General Chemistry II  Spring 2007

CPR™ Student Handout

Basic Information

http://cpr.molsci.ucla.edu/cpr/cpr/login.asp

Getting Started with CPR:
- You need a browser (Netscape Navigator v. 4/later or Internet Explorer v. 4/later) and an Internet connection (Bruin Online, EarthLink, etc.).
- You will need to know your CPR Username and your password to access the CPR program. If you have already accessed the program in a previous term and have forgotten your login information, then you can retrieve this information by connecting to the CPR login page (see URL above) and selecting “Users: forgot your login information?” If you are a new user and do not know your CPR ID, then you must complete the account profile. All New Users MUST complete their account profile.

To complete an account profile:
1. Connect to the following URL - http://cpr.molsci.ucla.edu/cpr/cpr/login.asp
2. Select “New Users: first time logging in?”
3. Select YOUR SCHOOL from the pull down menu and enter your Student ID.
   Your instructor may have given you this ID.
4. Next you will select a password. You will also need to enter a challenge question and answer. This challenge question will be used if you forget your login information. You may enter your email address.
5. Upon completion of your account profile, you will be given your unique CPR username. Make sure that you save your CPR username. You will need it every time you access CPR.

Before starting your first CPR assignment:
- After entering your CPR username and password you will be directed to take a 10 minute “Tour.”
- Click on the “CPR Guided Tour” link and then the “Taking an Assignment” link.
- Take the short PreTest for new users.
   All information necessary to complete the PreTest can be found in the CPR Tour: “Taking an Assignment.” You must take this tour prior to taking the PreTest.

Assignment Structure – Both stages are required to complete the assignment.
There are two parts to a CPR assignment:
Stage 1: <Assignment Start Time 8:00 AM, Jan. 23, 2007>
   During this stage you will
   a) explore source material about the assignment topic.
   b) write about the topic. NOTE: Save your text to your local computer or to a floppy disk before submitting it. This will serve as a backup should a problem occur during the submission process.
   <Text Entry End Time 11:55 PM, Feb. 6, 2007>

Stage 2: <begins with Text Entry End Time>
   During this stage you will evaluate
   a) example texts written specifically for this assignment. These evaluations are called "calibrations."
   b) three texts written by your classmates. This stage is called "reviews."
   c) evaluate your own text. This stage is called the "self-assessment."
   <Assignment End Time 11:55 PM, Feb. 20, 2007>

After the assignment ends:
   You can now check your results of the assignment.

If you had an account on the CPR system during Fall 2006, that account still exists. Use the same username and password. Accounts from earlier semesters have been deleted.

You must remember the username that CPR gives to you and the password you choose! Write them down!!!

Use your NYU NetID (i.e., the start of your e-mail address) as your “student ID”.

If you took the “Tour” during Fall 2006, you do not need to take it again.
Important Points:

- CPR uses a centralized UCLA time and does NOT use the time on a local computer (i.e. your home computer). You can check the CPR time by clicking on the "CPR Time" link on the top of the assignment screens.
- CPR depends on ALL students finishing assignments. Problems should be reported immediately to your INSTRUCTOR to insure the highest possible completion rate by students.
- Always save your text entry on another computer or floppy disk before submitting it to CPR.
- Most Internet Service Providers (i.e. Bruin On-Line, Earthlink, MSN) terminate Internet connections that have not been used for more than 15 - 20 minutes. If a connection is terminated and you try to submit work, it will be LOST.
- CPR does NOT work with the AOL browser. Make your internet connection with AOL, then switch to the Internet Explorer (4.x or 5.x) or the Netscape (4.7x) browsers.

