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Week 1: Getting Started

Welcome to TPA 4239: Costume Patterning!

A big thank you to you for being willing to try this new course format for the first time. I think you will enjoy the increased flexibility and control which the online format allows.

Remember you may always ask questions. On

my office
can reach me
(TH 2-3) and
ossible--most



time" becoming acquainted with the features
r has the necessary plug-ins, and acquainting
for this course.

at the University of Florida. The online format
your class time. However, it is very important
ar basis every week. As this is the first time
nat, I will be allowing a great deal of latitude
ete the home work in a timely fashion.

This week you have four assignments. If you have any questions or difficulties with one assignment, e-mail Professor Smith and move on to the next assignment.

1. Make sure you have the necessary plug-ins installed. To use this program, you


UF's Quality Online Courses

Faculty Institute



Course Materials

Welcome: Start Here

- [Web Tour](#)  | [Closed Captioned Webtour](#)  (Requires Flash)
- [Welcome and Overview](#) 

Course Modules



Module 1: Students



Module 2: Planning



Module 3: Goals and Objectives



Module 4: Assessment

UF Standards & Markers of Excellence

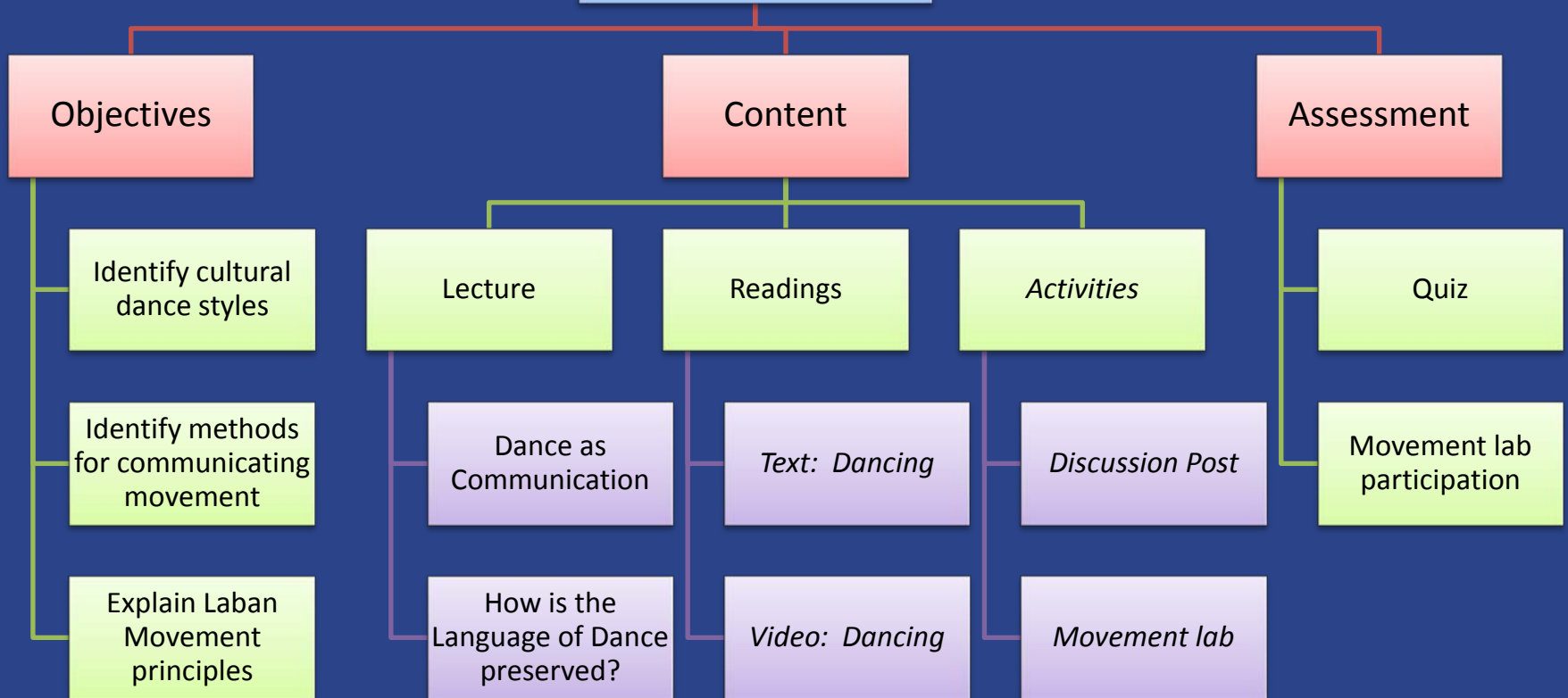
- Course Overview and Introduction
- Course Goals and Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Interaction and Engagement
- Course Technology
- Accessibility

