting started.

Your instructor will assign you to a specific group or team. After your team has completed your research, write a [\[enter total number of pages here\]](#) page technical report detailing the resources located and how they apply to and impact your project. Post and share your team report to the "Team Research Report" discussion forum. A link to this forum can be found near the end of this module.

What should you include in your technical report?

Major Section	Explanation
<i>Front Matter</i>	
Title page	Name of report, group name, authors
Abstract/Introduction	Briefly states the purpose, scope and findings of the report
Table of Contents	Provides the organization of the report
<i>Text Body</i>	
Methods	Describes the methodology (how the project was completed)
Results and Discussion	What resources you found and why they were beneficial to the project
Conclusions	What was the group's opinion about what was learned
References	Cite the information sources used so that your reader can locate them

2. Assignment Submission

Text Submission

[Write Submission](#)

Attach File

[Browse My Computer](#)

[Browse Course](#)

1 What is a black hole?

Scientists are not quite sure themselves! Black Holes are the most densely filled objects in the universe which gives them an incredible gravitational pull, forming a spiral that pulls in light, gas, dust or anything that gets close enough, even light cannot escape. Although black holes cannot be seen, they can be tracked and measured by the stars that come swirling in around it from the gravitational force. Black Holes are created when a star possibly 20 times as big as our sun dies.

2 In an excerpt from the article, scientists say "Detonate a Hiroshima-like bomb every millisecond for the entire life of the universe, and you would still fall short of the energy released in the final moments of a giant-star collapse. 2 The star's core plunges inward. 2 Temperatures reach 100 billion degrees. 2 The crushing force of gravity is unstoppable. 2 Hunks of iron bigger than Mount Everest are compacted almost instantly into grains of sand. 2 Atoms are shattered into electrons, protons, neutrons." Those pieces are broken into even smaller pieces until. he unknown. It comes down to general relativity and quantum mechanics.

2 The star has become a black hole.
2 "Albert Einstein, one of the most imaginative thinkers in the history of physics, never believed black holes were real.

2 His formulas allowed for their existence, but nature, he felt, would not permit such objects. 2 Most unnatural to him was the idea that gravity could overwhelm the supposedly mightier forces—electromagnetic, nuclear—and essentially cause the core of an enormous star to vanish from the universe, a cosmic-scale David Copperfield act." At the beginning of the 20th century it was widely believed that it was impossible for an object to become so dense that it could withhold light. Although it is reported that the idea of black holes has been around since as early as 1783, but they were called frozen stars, dark stars, collapsed stars, or Schwarzschild singularities. The name "black hole" was first used in 1967.

Once science acquired the necessary equipment to see into the universe, scientists found that at the center of every galaxy is a black hole, the one at the center of the Milky Way is 4.3 million times as heavy as the sun and 26,000 light years away.

It was named Sagittarius A* and is currently dormant but in a matter of months will begin to feast on a gas cloud named G2 that is being pulled in at 1,800 miles per second. When this occurs telescopes around the world will focus in to produce an image of the ring of debris on the outside edge of the hole. This image should give undeniable proof of the existence of black holes. 2 Acknowledging they exist will help scientists determine the fabric of the universe. Black holes work with a different concept of time and space. Because gravity is so extreme, time is extremely warped as is space. Black Holes are wholly a

ROOT - PHOEBE BALLARD

Phoebe Ballard

Sat, Apr 19 2014, 7:11 AM



55% match

Submission ID: 52780341

Blog Entry

Word Count: 523

55%

Attachment ID: 73231308

Citations (2/2)

- 1 <http://discoveringsomethingneweveryda...> 🔍
- 2 <http://ngm.nationalgeographic.com/201...> 🔍

Resubmit to SafeAssign

Rubric Detail





You can interact with a rubric to grade in **Grid View** or **List View**. [More Help](#)

