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# WebTUTOR™

## **Student Guide**

for WebCT Version 3.X



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# 1. WebTutor on WebCT: An Overview

## What Is WebTutor on WebCT?

Welcome to WebTutor on WebCT, the online learning tool from Thomson Learning. WebTutor is an interactive program designed to help you understand and apply even the most complex topics in your studies.

WebTutor courses focus on a single academic subject, with each one designed as a complement to a specific Thomson Learning textbook. The course content is developed by Thomson Learning, and the Web technology is provided by WebCT. Together, they improve your learning and expand your classroom experiences in ways that are unique to the WebTutor environment:

- Multimedia-rich explanations of key concepts in your courses, using all the advantages of the Web (images, audio, video, interactivity, communications) to deepen your learning beyond the capabilities of most study aids.
- Point-and-click tools that help you interact with the chapter materials as well as your fellow students, expanding and deepening the learning process.
- Features that help you manage your time, check your progress, prepare for exams, organize your notes, and more.
- Interactive chat, e-mail, and discussion features that provide opportunities to learn and communicate with your classmates, teaching assistants, and instructors.
- Dynamic feedback on your answers to quiz and self-test questions that provides immediate reinforcement of your learning, and guidance for further study.
- Tools that allow you to customize the course materials to fit your study habits.
- A Chat tool that lets you communicate with other WebTutor users, as well as your instructor
- An intuitive interface that is shared among different WebTutor courses, making it easy to move from course to course.

## The Difference Between a WebTutor Course and Your Class

WebTutor courses are designed to assist your learning in both campus-based and online classes. Although individual WebTutor products are called courses, it is important to remember that they are not classes offered by or taught by Thomson Learning. WebTutor is used in an individual class offered by a specific school and instructor, just as you would use a textbook or CD-ROM. Unlike other media, however, WebTutor features communication and interaction tools that can make it a central meeting place for your class members.

Hundreds of schools adopt WebTutor, but each class and instructor uses it at a separate Web address. With the exception of one Chat room (see above), the content, tools, and layout of each URL are not shared by anyone except the enrolled members of a class.

## Applications of WebTutor

The role of WebTutor in your particular classes will be determined by your instructor, who can customize WebTutor's content and features.

For example, your instructor may decide that, in addition to providing you with chapter-by-chapter learning aids, WebTutor will also serve as the nerve center of all class communications.

He or she might enable all of the features that facilitate online discussion, private messaging, collaborative learning, and class scheduling.

On the other hand, some instructors may focus more on WebTutor's content, reorganizing and enhancing it to reflect your course syllabus. Online exams would be used, but online communications might be optional. An instructor might also add extra credit assignments, references to sources you can use in papers and projects, Web site links, and more.

★ Hint: make sure that you review your class syllabus and/or the online Course Information feature for details on your instructor's intended use of WebTutor.

WebTutor's interface and organization ensure that no matter how a course is modified, it will be familiar and easy to use. At the same time, the customization options provide the flexibility needed to make WebTutor a truly useful tool in your classes.

For an overview of WebTutor's basic structure, content, and tools, see Chapter 4.

## 2. Technical Requirements

### Accessing WebTutor

WebTutor on WebCT is a computer-based program that is stored on a server and accessed via the World Wide Web. WebTutor is accessible from any personal computer that is connected to the Internet and equipped with compatible Web browser software (see below). *A valid Global ID and password must be entered to gain access to a WebTutor course.* For details on registration and passwords, see Chapter 3.

### Software Requirements

#### Web Browsers

Each computer used to access WebTutor must be equipped with Web browser software verified by the publisher as compatible with the WebTutor program. A browser allows users to view materials on the Web and navigate from page to page.

For optimal performance, any computer used to access WebTutor should be equipped with one of the following *frames-capable* Web browsers:

Browser:	Version(s):
Netscape Communicator	4.5 and higher
Microsoft Internet Explorer	5.0 and higher

#### ☹ NETSCAPE 6.0 USERS PLEASE NOTE!

Due to several significant issues in Netscape 6.0, many WebCT users have noted problems using this browser to view WebCT content. Problems reported include:

- JavaScript errors in the Content Module
- Prompts for authentication when navigating within a course
- The Content Module will not load, and the Back button does not function
- The Manage Students interface does not display correctly on the Mac

While WebCT does plan to support Netscape 6.x in the future, Netscape 6.0 is not currently recommended for use with any versions of WebCT up to and including WebCT 3.5.

#### ☹ AOL USERS PLEASE NOTE!

If you use America Online (AOL), you must first access the Internet with AOL, and then use one of the preferred browsers listed above. The only compatible AOL browser is version 5.0 (or higher) with Internet Explorer 5.0 also installed on your computer.

#### Setting browser preferences

Whichever browser you use, the browser preferences *must* be set to enable **Java/JavaScript** and to accept **Cookies**.

### *About Java and JavaScript*

Java/JavaScript is a computer programming language often used in Web-based programs. *It must be enabled in your Web browser preferences* in order to use WebTutor successfully. Please consult the “Help” file in your Web browser for information on changing the preferences.

### *About Cookies*

To use WebTutor, you must set your Web browser’s preferences so that *Cookies will be accepted by your computer*.

“Cookies” are data files sent to your computer by WebTutor when you access the program. Once your computer accepts a Cookie, you can move from one WebTutor screen to another without needing to re-enter your username and password repeatedly. Cookies are stored by your computer temporarily and cannot perform privacy-infringing acts.

Please consult the “Help” file in your Web browser for information on setting the preferences to accept Cookies.

## Screen Settings

For best results, your computer monitor should be set to display at a minimum of 800 x 600 pixels. You can use the 640 x 480 pixel setting, but it will probably require use of the Web browser’s scroll bar to view the entire screen.

## Technical Support

If you experience a technical problem while using WebTutor, **first** contact your instructor or the teaching assistant. He or she may be able to resolve the problem, especially if the problem relates to local content or servers. If not, current WebTutor users may contact WebCT for technical assistance.

### WebCT Technical Support

Phone: 1-877-855-3238

E-mail: [publisher.support@webct.com](mailto:publisher.support@webct.com)

Web site: <http://www.webct.com/support>

Sunday–Friday                6 a.m. – 6 p.m. (Pacific Standard Time)

Saturday                      7 a.m. – 7 p.m. (PST)

It is important to remember that there are many possible sources of technical problems, so WebTutor may not be the cause. There may be a problem with your Internet Service Provider, or perhaps your browser settings need adjustment. Therefore, it is extremely important to write down *exactly* what happened when the problem occurred and to provide your instructor with these details. Doing so will help determine where to look for a solution.

### WebTutor Support

Additionally, you may want to visit the WebTutor Student Support site located at <http://webtutor.thomsonlearning.com/studenthelp>. Here you will find additional support tools for maximizing your use of WebTutor, including Help with login, Browser Plug-Ins, and more.



## 3. Course Registration, Access, and Navigation

### Registration

Before you attempt to register, make sure that you have the following information:

- The **Access Code** provided with your purchase of access to a WebTutor course (either from a bookstore or online at <http://www.webct.com>).
- The **Web address (URL)** for *your instructor's class*. (Provided by your instructor).

☛ **NOTE:** If your instructor has provided you with a Global ID and a password, follow the instructions they have provided you or skip to the section titled Logging into your WebTutor Course with a Global ID and Password. If this is not the case, follow these steps to create your own Global ID and password.

### Creating your Global ID and Password

1. Connect to the Internet and open your Web browser software.
2. In the browser's Address or Location box, enter the URL provided by your instructor (see above). Then press <Return>.
3. The Welcome Page for your course will display. Click the Create Account button.
4. The next screen asks if you have created a myWebCT account. If you have already created a myWebCT account click on the Log On to myWebCT. If you do not have a myWebCT account, click on the Create myWebCT.
5. On the next screen (figure 3.1), enter the requested information and create a Global ID and password for yourself. (You will use them to access your course for the rest of the term.) When you have entered all the information, click Continue.

Figure 3.1: Entering Your Account Information

The screenshot shows the 'Create myWebCT' registration page. It includes sections for personal information, login information, and a security question. Annotations provide additional instructions and warnings.

**Create myWebCT**  
Completing this screen creates your myWebCT and sets the WebCT ID and Password that you will use to log on to it.

myWebCT gives you access to all your WebCT courses.  
\* means required fields.

**1. Enter your personal information**

First name \*   
Last name \*   
Email address

My school gave me a User Name and Password. Do I use those here? [HELP](#)

**2. Create your own login information:**  
Your password must be 4 characters or longer.

You should record your WebCT ID and Password and store it in a safe place.

WebCT ID \*   
Password \*   
Confirm Password \*

If I forget my WebCT ID and Password, ask me this question:

Here's the right answer:

**Annotations:**

- Do NOT enter your Access Code on this screen!
- Enter a Global ID and password for yourself.
- When you have entered all the data, click Continue.

- ★ Global IDs and passwords can consist of both letters and numbers.
  - ★ Remember that passwords are case sensitive. So, *MyTutor* and *mytutor* will be recognized differently.
  - ★ Passwords must have a minimum of **four** characters.
6. Scroll to bottom of page and click Continue.
  7. When prompted (figure 3.2) enter your Global ID and password. Then click OK.

Figure 3.2: Logging On To myWebCT

8. At the next screen (figure 3.3), click on the title of the course.

Figure 3.3 myWebCT

9. At the next screen (figure 3.4), enter your **Access Code**. Then, click Register.

Figure 3.4: Entering the Access Code

WebCT  
Web Course Tools

myWebCT : Setup

### Access Code Required

For this course, your professor is using an e-Learning Resource Pack (e-Pack) that contains publisher content. You need an Access Code to enter this course for the first time. Check your textbook for an Access Code, or purchase an Access Code on the WebCT e-Learning Hub.