What do you want your
students to be able to do?



What steps will the students take?

Module 3: The Language of Dance



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FOR DISTANCE STUDENTS



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are in Gainesville,
but our services are everywhere!

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Highlights



Provost launches UF faculty survey

The Provost of the University of Florida is launching an important study of their attitudes and teaching in a rapidly changing e



Maimonides: Faith, Doubts and Se

Join us on February 11, 12 & 13 for t guest scholars discussing the preem Maimonides. [Learn more...](#)



Values in Action: 75 Years of the V

February 1, 2013 – March 1, 2013
Smathers Library, Special & Area Stud

How will students be engaged?



Musics of *the* World



Week 6

[Back to Course Materials](#)

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- [Introduction](#)
- [Discussion Group B](#)
- [2-minute Essay](#)
- [Listening Quiz](#)
- [Blog](#)
- [Cultural Context Guide](#)

Plaintext/Printer Friendly

Topics

We will work with our cultural context guides and discuss transmission, play, and teaching and learning from an ethnomusicological perspective.



Module 01 The History of Forensic Anthropology

[Top](#)

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Objectives

After watching introductory lectures on the history and development of anthropology (both at UF and in the world at large), you will be able to:

[Plaintext/Printer Friendly](#)

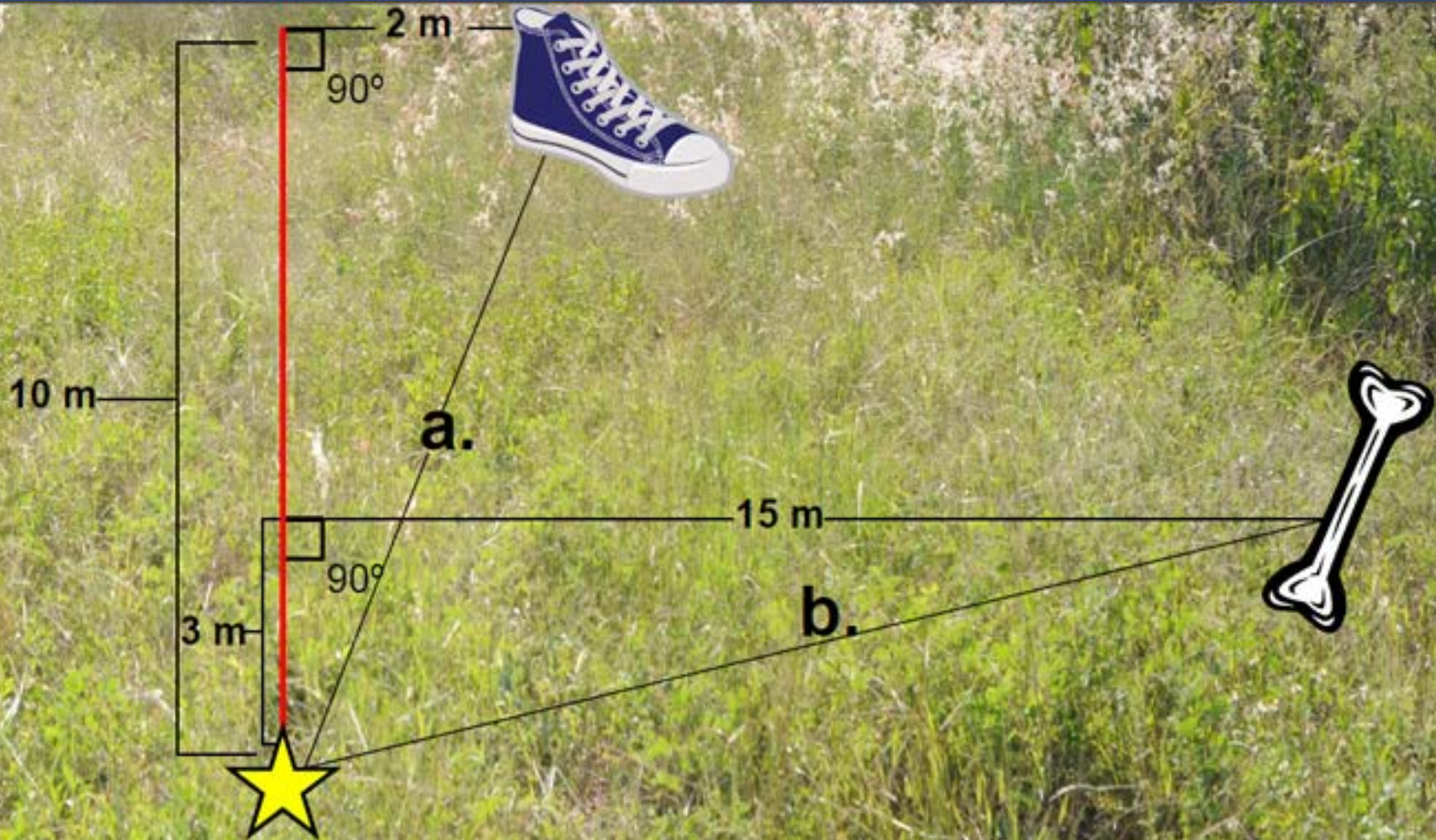
- Discuss the importance of forensic anthropologists in identifying deceased individuals
- Debate their place within the broader field of anthropology.

To Do List

1. Read chapter 2 of *Bare Bones*
2. Watch module lectures below
3. Contribute to the discussion board topic -- Instructions below
