

## Week 1

## Student Agenda: A Tool For Class Discussion

Exposition	Logic	Debate	Science
<p><b>At Home:</b></p> <p>See tab on this Agenda : “Exposition Schedule”</p>	<p><b>At Home:</b></p> <p><b>Read <i>Traditional Logic I</i></b></p> <p>Read The Introduction: <i>What is Logic?</i></p> <p>Complete:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exercises for Day 1</li> <li><input type="checkbox"/> Exercises for Day 2</li> <li><input type="checkbox"/> Exercises for Day 3</li> <li><input type="checkbox"/> Exercises for Day 4</li> </ul> <p><input type="checkbox"/> Complete the Review Exercises</p>	<p><b>At Home:</b></p> <p><b>Read: <i>Whatever Happened to Penny Candy?</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b></li> <li><input type="checkbox"/> Chapter 1: <i>Money: Coins and Paper</i></li> <li><input type="checkbox"/> Chapter 2: <i>Taanstaaf!, The Romans, and Us</i></li> </ul>	<p><b>At Home:</b></p> <p>Welcome to Marine Biology!</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin by getting familiar with the content. Look at the Index and explore the different Modules you will be encountering.</li> </ul> <p><b>Module 1: <i>The Geography of Oceans to Seawater</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read</b> until you reach <i>Salinity, Temperature, Density</i></li> <li><input type="checkbox"/> <b>Complete</b> On Your Own Questions</li> <li><input type="checkbox"/> Be prepared to observe, interact in discussion, or all of the above with <b>Experiment 1.1</b> in class.</li> </ul> <p><b>Mentors:</b> Preview the experiment before class and gather materials where applicable and possible</p>

**Rhetoric:** investigates how language is used to organize and maintain social groups, construct meanings and identities, coordinate behavior, mediate power, produce change, and create knowledge

<p><b>In Class</b></p> <p>See tab on this Agenda : “Exposition Schedule”</p>	<p><b>In Class</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the answers to the Review Questions</li> <li><input type="checkbox"/> Be prepared to share your thoughts</li> <li><input type="checkbox"/> Help answer any questions students may have about the lesson.</li> <li><input type="checkbox"/> Draw in previous teachings or approaches from real life experiences.</li> <li><input type="checkbox"/> Play a review game to keep students engaged.             <ul style="list-style-type: none"> <li>• Pictionary, Kahoot!, Quizlet, or a quick check of understanding. Get creative. Review here is good!</li> </ul> </li> <li><input type="checkbox"/> What is something they learned or want to learn?</li> </ul>	<p><b>In Class</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the topics covered in the chapters this week</li> <li><input type="checkbox"/> What was something new that you learned this week?</li> </ul>	<p><b>In Class:</b></p> <ol style="list-style-type: none"> <li>1. Mentors: prepare for class by previewing a short video (under 3 minutes) to show to the class on the topic in this reading.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Peak student's interest by going over some of the questions and discussion points in the reading. Use the 5 Common Topics</li> </ul> </li> <li>2. Where experiments are assigned:             <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Preview the experiment before class and gather materials</b> <ul style="list-style-type: none"> <li>• Conduct the experiment wherever possible live for students to follow along and interact with you</li> <li>• A short video with the concept of the Experiment is relevant (not recommended every time) where conducting the experiment live is not possible</li> </ul> </li> </ul> </li> </ol>
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## Week 2

## Student Agenda: A Tool For Class Discussion

Exposition	Logic	Debate	Science
<p><b>At Home:</b></p> <p>See tab on this Agenda : "Exposition Schedule"</p>	<p><b>Read <i>Traditional Logic I</i></b></p> <p>Read Chapter 1: <i>What is Simple Apprehension</i></p> <p>Complete:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exercises for Day 1</li> <li><input type="checkbox"/> Exercises for Day 2</li> <li><input type="checkbox"/> Exercises for Day 3</li> <li><input type="checkbox"/> Exercises for Day 4</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the Review Exercises</li> </ul>	<p><b>At Home:</b></p> <p><b>Read: <i>Whatever Happened to Penny Candy?</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read:</b></li> <li><input type="checkbox"/> Chapter 3: <i>Inflation</i></li> <li><input type="checkbox"/> Chapter 4: <i>Dollars, Money, and the Legal Tender</i></li> </ul>	<p><b>At Home:</b></p> <p><b>Module 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read</b> from <i>Salinity, Temperature, Density to Summing Up</i> at the end of the chapter</li> <li><input type="checkbox"/> <b>Complete</b> On Your Own Questions</li> <li><input type="checkbox"/> Grade the On Your Own Questions using the Key at the end of the Module</li> <li><input type="checkbox"/> Be prepared to observe, interact in discussion, or all of the above with <b>Experiment 1.5</b> in class.</li> </ul> <p><b>Mentors:</b> Preview the experiment before class and gather materials where applicable and possible</p>

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<p><b><u>In Class</u></b></p> <p><b>See tab on this Agenda : “Exposition Schedule”</b></p>	<p><b><u>In Class</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the answers to the Review Questions</li> <li><input type="checkbox"/> Be prepared to share your thoughts</li> <li><input type="checkbox"/> Help answer any questions students may have about the lesson</li> <li><input type="checkbox"/> Go over some review questions of your choice with the class on a white board</li> <li><input type="checkbox"/> Draw in previous teachings or approaches from real life experiences.</li> <li><input type="checkbox"/> Play a review game to keep students engaged.             <ul style="list-style-type: none"> <li>• Pictionary, Kahoot!, Quizlet, or a quick check of understanding. Get creative. Review here is good!</li> </ul> </li> <li><input type="checkbox"/> What is something they learned or want to learn?</li> </ul>	<p><b><u>In Class</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the topics covered in the chapters this week</li> <li><input type="checkbox"/> What was something new that you learned this week?</li> </ul>	<p><b><u>In Class:</u></b></p> <ol style="list-style-type: none"> <li>1. Mentors: prepare for class by previewing a short video (under 3 minutes) to show to the class on the topic in this reading.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Peak student's interest by going over some of the questions and discussion points in the reading. Use the 5 Common Topics</li> </ul> </li> <li>2. <i>Where experiments are assigned:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Preview the experiment before class and gather materials</b> <ul style="list-style-type: none"> <li>• Conduct the experiment wherever possible live for students to follow along and interact with you</li> <li>• A short video with the concept of the Experiment is relevant (not recommended every time) where conducting the experiment live is not possible</li> </ul> </li> </ul> </li> </ol>
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