Enter the Access Code provided with your WebTutor purchase. Next, click Register.

You can enter your Access Code here:

9949432V9T3G3BQ

Register

Help me with my Access Code. [HELP](#)

or

[Purchase an Access Code](#) on WebCT's e-Learning Hub.

Cancel

⚠ Note: Access Code validation may take **more than two minutes**, depending on modem speed. Please **do not** click anywhere until the following screen (Figure 3.5) displays:

10. The next screen (Figure 3.5) confirms your registration. Click Go to Course to enter your instructor's WebTutor course.

Figure 3.5: Accessing the Course

WebCT  
Web Course Tools

myWebCT : Registration Result

### WebCT-Thomson Learning Registration Result

This Access Code was accepted. To continue, click **Go to Course**.

Go to Course

Click Go to Course to access your WebTutor course.

If your registration did *not* succeed, check to make sure that you entered the correct Access Code. If you still cannot register successfully, please contact your instructor for Technical Support information.

⚠ Once you have successfully registered, your Access Code will expire (you will no longer need it). From now on, access the URL provided by your instructor and Login using your Global ID and password.

## Logging into Your WebTutor course with a Global ID and Password

It is possible that your instructor has already added you to their course and assigned an ID and password for you. If this is the case, please follow the following instructions.

1. Connect to the Internet and open your Web browser.
2. In the browser's Address or Location field, enter the URL for the new course (provided by your instructor).
3. Since you already have a myWebCT page set up, select Login to myWebCT button.
4. In the dialogue box, enter your Global ID and password. Then click OK.
5. At the myWebCT page (figure 3.6), click the name of the new course.

Figure 3.6: Accessing a Course through the myWebCT Page

Click on name of new course

6. When prompted (Figure 3.7), enter the Access Code for your new course (provided upon purchase). Next, click Register.

Figure 3.7: Entering the Access Code

Enter the Access Code provided with your purchase of this WebTutor course. Then, click Register.

⚠ Note: Access Code validation may take **more than two minutes**, depending on modem speed. Please **do not click anywhere** on the screen until your registration is confirmed.

## Logging Off

When you log on to a WebTutor course, you begin a *session*. Each session lasts until you deliberately leave the WebTutor course site, close your browser window, or disconnect from the Internet.

⚠ If you are using WebTutor in a computer lab or other shared-terminal situation, make sure that you exit from your course(s) when your work is done. Otherwise, another student may mistakenly use your account to do their own WebTutor work, which could affect your progress and grade reports.

## Navigating Your WebTutor Courses

### The myWebCT Page

When you initially register for a WebTutor course (see Registration), a myWebCT page is created for you (figure 3.8). Once you've entered your Global ID and password, you can move back and forth between different courses and the myWebCT page without needing to log in to each one repeatedly.

The myWebCT page features:

- A. Links to each of the WebTutor courses in which you are registered
- B. Options to add your own personal Web links
- C. A link to <http://www.webct.com>
- D. A place for announcements from your school or institution
- E. A process for adding new courses to your account

Figure 3.8: The myWebCT Page



★ Each of your courses features a link to myWebCT on its Home Page. Click this link to return to myWebCT from an individual course. You can then link back to your course(s) without needing to re-enter your Global ID or password again during the session.

## The Course Home Page

After you log on to a course, its Home Page displays. The Home Page functions like a table of contents for a book; it provides access to major content sections and tools of a course via a set of icons and/or hot links. The Home Page also features a link to myWebCT.

Figure 3.9 shows many of the icons that are default settings for a Home Page, although instructors may change these. They can also select the style of the icons (photo, casual, etc.) or create their own custom icons. In addition, icons may be moved to a different page to change the course organization.

★ Do not confuse this button with the Student Home Pages *icon*, which links to your classmates' personal Web pages.

Figure 3.9: Course Home Page and Navigation Icons



## Navigation Features

As with other Web sites, WebTutor courses use buttons and hot links to allow navigation between different screens. The following navigation features are common among different WebTutor courses. *Be aware, though, that your instructor may change which buttons, links, and icons appear on the individual screens.*

☛ Whenever possible, use the WebTutor navigation tools to move from screen to screen, rather than the Web browser's "Back" and "Forward" buttons. Doing so will ensure that the portion of the screen (or, "frame") that should change will do so. Otherwise, the screen may not display what you wanted.

#### The Navigation Bar

Figure 3.10: The Navigation Bar

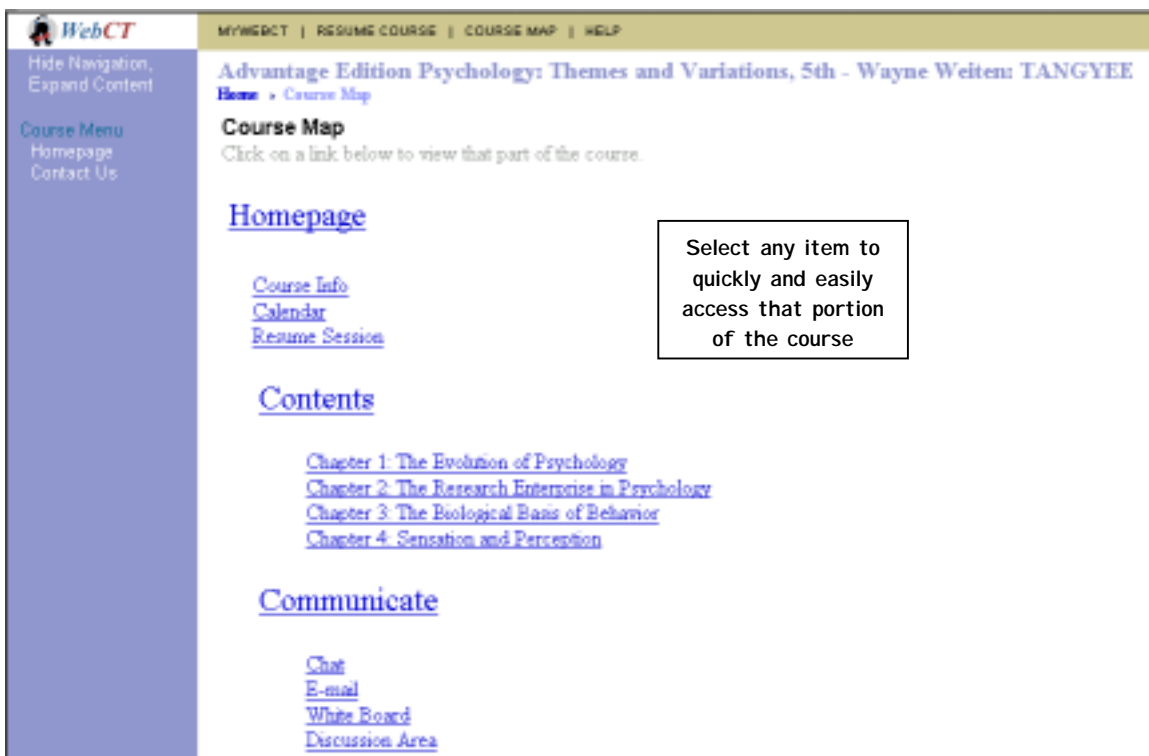
The Navigation Bar (figure 3.10) is a separate small browser window that contains links to frequently visited pages. It allows users to access these tools without leaving their current location within the course.



#### Course Map

WebTutor on WebCT also features a Course Map tool (figure 3.11) that gives a birds-eye view of the course layout. You can click on an area of the Course Map to link to a particular section or page. The Course Map is accessible through the Menu Bar at the top of your WebTutor Course.

Figure 3.11: The Course Map



#### Action Menu



An Action Menu (figure 3.12) displays on individual chapter pages of a course. It provides quick access to tools either related to the current page (such as Self-Test), or requiring frequent access (such as the Glossary). Instructors may change these buttons to suit the course.

The Action Menu also includes a set of buttons that help you move between content pages and related tools without losing your place. For instance, the Retrace button returns to the last content page you viewed if you link to other areas of the course.

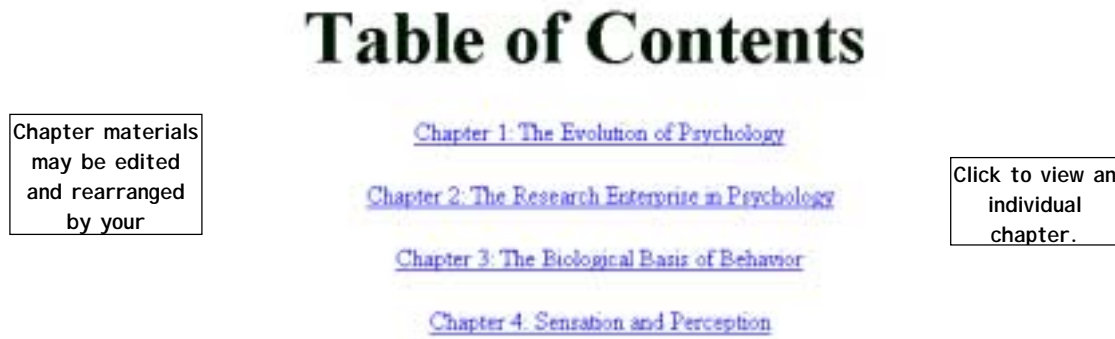
Figure 3.12: The Action Menu



#### Table of Contents

A Table of Contents displays (figure 3.13) when you access the course content (usually by clicking the Contents icon). It provides a list of the course chapters, with links to each one. Your instructor may change the content, organization, and appearance of this menu, but its function will not change.