4. Module 1 quiz -- In the **Assessments** tool -- Due Dates



Video Lectures



Part 2. As part of your crime scene map, you establish a N-S baseline (red line above). You are standing at the site datum (yellow star) and measuring the distances of two items of evidence (a shoe and a bone) from datum. Known distances (in meters) are given in black font. Using the Pythagorean theorem, you must determine distances a. and b. Round to the second decimal.

1. The distance (in meters) of the victim's shoe from datum.
2. The distance (in meters) of the bone from datum.

Discover German 1

[Back to Course Materials](#)

Skype Preparation

Conversation practice is a critical component of any language course. In this course, you will make use of Skype to converse with your classmates. You will need your headset/microphone to set up your Skype. A webcam is not necessary.

- Get a free skype account (unless you already have one.)
- Go to: <http://www.skype.com>
- Download and install the software.
- Use the Skype Test Call to make certain that your sound is working properly.
- For step-by-step instructions on how to use Skype go to: <http://www.skype.com/help/guides/>


Group practice Recording

In order to receive credit for your group practice, you will record a portion of each practice and upload the sound file to the assignment dropbox. Windows users can use the Pamela Call Recorder. It will record 15 minutes per Skype call for free.

- Go to: <http://www.pamcorder.com/>
- Download and install the software



How will you know your
students have succeeded?

Quiz



After listening to the lecture presentations and the music playlist, click on Assessments tool on the left to access this Movement's quiz. Remember that once you start the quiz you cannot begin again. View the [DUE DATES](#)  for the deadline for Quiz - Movement 4.