HTML Tags/formatting:

- `<B> text </B>` Displays the enclosed text in boldface; `<B>HI</B>` gives HI.
- `<I> text </I>` Displays the enclosed text in italics; `<I>HI</I>` gives HI.
- `<SUB> text </SUB>` Displays the enclosed text subscripted; `H<SUB>2</SUB>` gives H₂O.
- `<SUP> text </SUP>` Displays the enclosed text superscripted; `Na<SUP>+1</SUP>` gives Na⁺₁.
- `<BR> text </BR>` Inserts a line break.
- `<P> text </P>` Defines a paragraph.

Some guidelines for the essay assignments:

Write your essay before the due date. Don’t wait until the last minute. Do a good, thorough job. Spell correctly, use proper grammar, proofread your essay, save your work often, ... Obvious suggestions, but you’d be surprised by how many people don’t follow this advice.

Before you submit your essay, click the "Preview" button and look at the format of your essay. Make sure that it looks the way you want it to look (sometimes there is a mistake in the html tags and sometimes the system interprets a symbol as an html tag when you did not intend it to be one). Once you’ve written AND SUBMITTED your essay (note that "saving" your work does not "submit" it. You must "submit" it once you feel that it is ready for assessment). After that, once the "Text Entry End Time" has passed, you’ll proceed to the "calibration" stage.

The calibration stage is there to train you how to assess the essays written by others and to give you some experience in carrying out that part of the assignment. Don’t treat it as a trivial stage. I have set the system so that it will not deduct credit from your grade during the calibrations, but this is still an important part of the assignment. If you don’t learn how to assess essays, then your grading of essays will be inconsistent with the grading by other students and then you will lose credit. Furthermore, if the system identifies
you as a poor grader, it will give you a low "rating" as a grader and your opinions will count for very little when you grade your classmates (which means that you can’t hurt or help them, but you can still hurt yourself by grading inconsistently). The moral here is to use the calibration stage to become the best grader possible. Then the grades that people receive from you will be justified AND you won’t lose credit for your grading of their essays. Everyone comes out ahead.

In grading the essays of your classmates, be objective. If their work is good, give a good grade. If their work is poor, give a low grade. Don’t be influenced by worries that other students won’t be fair. They will be fair. The idea that a harsh grader will benefit by making others look bad is not valid because a harsh grader will be inconsistent with the majority and will end up with a low grade for their reviewing. The hope that everyone in the class will be lenient is also unrealistic - primarily because most students will want to do a good job, but also because of the fear that not everyone will be lenient and the lenient few will lose out because of their inconsistency.

I want you to grade the essays for the quality of the information content. If the essay is accurate, clear, and complete, then the style of writing is definitely of less importance. This is not a writing class. However, don’t be sloppy and don’t tolerate sloppiness. This is college and students should be able to spell and construct grammatical statements (if English is not your first language it may require more thought from you than from native speakers, but at least you’re getting a second type of learning experience here - you must put forth the effort).

In addition to answering some specific questions about each essay that you read, you’ll assign a numerical rating between 1 and 10. Only a truly outstanding essay deserves a 10. A good essay should earn an 8. A borderline passing essay would be around a 6. A low quality scribble earns a 4. A truly horrendous, unpleasant, inaccurate waste of paper (or screen space, in this case) might get a 1 or 2. This is the same grading scale as used on an exam. Hardly anyone gets a 10 or 20 on an exam, but then few earn 100 either. A good, solid exam score is in the 80’s. Right?

The last stage is to assess your own work AFTER having seen the calibration essays and after having read the work of your classmates. Again, be fair and be realistic. If the other essays were better than yours, don’t give yourself a high grade. If you believe that your work is as good or better than the other work that you’ve seen, do give yourself a high grade. This contribution to your overall score depends as much upon your consistency with the opinions of others as it does upon the rating that you give to your own essay.

You might enjoy the on-line essay experience ... and you might not. While I do hope that you enjoy chemistry, I don’t think that getting pleasure from this particular component of the course is as important as the benefit of having to think through an entire topic and then explain it. Nothing else in the course can give you this experience. If you’re in college to learn, this is just the thing you’re looking for!