Figure 3.13: The Course Table of Contents



☛ When viewing the content pages, make sure you use the special Breadcrumbs (figure 3.14) below the instructor's name at the top of the window rather than your Web browser's "back" and "forward" buttons. Using the browser buttons may unintentionally take you *outside* of the course content.

Figure 3.14: Breadcrumbs





#### **Hot Links**

Hot links (a.k.a. text links) may be added to individual pages at the discretion of your instructor. They generally serve as links to page-specific tools or resources (such as a glossary entry or a book reference).

#### **Resume Session**

Your WebTutor course may include an icon called Resume Session. If it does, you can click this icon when you start a session. When you do, WebTutor automatically returns to the last screen you viewed in your most recent session. With Resume Session, you don't have to try to remember where you left off. A link to Resume session is also available on the Menu Bar across the top of your screen.



## 4. WebTutor Content and Features: Essential Facts

Your WebTutor course includes a wide variety of features designed to help strengthen your learning of academic subjects. In addition, your instructor may customize the course by adding new content, turning certain tools on or off, changing the layout, etc. With so many possibilities, how do you know where to begin and what to do?

The good news is that all WebTutor courses share common elements and structural patterns. Before you start a course, take a few moments to learn about WebTutor's basic purpose, organization, and content types. This chapter provides you with a brief overview.

### The Structure of a Course

Each WebTutor on WebCT course consists of integrated *content* and *tools*. Thomson Learning and your instructor provide the course-specific content—outlines, diagrams, topical discussions, flashcards, quizzes, etc.—while WebCT provides the tools that enable interaction with the content, and among course members.

Each WebTutor course is presented with a default organization and content set, which instructors can modify. But no matter how much a course is customized, WebTutor maintains a consistent framework for all of the different types of tools and content. This structure includes:

- **Course Home Page**

The Home Page (Figure 4.1) is the entry point to the course, and serves as its “main menu”. It provides links to content pages and Tool pages.

Figure 4.1: The Course Home Page



- **Tool Pages**

Tool pages are similar to the Home Page in that they provide an entry point to more specific features. A Tool page often presents links to a number of related tools, such as Chat, Discussion, and E-mail; a Tool page can also provide access to a single tool.

Figure 4.2: A Tool Page



- **Content Pages with Associated Tools**

The course content pages (see Figure 4.3) provide the learning materials for the course, and their organization often indicates the course schedule. Individual tools—such as glossary terms, self-test questions, references, etc.—may be linked to individual pages. For example, the Notes Tool allows you to attach your own notes to each content page.

## Course Content



WebTutor course content is provided by Thomson Learning and integrated with the WebCT technology. In addition, instructors may add their own content and change the sequence of the Table of Contents.

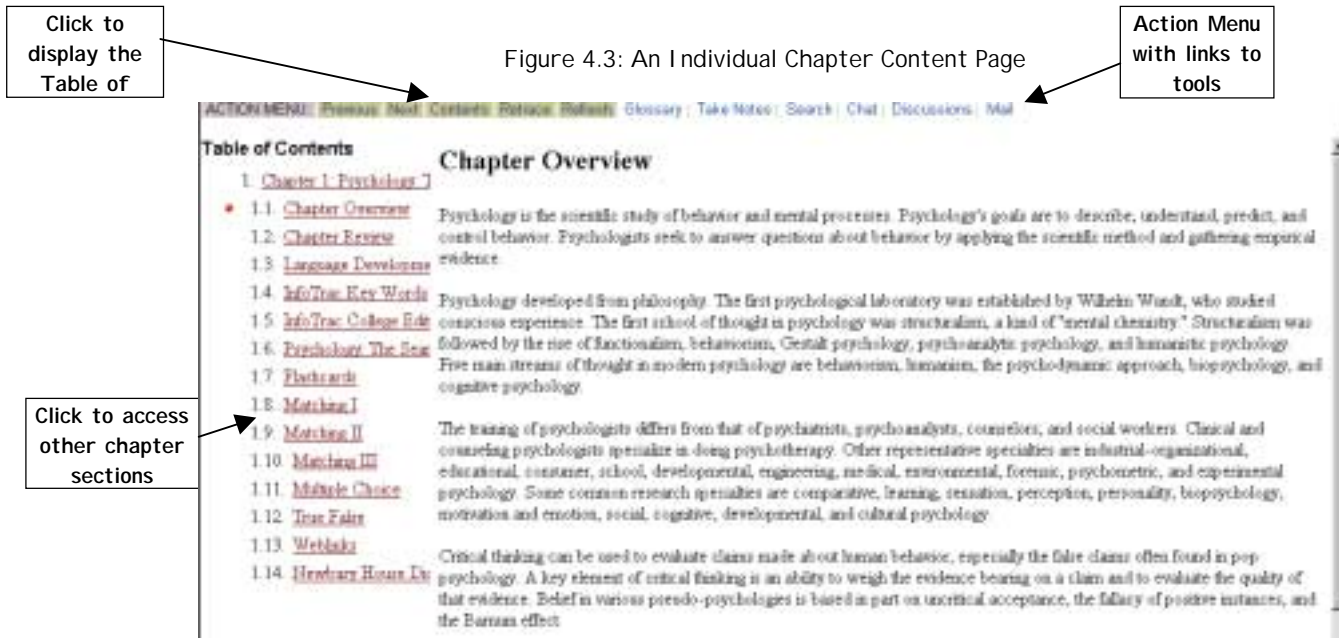
Your course's Table of Contents is organized to match the chapters in your textbook. Each chapter is presented as an individual Web page. To access the Table of Contents, click the Contents icon.

Content pages may consist of text, images, sound, video, and hot links to other Web-based resources. The type of content provided varies with the subject matter and goals of each course. Some common forms of chapter content include:

- Chapter outlines
- Chapter objectives
- Discussion questions (connected to the Discussion tool)
- Flashcards
- Diagrams, illustrations, and images

- Topical definitions and discussions
- Case studies
- Quizzes
- Assignments
- Movies
- Audio

Figure 4.3: An Individual Chapter Content Page



Unlike some online learning tools, WebTutor does more than display static content on a screen. The underlying WebCT technology creates rich opportunities for you to work with the content, to receive and provide feedback and to exchange ideas with classmates. The following pages outline the tools that, when combined with WebTutor content, make this dynamic learning experience possible.

## Overview of Tools

“Tools” refers to the features of the WebCT platform that allow interaction with the course content, and among course participants. Although each course is presented with a default set of tools, instructors may add or remove them, change their location, and select a graphic style for the icons. Therefore, it’s important to note that ***although this manual mentions all possible tools, you may not see every one used in your specific course.***

As illustrated in Figures 4.2 and 4.3, tools may be linked to a specific content page or to a Tool page. Each one of these tools is discussed in greater detail in later chapters of this guide. The following list will familiarize you with the general types of tools available, and how they may be grouped.

- **Communication tools:** e-mail; real-time chat rooms; threaded discussion; and a real-time white boarding. See Chapter 6 for details.

- **Time and self-management tools:** course calendar; course information screens with details on policies, course materials, the instructor, and objectives. See Chapter 5 for details.
- **Resource tools:** glossary terms linked to specific Chapter pages; related Web site links; searchable image database. See Chapter 7 for details.
- **Presentation tools:** options for students to form online groups and upload/download collaborative projects. See Chapter 10 for details.
- **Page-specific tools:** self-test questions with dynamic feedback; annotation tool for making notes; references to related works. See Chapter 9 for details.
- **Information management tools:** course index; search tool; batch printing tool. See Chapter 8 for details.
- **Performance tracking tools:** enable student viewing of personal test scores, course participation, and other evaluations. See Chapter 12 for details.

## Identifying and Accessing the Tools

Each tool has an icon which, when you click it, opens the tool. For instance, clicking the Calendar icon opens the course Calendar. For a quick guide to WebTutor icons, see the chart in Appendix A.

☞ Remember: ***your instructor can change the graphic style of the icons in your course.*** So, an icon shown in this manual may look a bit different than the one used in your specific course. The example below shows several different icon styles for the same tool. Generally, instructors will choose a single icon style and use it throughout a course.



## 5. Time and Self-Management Tools

Chapter 4 (WebTutor Content and Features: Essential Facts) discusses the types of tools that may be available in a WebTutor course. This chapter introduces two Time and Self-Management Tools that could appear in your course: the Calendar and the Course Information screens.

### Calendar

(Note: your course may display a different icon for the Calendar. See Appendix A for a list of icons.)

Indicates no new Calendar entries.



The interactive course Calendar (figure 5.1) helps you stay on top of your coursework without needing to keep track of paper schedules. A Calendar icon will display if this tool is available in your course—click it to open the Calendar.

Important class dates entered by your instructor will display on the Calendar: lectures, meetings, due dates, special events, exams, etc.



Indicates NEW entries.

When your instructor updates the Calendar, its icon looks slightly different until you view the new information. The new Calendar entries display in a separate window.

Figure 5.1: The Course Calendar

**April 2001**

April 2001 Go

To compile a list of entries, click [Compile](#).

Click to compile Calendar events into a custom list.

[Previous Month](#)

[Next Month](#)

Click to view next month

To view, add, or edit the daily schedule, click on a hyperlinked date below.