Name: **Grading Rubric for Individual and Group Wiki Contributions**

Exit

Grid View

List View

	Needs Improvement	Satisfactory	Exemplary
Content ▾	<p>0 (0%) - 1 (10%)</p> <p>Final draft provides minimal to no insight, understanding, and reflective thought about the topic.</p>	<p>1 (10%) - 2 (20%)</p> <p>Final draft provides a moderate amount of insight, understanding, and reflective thought about the topic.</p>	<p> 3 (30%)</p> <p>-----</p> <p>2 (20%) - 3 (30%)</p> <p>Final draft provides comprehensive insight, understanding, and reflective thought about the topic.</p>
Organization ▾	<p>0 (0%) - 1 (10%)</p> <p>Content has no clear or logical organization.</p>	<p> 2 (20%)</p> <p>-----</p> <p>1 (10%) - 2 (20%)</p> <p>Content shows adequate organization that is mostly logical.</p>	<p>2 (20%) - 3 (30%)</p> <p>Content is well organized, and logical, using headings or bulleted lists to group related items.</p>
Collaboration ▾	<p>0 (0%) - 1 (10%)</p> <p>Contributes minimally to the development of the wiki. Provides little to no assistance to group members in researching, writing, and editing.</p>	<p>1 (10%) - 2 (20%)</p> <p>Contributes adequately to the development of the wiki. Assists group members with most of the researching, writing, and editing.</p>	<p> 2.5 (25%)</p> <p>-----</p> <p>2 (20%) - 3 (30%)</p> <p>Contributes greatly to the development of the wiki. Assists equally in researching, writing, and editing.</p>
Mechanics ▾	<p>0 (0%) - .33 (3.3%)</p> <p>Final draft contains several spelling or grammatical errors.</p>	<p>.33 (3.3%) - .66 (6.6%)</p> <p>Final draft contains no more than 1-2 spelling or grammatical errors.</p>	<p> 1 (10%)</p> <p>-----</p> <p>.66 (6.6%) - 1 (10%)</p> <p>Final draft contains no spelling or grammatical errors.</p>

Raw Total: 8.50 (of 10.0)

Feedback

The final draft is wonderfully thorough, and shows deep understanding and reflective thought about the topic; however, the organization of the final document is a little inconsistent. While the first half of the document contains a well-organized and bulleted list, the last half of the document contains a lengthy personal narrative. It would have been beneficial for the group to collaboratively fine-tune the draft so that the document could read as one voice, and use consistent formatting throughout the document. Overall, however, this document represents a solid start, and provides many good ideas that can be applied immediately within an online course.

Name: **Grading Rubric for Individual and Group Wiki Contributions**

Exit

Grade Assignment: Week 5 Drop Box

Assign a grade and feedback for the current assignment attempt. Override the overall grade for the assignment by typing a grade in the grade field. If multiple attempts for a test have been allowed, a Student's grade is not released until all of the attempts have been graded. Click **Hide User Names** to grade attempts with user names hidden. Click **Show User Names** to display user information. [More Help](#)

Jump to... Hide User Names Refresh

Viewing 9 of 9 gradable items

Exit

Assignment Instructions

Comment

1 of 2

Powered by crocodoc

Comment Draw Highlight Text Strikeout

	Needs Improvement	Satisfactory	Outstanding
Knowledge and Application of Supporting Material	Posts and responses show no evidence of knowledge and understanding of Best Practices. (0 points)	Posts and responses somewhat show evidence of knowledge and surface-level understanding of Best Practices. (2 points)	Posts and responses show evidence of knowledge and deep understanding of Best Practices. (4 points)
Community	Posts and responses are not reflective and do not deepen discussion . (0 points)	Posts and responses are somewhat reflective and do not encourage deeper discussion . (1.5 points)	Posts and responses are reflective and encourage other learners to deeply discuss Best Practices. (3 points)
Quantity & Quality	There are no responses to classmates. (0 points)	1-2 responses are posted to classmates that do not further the discussion. (1 point)	3 substantive* responses are posted to classmates that further the discussion. (2 points)
Spelling & Grammar	There are three or more spelling and grammar errors. (0 points)	There are fewer than three spelling and grammar errors. (1/2 point)	There are no spelling or grammar errors. (1 point)

Phoebe Ballard: It might be helpful to revamp the headings used for each level of achievement. When we look at some of the phrases used under Community and Quantity & Quality, they do not necessarily connote a "Satisfactory" performance.

Phoebe Ballard: "show some"?

Phoebe Ballard: Your first attempt had some great language about supporting ideas with examples and illustrations. Would it be beneficial to add this criterion back into the mix? Or can learners successfully complete this exercise without those resources/materials?

Phoebe Ballard: Would "but" be appropriate here?

Phoebe Ballard: See comment immediately below this one. :-)

Phoebe Ballard: To make this language more parallel, we may want to say "discussion of Best Practices".

*Remember that a **substantive** post is one that has practical importance and value that deepens the discussion. This includes evaluating your classmate's response and providing a valid argument based on the Best Practices you learned in this module.

Assignment Details

GRADE HIGHEST GRADE 1/1

ATTEMPT 2 (LATE) 3/28/16 12:29 PM 1/1

SUBMISSION **Stuve Week 5.docx**

COMMENTS
I would like to use this rubric to grade their responses, rather than the original email they are instructed to draft.



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Questions?