Discussion 1: Recorded Culture

Do you think that cultures (such as ours) that have audio recording create music that is similar to oral traditions, notated traditions, or a combination of both? How do you think our music and culture would be different if audio recording had never existed? Be specific and give examples to support your position.

Click on the Discussions tool in the menu to the left and post your thoughts and responses to others' posts on this topic in the Forum: Discussion 1 - Recorded Culture. See the deadlines in the [DUE DATES](#)  for your initial post and your two follow-up responses to the thoughts posted by other members of your group. Responses can include whether or not you agree with someone else's stated opinion and why. Your response might also enlarge upon an idea that someone else has suggested. View the [grading guidelines](#)  for your discussion posts.

Paper #1

Please [view the instructions](#)  for your first writing assignment paper (Musical Autobiography).
[View the paper grading guidelines](#) .

View the [DUE DATES](#)  for the deadlines.



Memory and Cognition



[Back to Course Materials](#)

Objectives

In this module, we will address how we store what we have learned as well as the cognitive abilities that let us adaptively use that information. Memory is very fragile as evidenced by many of the memory errors that occur regularly for many of us. Despite such challenges to our memory, we are able to process and remember large quantities of information. We can then use that information to reason or way through problems or make decisions. Our IQs can affect how well and how fast we utilize reasoning and decision making skills.

By the end of this module, you should be able to compare and contrast the theories of memory; identify how and why we forget as well as what we can do to improve our memory; conceptualize how we solve problems and make decisions including when problem solving and decision making go wrong; understand the historical and modern contexts of intelligence testing; describe the theories of intelligence; and explain exceptional intelligence.

Learning Objectives

- [Chapter 7 Objectives](#) 
- [Chapter 8 Objectives](#) 

Online Proctoring

UF Standards & Markers of Excellence

Interaction and Engagement

- ✓ Introductory video or text is provided on the course website to establish the instructor presence in the online course.
- ✓ Students are divided into appropriate-sized groups to encourage interaction and engagement.
- ✓ The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.
- ✓ The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.

Is the course
successful?

General Course Structure

**1. The amount of work required for this class:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
was reasonable for the credit hours received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was well spread out over the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was reasonably paced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I have felt like part of a learning community when participating in this class.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. The class materials were logically structured and organized.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. I was able to finish the weekly activities within the allotted timeframe.

Strongly Disagree Disagree Neutral Agree Strongly Agree

◆ [Thread](#)

- ▶ [Readings](#) (4 messages - 2 unread)
- ▶ [This Week's Video](#) (5 messages - 0 unread)
- ▶ [Voice Thread Problems](#) (5 messages - 0 unread)
- ▶ [Skype Meeting](#) (4 messages - 0 unread)
- ▶ [Assignments and Assessments](#) (3 messages - 0 unread)
- ▶ [Network error message when accessing readings and American Montage listening](#) (4 messages - 0 unread)
- ▶ [Class debate and discussion group A](#) (5 messages - 0 unread)
- ▶ [MyVoice thread responses](#) (4 messages - 0 unread)
- ▶ [Also Having Voice Thread Problems](#) (3 messages - 0 unread)
- ▶ [VoiceThread Comments](#) (3 messages - 0 unread)
- ▶ [blogs](#) (2 messages - 0 unread)
- ▶ [Conflicting Listening Quiz expectations?](#) (3 messages - 0 unread)
- ▶ [Can't open blogs](#) (2 messages - 0 unread)
- ▶ [Discussion Group 3-My VoiceThread Response](#) (1 message - 0 unread)
- ▶ [Leader vs Other Posting](#) (2 messages - 0 unread)
- ▶ [Submitting Assignments](#) (2 messages - 0 unread)
- ▶ [Grading](#) (2 messages - 0 unread)
- ▶ [Questions about Assessments](#) (2 messages - 0 unread)



What do faculty say?

Jennifer Smith

Manager, CITT Instructional Design Services
University of Florida Information Technology