*Note: All private entries are italicized.*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>
<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>	<a href="#">11</a>	<a href="#">12</a>	<a href="#">13 - Today</a>	<a href="#">14</a>
<a href="#">15</a>	<a href="#">16</a>	<a href="#">17</a>	<a href="#">18</a>	<a href="#">19</a>	<a href="#">20</a>	<a href="#">21</a>

Click date to see complete details or to add notes.

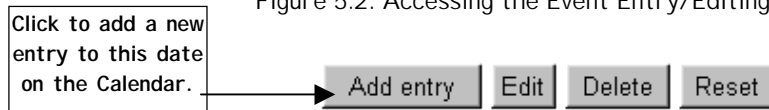
You may also make your own private entries, which appear *italicized* on the calendar. Private postings are only visible to you, and can be highly specific to your own schedule. You can even use it to organize your other studies, work schedules, social events, etc.

Depending on your course, you may be able to make public entries as well. Public postings are seen by all class members, and therefore lend themselves to more general announcements.

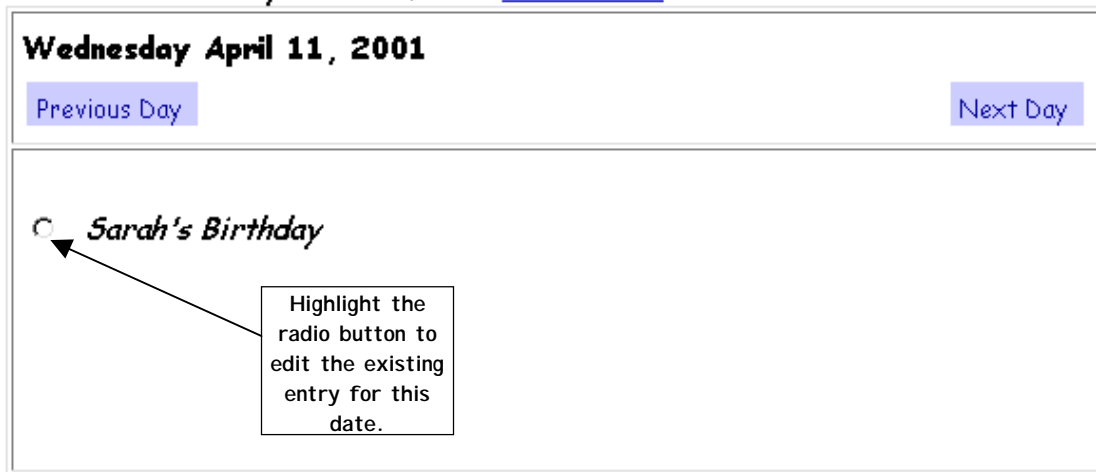
## Creating and Editing Calendar Entries

1. Click the Calendar icon to open the tool.
2. When the Calendar displays (figure 5.2), use the drop down menus and the arrow buttons to locate the desired month/year. Then, click the date on the Calendar that you wish to edit.
3. To create a new entry, click Add Entry (figure 5.2). To edit an existing entry, highlight the radio button to the left of the entry you wish to edit. Then, click Edit at the top of the page.
4. Create or change the details of your entry. Click Add if creating a new entry; click Update if editing an existing entry. Your new or revised entry will be reflected in the Calendar.

Figure 5.2: Accessing the Event Entry/Editing Screen



To view the monthly calendar, click [View Month](#).



## 5.3: Creating or Editing a Calendar Entry

**Edit a Calendar Entry**

**Date** 11 April 2001 Enter or change the entry for this date.

**Summary\*** Sarah's Birthday

**URL** http://

**Detail**

**Start time** -- : --

**End time** -- : --

**Access level** private Click to add the entry to the Calendar. (Click Update if editing an existing

(\* Required fields.)

**Compiling Calendar Entries**

The Compile feature allows you to create a list of Calendar events, selected using criteria you provide. To use the Compile feature, complete the following steps:

1. With the Calendar displayed, click the Compile button (figure 5.1).
2. On the next screen (figure 5.4), use the drop-down menus to select the desired timeframe in which you want to compile events (such as January 1 to January 31, 2000).
3. If desired, select a filter that will narrow the results to the specific type of events you are looking for (such as those related to a midterm).
4. Click Continue.

Figure 5.4: Selecting the Criteria for Compiling Events

**Compile Calendar Entries**

To compile and display entries, select a date range and criteria for your search and click Display. Note: you can only compile public entries.

**From** 11 April 2001

**To** 11 April 2001 Select a start date and end date.

Filter	Comparison	Value
None	Contains	

Use the filters to narrow the results.

5. The next screen displays the results of the Compile search (figure 5.5).  
To repeat the Compile process, click Compile.  
To return to the Calendar display, click Calendar.



Figure 5.5: Results of the Compile

**Compiled Calendar Entries**

Compile	Calendar
---------	----------

---

**April 2001**

Events that meet your compile specifications

Date	Event
April 4	Test - Chapters 4-7
April 11	Discussion of Chapter 8
April 18	Threaded Discussion
April 25	On-Line Chat

---

Compile	Calendar
---------	----------

**Tips for Using the Calendar**

- ★ Designate a specific day each week when you will check the Calendar. Doing so will help you stay on top of any changes, particularly when your instructor updates the Calendar.
- ★ If public postings are allowed on the Calendar, find out from your instructor whether they must be specifically class-related. The rules may already be listed in your course information (see below). Avoid making social event announcements on the Calendar unless it is approved by your instructor.
- ★ Use the Compile feature of the Calendar to group events by project, T.A., etc.

**Syllabus or Course Information**

(Note: your course may display a different icon for Information. See Appendix A for a list of icons.)



The syllabus provides an opportunity for your instructor to detail what is expected of you in their course. Typical syllabus information includes the instructor contact information, course description and policies, class schedules and more.

A Sample Syllabus is pictured in figure 5.6

Figure 5.6: The Syllabus Tool

**Syllabus**

Course Information	
Course title	WebTutor Toolbox on WebCT
Course number	101
Course description	This course is intended to show you the basic tools available to you with WebTutor Toolbox on WebCT. Please use the SIGN ME UP! link to register for your own Toolbox site.
Course date	Jan 1, 2001 through May 15, 2001
Location	On-line! Anytime, anywhere
Meeting day(s)	Enter Class meeting days here!
Meeting time(s)	Enter times here!
Prerequisite(s)	Have a prerequisite for this course? Enter here!
Instructor Information	
Name	Jill Staut, WebTutor Product Marketing Manager
Email	jill.staut@thomsonlearning.com
Office location	10 Davis Drive, Belmont, CA 94002
Office hours	Mondays 8-5 (EST)
Phone	800-876-2350 ext. 7706
Course Goals	
Document Date: [icon] [icon] [icon] [icon]	

Alternatively, some instructors may have the same type of information available behind the Course Info icon. The Course information screens provide a central location for details on course policies (grading, attendance, etc.), materials, and your instructor (office hours, contact information etc.). If this feature is used in your course, its icon will display, usually on the Home Page. Click this icon to open the Course Information screens.

Figure 5.7: The Course Information Screens

Click Close to return to the course contents and tools.

Close Back Forward

**Themes and Variations**

WADSWORTH  
THOMSON LEARNING

**Course Description**

Course Description: A survey of the different methods, principles, and theories of scientific psychology as applied to the study and understanding of human and animal behavior. Includes coverage of research methods, physiological foundations of behavior, perception, learning, motivation, personality development, psychological disorders and psychotherapy.

[Course Info](#)  
[Objectives](#)  
[Policies](#)  
[Exit](#)

Click text links to view course information, policies, and objectives.

**Tips for Using Syllabus or Course Information:**

★ Make sure to read through the course information at the *beginning* of the academic term so you're familiar with all of the grading and attendance policies, your instructor's office hours, etc. In particular, check whether participation in WebTutor activities (threaded discussions, group presentations, etc.) is factored into your final grade. Be aware that your instructor can get reports on which sections of WebTutor you have visited, which quizzes you have completed, and how often you post messages to the Discussion forums (your e-mail remains private).

★ Some instructors prefer to include all of their course information on a single document—the syllabus—rather than using the Course Information screens. Check your specific WebTutor course to see if a link to a syllabus has been added.

## 6. Communication Tools

Chapter 4 (WebTutor Content and Features: Essential Facts) discusses the general types of tools available in WebTutor. This chapter introduces several specific Communication Tools that your instructor might enable in your course: E-mail, Discussion, Chat, White Board, and Assignment Drop Box.



☛ Remember: your instructor decides which tools are included in your course, so some or all of the following tools *may* be visible to you. Any available tool will be represented by an icon somewhere within the course.

Your instructor may decide to group these Communication Tools together on a single Tool page, represented by a Communicate icon. Click this icon to open the Tool page and access the individual tools.

☛ Note: your course may display a different-looking icon. See Appendix A for a list of icons.

### E-mail

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)



The E-mail tool provides a convenient means of sending private messages between class members *within the WebTutor environment*. The E-mail feature provides accounts for all registered class members, including instructors and graders. When you register (see Chapter 3), an e-mail account is automatically set up for you within the course.

The accounts are *internal* to WebTutor, meaning that you must log on to the course in order to read and send mail. Messages can be sent among class members, but the tool is not intended to serve as your general purpose or personal e-mail account. The advantage of this approach is that it keeps class-related mail separate from all of your other e-mail, making it easier to sort and manage.

If the E-mail tool is available in your course, the icon will display (see above). When you click the icon, WebTutor E-mail opens (figure 6.1) and displays its own special menu.

Figure 6.1: WebTutor E-mail

Select a folder to see your mail		
You have 0 new messages in Inbox		
Compose Mail Message		
Search   Manage Folders   Manage Messages		
Folder	Unread	Total
<a href="#">All</a>	0	0
<a href="#">Inbox</a>	0	0
<a href="#">Outbox</a>	0	0
<a href="#">Draft</a>	0	0

**Search** – opens a new window and allows for the specification of criteria for finding messages.

**Manage Folders** – allows for the creation of new folders for categorizing and filing of e-mail messages.

**Manage Messages** – allows for moving, deleting, threading, and unthreading messages.

## Reading Messages

To read messages sent to you by classmates or instructors:

1. Click the E-mail icon to open the E-mail window.
2. Click the Inbox (figure 6.1) to view list of received messages.
3. Scroll down to view new messages (figure 6.2), or Show All to list read and unread messages.
4. Messages (figure 6.2) are listed in a Thread (groups of related messages) or in chronological order. They can also be viewed unthreaded by clicking on Unthreaded towards top of screen.
5. To view an individual message, click on it. The text of the message will be displayed. If there are any attached files, click the Attachments button to open or download them.

Figure 6.2: Reading E-mail Messages



## Creating New Messages

WebTutor E-mail enables you to send messages to one or more of the students and instructors in your course (not, however, to addresses outside of the course). Their names are automatically included on the e-mail address list within the E-mail feature. When you send *a new* message (rather than responding to one sent to you), it becomes the first message in a new subject **thread**. Any responses to your message are added to the thread.

1. To compose and send a new e-mail message, clicking on Compose Mail Message opens a new window. (Figure 6.3). Enter a topic in the subject field and then type the message.
2. In the Send To field (figure 6.3), enter the global ID of the recipient. If you do not know it, click the Browse button. A list of the names all individuals in the course will open in a separate window.
  - To select one name (figure 6.4), highlight it and click Done. The name will be entered in the Send To field.
  - To select multiple names (figure 6.4), hold down the Control key on your keyboard, and then click on the names you want to select. Then, click Done. The names will be entered in the Send To field.
3. If you would like to attach files to your message, click the Browse button (figure 6.3). At the next screen, look for the file you wish to attach
4. Once you find the right file, highlight it and then click the Open button. Then click Continue. To add other files to your message, repeat the process just described.
5. When you have attached all the files you want, click Attach File (figure 6.3).
6. To send your message, click Send (figure 6.3).

Figure 6.3: Compose E-mail Message

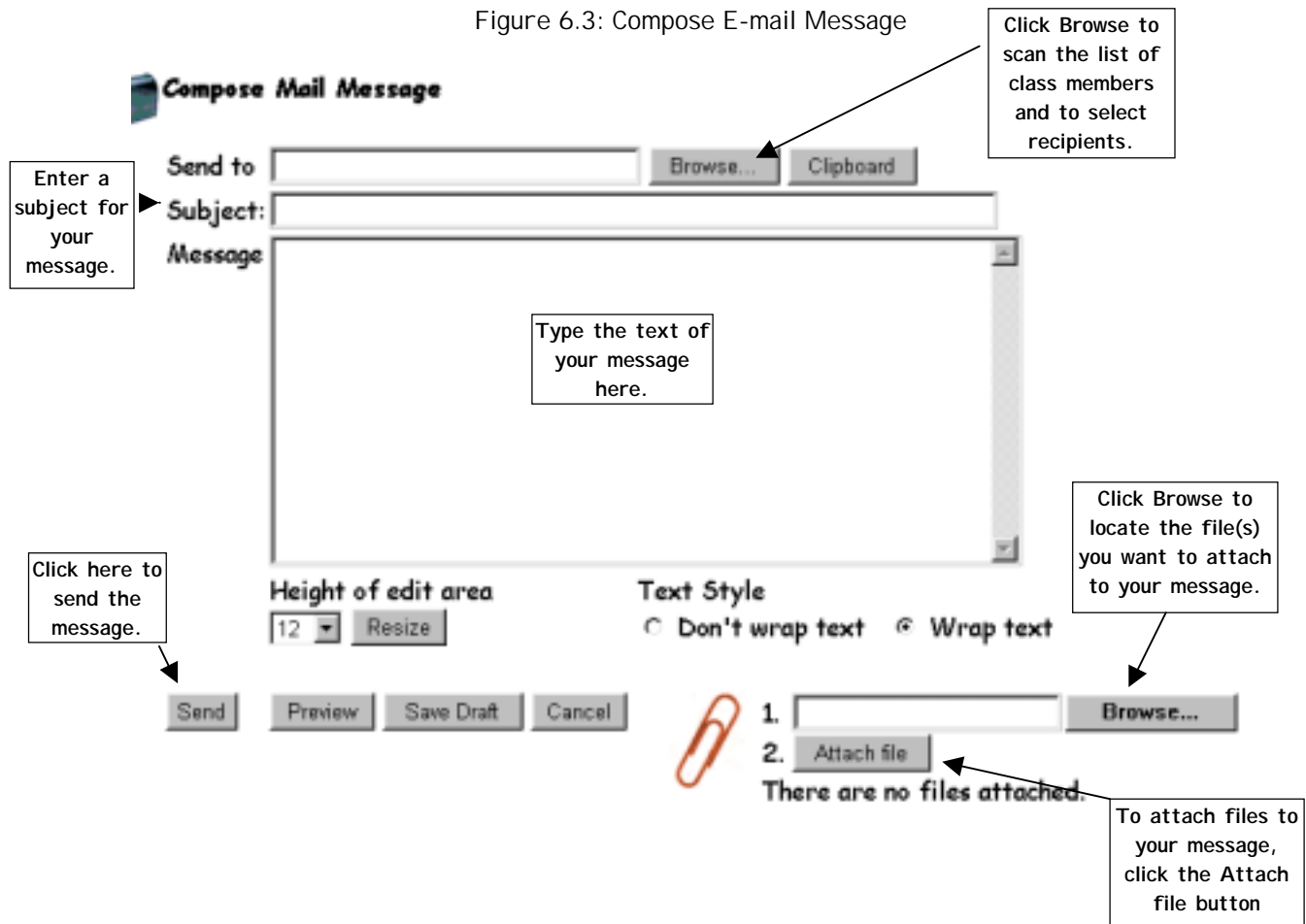
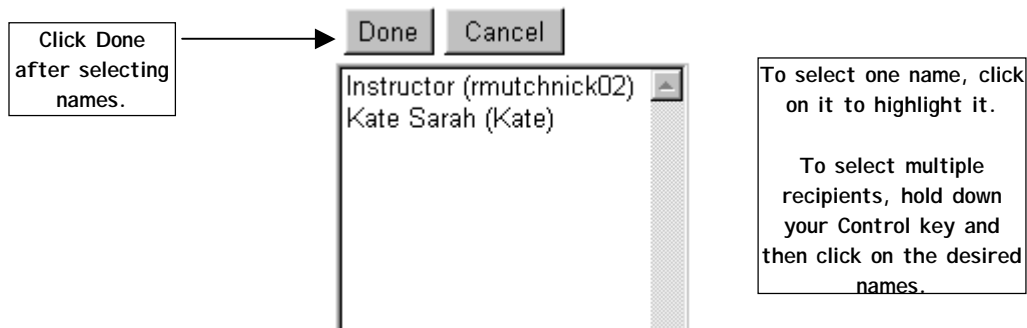


Figure 6.4: The Browse List of Names

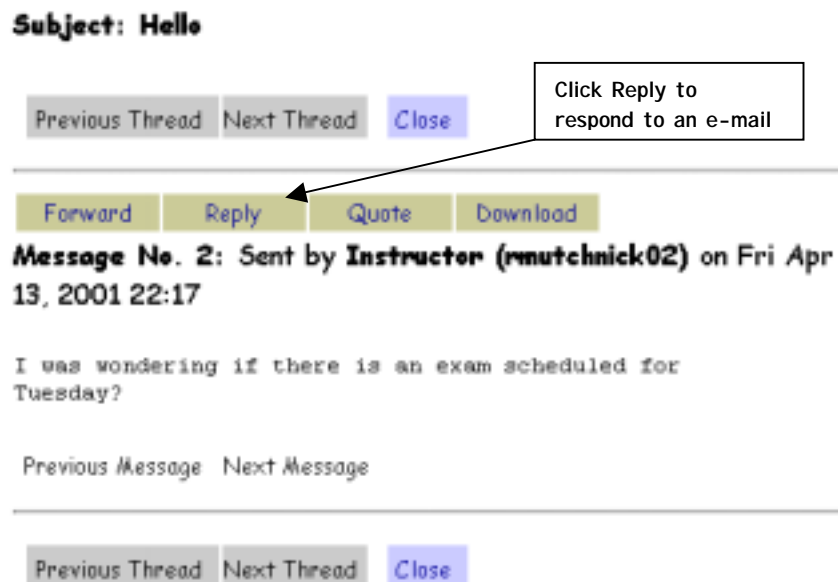


## Replying to a Message

Complete the following steps to reply to an e-mail message:

1. When reading a message sent to you (figure 6.5), click Reply. If you want to include the prior message in your reply, click Quote.
2. At the next screen (figure 6.3), compose your reply.
3. You may attach files to your message if desired (click Attach). See figure 6.3 for detailed instructions.
4. To send your reply, click Send.

Figure 6.5: Replying to a Message



## Forwarding Messages to Other People

Complete the following steps to forward a message that you have received to others in your class:

1. When reading a message that you wish to forward, click Forward (figure 6.5).

2. At the next screen (figure 6.6) you can add comments to the message you are forwarding.
3. You may attach files to your message if desired. See figure 6.3 for detailed instructions.
4. In the Send To field, enter the recipient's ID. If needed, click Browse to select from the roster of class members. See Creating New Messages for the complete instructions.
5. To forward the message, click Send.

Figure 6.6: Forwarding a Message

**Compose Mail Message**

Send to:

Subject:


Message: 

In message 2 on Fri Apr 13, 2001 22:17, Instructor writes:  
>I was wondering if there is an exam scheduled for  
>Tuesday?

Text of message to be forwarded (you can make additional comments)

Height of edit area:

Text Style: ☐ Don't wrap text ☒ Wrap text

 1.    
2.   
There are no files attached.

Click Send to forward the message.

## Tips for Using WebTutor E-mail

★ Always observe common e-mail etiquette. Your messages are private, but remember that whoever receives one from you can forward it to someone else. If you need more information on e-mail etiquette, consult one of the many “Intro to the Internet “ type books that are widely available in libraries. Or, you can do a search of the Web under terms such as “Internet Etiquette” or “Netiquette.”

## Discussion



The Discussion tool (figure 6.8) is similar to WebTutor E-mail in that it allows ongoing communications between class members over time. Participants do not need to be logged on at the same time. Discussion is different from e-mail in that:



The emphasis is on “threaded discussion” among a *group* of class members. A threaded discussion is a string of related postings focused on a particular topic.

Discussions are organized into *forums*, each with a different focus and accessible to either some or all class members (a.k.a. private and public forums). Instructors determine the number and nature of these forums.

Messages can be read, posted, and searched by everyone who has access to a particular forum. Therefore, you must assume that everything you post is open for public view.



Indicates that new messages have been posted.

## Accessing the Discussion Tool

When you click the Discussion icon, the Discussion tool opens in another browser window (figure 6.8) and displays its own special menu (figure 6.9). You can also access the tool by clicking the Discussion link in a chapter menu.

ⓘ Note: the Discussion icon looks different if new messages have been posted to the Discussion forums.

In the course content, some chapters feature a Discussion section (figure 6.7). These pages provide the initial posting for a threaded discussion and link into the Discussion tool for student responses. When you click on the Discussion link, the Discussion tool opens and displays a forum devoted to that chapter.

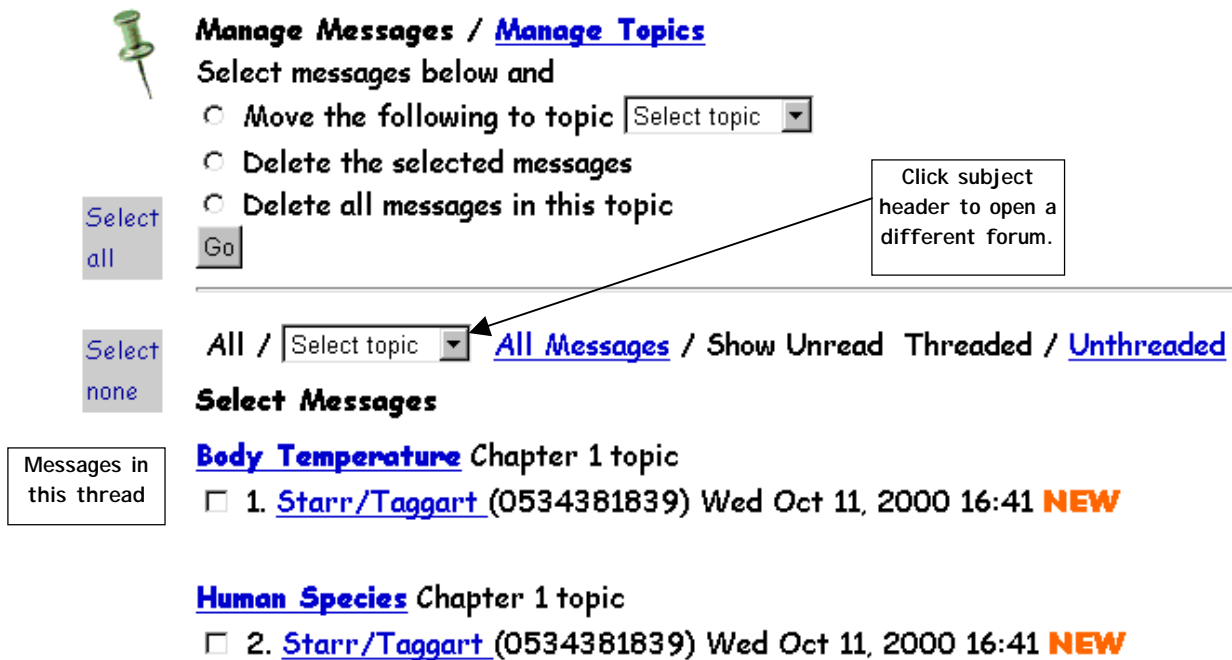
Note that when new messages have been posted to a discussion forum, the Discussion icon looks a little different.

Figure 6.7: Linking from Course Chapter to a Discussion Forum

Table of Contents	
• 3. <u>The Biological Basis</u>	
3.1. <u>Part I</u>	
3.2. <u>Part II</u>	
3.3. <u>Part III</u>	
3.4. <u>Part IV</u>	
3.5. <u>Part V</u>	
3.6. <u>Flashcards</u>	
3.7. <u>Discussion Topic</u>	
3.8. <u>Chat</u>	
3.9. <u>Self-Test</u>	

Click the Discussion link to open the chapter-specific

Figure 6.8: The Discussion Tool Window



## Forums, Threads, and Articles

Related message threads are grouped into *forums*. Each forum has a particular focus, and/or is accessible to a specific group of people (known as a private forum). Within each thread, an individual message is called an article.

★ Remember that your instructor can track how often you read an article, post messages, and whether the message starts a thread or responds to another posting. Check your course policies or syllabus to find out whether Discussion participation affects your grade, and how.

## Accessing Forums

There are two ways of accessing a forum:

- Click the Discussion link within a course chapter (see figure 6.7). The forum for that chapter automatically displays.
- Click on Select Topic drop down menu in the Discussion tool (figure 6.8). Then select the forum you wish to view.

## Viewing Threads and Articles

Once you have opened a forum, the threads within that forum are listed. To view the first article in the thread, click the thread subject header (figure 6.10). The text of the message will display below.

To move to the next message in the thread, click Next in Thread (figure 6.8). To move to the next thread in the forum, click Next Thread.

## Posting New Messages

When you create a new message, you begin a new thread that will include other students' responses to your post. (If your message is intended as a response to another message, use the Reply feature.) To post a new message, complete the following steps:

1. In the menu (figure 6.9), click Compose.
2. At the Compose Message screen (figure 6.10), select a forum in which to post the new message.
3. Enter a topic in the subject field. This topic establishes the focus of your message as well as the threaded discussion it begins.

Figure 6.9: Posting a New Message to a Discussion Forum

Compose Message			
Search			
Topic	Unread	Total	Status
<a href="#">All</a>	59	60	
<a href="#">Main</a>	0	0	public, unlocked
<a href="#">Notes</a>	0	0	public, unlocked
<a href="#">Chapter 1</a>	2	3	public, unlocked
<a href="#">Chapter 10</a>	1	1	public, unlocked

4. Type your message into the text box below the subject field.
5. Click Browse if you would like to include other files with your message
6. Once you click the Browse button (figure 6.10) to locate the desired file(s) on your computer. Highlight it and then click the Open button. Then click Continue. To add other files to your message, repeat the process just described.
7. When you have attached all the files you want, click Done (figure 6.12).
8. To send your message, click Send (figure 6.12).

Figure 6.10: Composing Message

**Compose Discussion Message**


Topic: Main (dropdown menu) ← Select a forum by opening Topic drop down menu.

Subject: [Text Field]

Message: [Large Text Area]

Height of edit area: 12 (dropdown) [Resize] ☐ Don't wrap text ☒ Wrap text

[Post] [Preview] [Cancel] ↑ Click Post to enter the message in the forum.

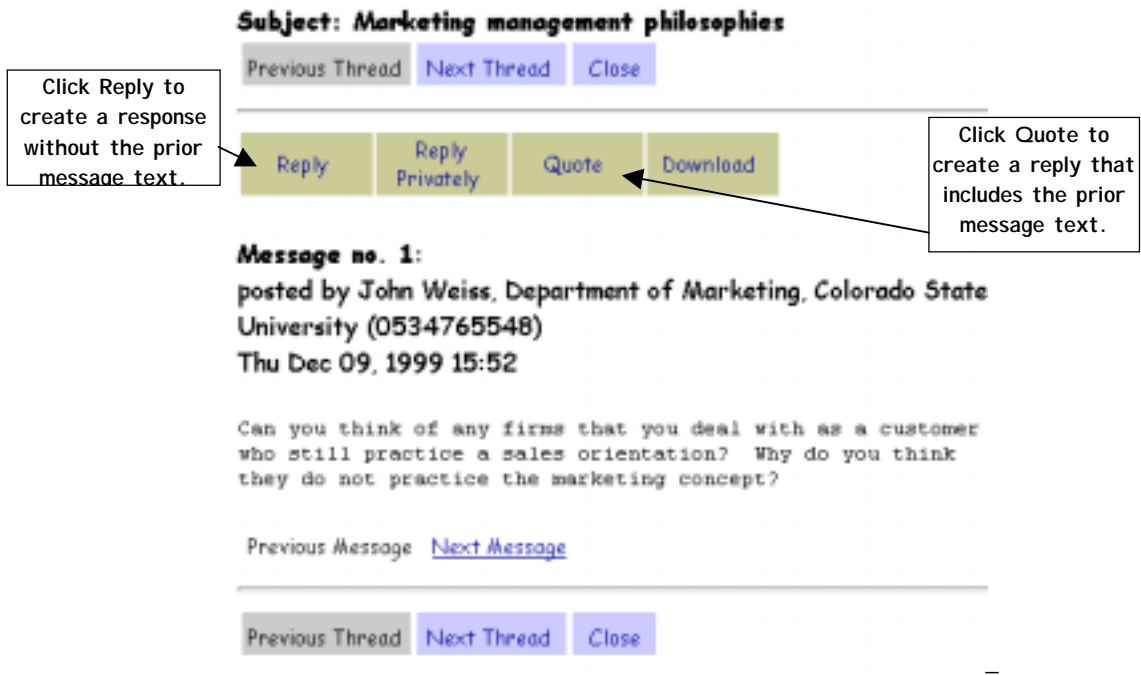
 1. [Text Field] 2. [Attach File] Click to Browse to attach files to the message. [Browse...]

### Replying to a Message

When you reply to a message, your reply becomes the next article in the thread. (If you want to start a whole new thread, use the Compose function.) Complete the following steps to post a reply:

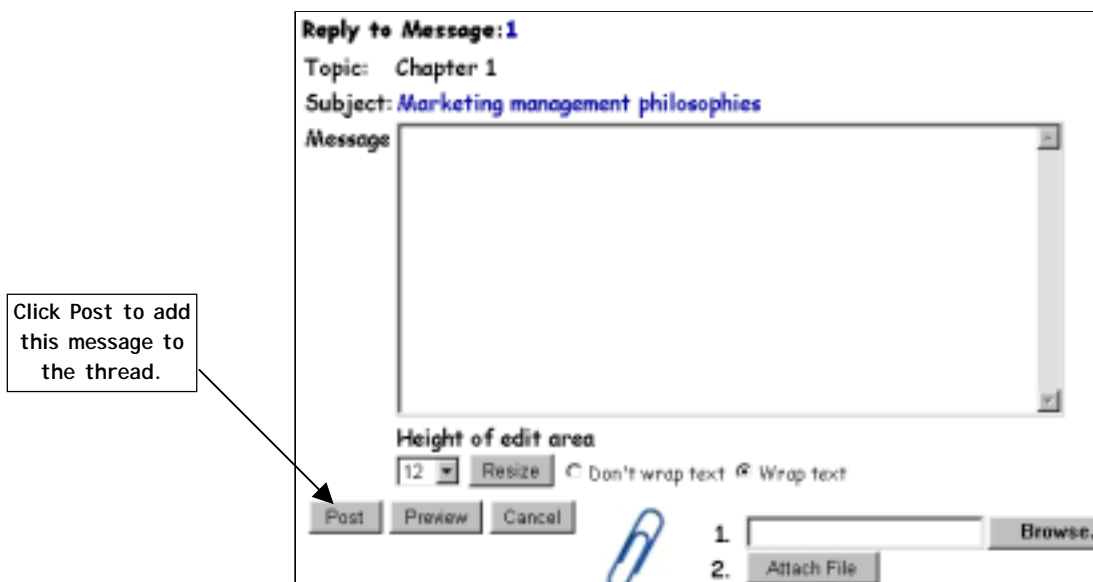
1. When viewing the message you wish to reply to (figure 6.11), click either Reply or Quote. (Reply will give you a blank field in which to enter your message. Quote will paste the text of the message you are responding to into the field, which you can then add to.)

Figure 6.11: Beginning a Reply



2. Enter your new message into the text field (figure 6.12).
3. Click Attach to link other files to this message. (For complete instructions, see figure 6.3 and details as described in Creating New Messages.
4. To post the message to the forum, click Post.
5. To see your reply listed in the message thread, click Update Listing in the Discussion menu.

Figure 6.12: Composing a Reply



## Tips for Using the Discussion Tool

★ Since discussions are ongoing, take your time in writing messages and responses. Make sure that you stay on the designated topic. If you can't, then consider whether you should start a new thread or switch to another forum.

★ Taking your time with posting also ensures that you respond thoughtfully and rationally even to messages you disagree with. Always remember to follow the rules of 'Netiquette agreed upon by your class (this information may be included in the course information or syllabus). If you don't, your instructor has the ability to remove your messages from the forums.

★ Contact your instructor or teaching assistant if you need to set up a private forum for group work. He or she can set one up for you.

## Chat



(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

The Chat tool is similar to the Discussion tool in that it allows discussion between groups of people. The major difference is that Chat is *synchronous*—everyone participating must be logged on and in the same “chat room” at the same time. A Chat session has a start time and ending time, unlike a threaded discussion. Given its real-time format, Chat sessions are a dynamic way to visit office hours, attend tutorial sessions and section meetings, and hold group project discussions, etc.

## Entering a Chat Room

Similar to the Discussion forums, the Chat tool consists of “Chat rooms” in which different discussions take place. When you click its icon, the Chat tool opens in another browser window and displays a menu of Chat rooms (figure 6.13). To enter a room, click on its name.

Figure 6.13: Selecting a Chat Room

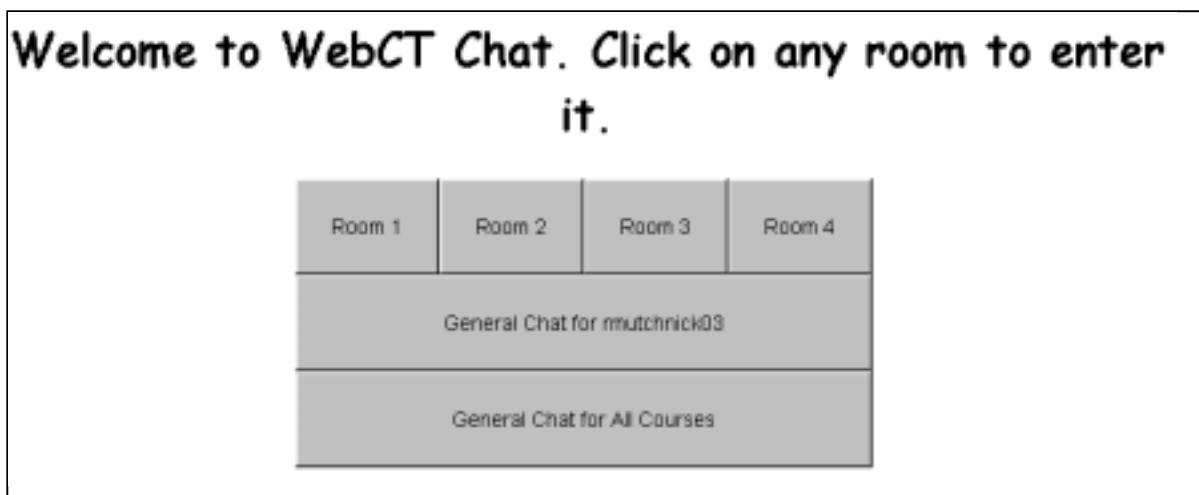
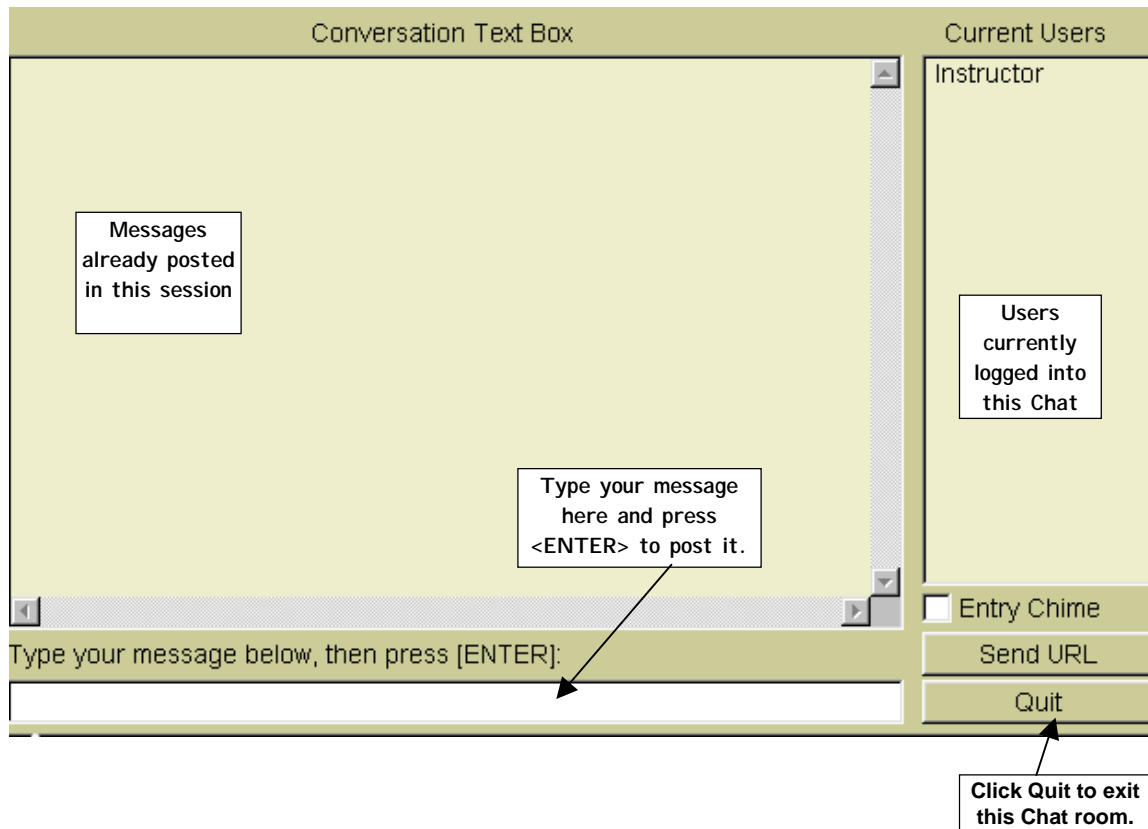


Figure 6.14: The Chat Window



### Tips for Using the Chat Tool

- ★ If you want to log out of a Chat room, make sure to click Quit. If you merely close the browser window, you will still be logged into that room. Then if you re-enter the room later in the same session, you'll be logged in twice!
- ★ If you want to hold an online meeting with class members (say, a group assigned to a project), contact your instructor or teaching assistant. He or she can set aside a Chat room for your group at a specific time.
- ★ Remember that WebTutor automatically logs Chat room sessions, so your instructor can review the sessions even if he or she is not participating. Therefore, check your course policies or syllabus to find out whether Chat participation counts toward your grade.
- ★ Even though the real-time format feels faster paced, take your time with posting messages. It will help you respond thoughtfully even to messages you disagree with. And remember to follow the rules of 'Netiquette' agreed upon by your class (this information may be included in the course information or syllabus). Instructors and teaching assistants often participate in these Chat sessions, and they will let you know if your messages are out of line or off the topic.

## Whiteboard

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

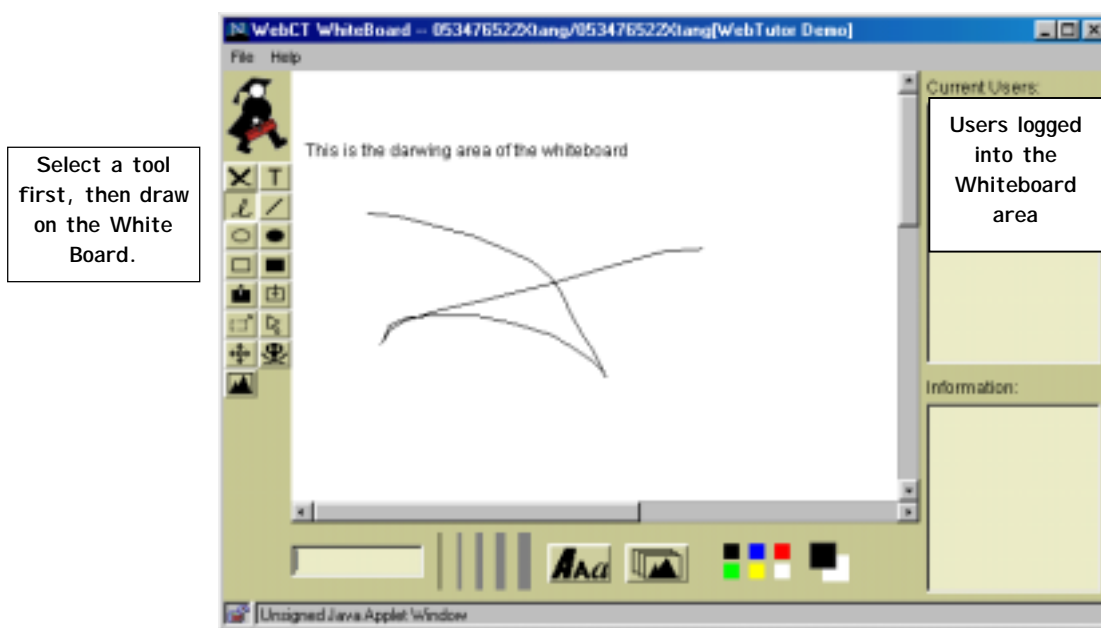


Like the Chat tool, the Whiteboard allows interaction between class members who are logged on at the same time. The difference is that the Whiteboard involves *visual* communication—drawing of diagrams and examples, working with formulas, proofs, and equations, etc.

As in the Chat rooms, all participants can view and add to the Whiteboard during a session (figure 6.15). Everyone logged into the Whiteboard session sees everything you see. Unlike the Chat tool, however, the Whiteboard allows for one group session at a time. If a group wants to use it, they will need to wait for the current users to finish.

To open the Whiteboard, click its icon (if available). The Whiteboard will display a blank drawing space with a set of tools that enable painting, writing, coloring, erasing, etc. To draw on the Whiteboard, first select a tool from the menu, then move your cursor over to the board.

Figure 6.15: A Sample Whiteboard Session



## Tips for Using the Whiteboard

★ Use the Whiteboard in conjunction with a Chat session if you need visuals during a group discussion. You can open both the Chat and Whiteboard windows at the same time. Resize the windows so you can easily switch back and forth between them.

★ Your course information or syllabus may include some “rules of the road” for using the Whiteboard. For instance, your instructor may specify when it’s okay to completely erase the board, and who can do it. Following these rules helps keep the Whiteboard session organized.



★ Wait for the person currently drawing on the board to finish before you start. When you are drawing, you may even want to type “I’m done now” on the screen (using the type tool) to let others know when you are finished.

## Assignment Drop Box



The Assignment Drop Box provides an easy way for you to deliver projects, essays, Web pages, etc. electronically to instructors and graders.

### Viewing Assignments

1. If the Assignments icon is visible, click it to open the tool.
2. At the next screen (Figure 6.16), click the link for the assignment you want to view. You will be able to either view the file or download it. (To download a file you must select the radio button next to it first).
3. Click the Close Button to close the View Files Window.

Figure 6.16: Viewing Assignments

### Assignments

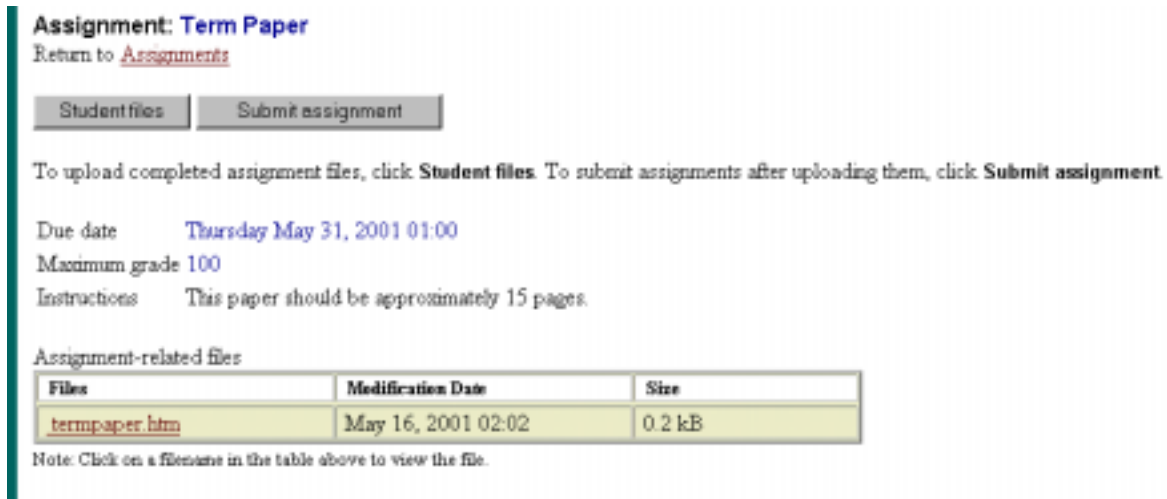
Current date: May 16, 2001 02:45

Title	Availability	Grade	Status
<u>Term Paper</u>	From: Immediately To: May 31, 2001 01:00	-- / 100	Not Submitted

### Submitting Assignments

1. Click on the Assignments Icon.
2. Click the name of the assignment you want to submit.
3. To choose which file to upload, click Student Files (Figure 6.17). The View/Upload Files for Assignments Screen Appears.
4. Click Upload.
5. To locate the file, Click Browse to open your computer's browser.
6. Select the file by clicking on it.
7. Click Open to choose the file. Your filename should now appear in the Filename text box.
8. Click Upload

Figure 6.17: Uploading Student Assignments



9. Click the Return to Assignment link.
10. Click Submit Assignment.
11. A Confirmation box appears asking you to confirm the procedure. Click OK

★ Check back later to see if your assignment has been evaluated and if it is available for you to download from the Drop Box to your computer.

- 🔍 **Observe** the following rules when submitting an assignment:
- When naming an assignment file which they intend to upload, only use **single-word file names**.
  - Only use **lowercase letters** for their assignment file names. WebCT will not recognize file names with spaces or uppercase letters.

## 7. Resource Tools

Chapter 4 (WebTutor Content and Features: Essential Facts) discusses the general types of tools that are possible in a WebTutor course. This chapter introduces several specific Resource Tools that may appear in your course: the Glossary, Web Links, and the Image Database.

☛ Remember: your instructor decides which tools are included in your course, so some or all of the following tools *may* be visible to you. Any available tool will be represented by an icon somewhere within the course.



Your instructor may decide to group these Resource Tools together on a single Tool page, represented by an icon. Click the icon to open the Tool page and access the individual tools.

### Glossary

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)



If used in your course, the Glossary contains definitions for words used in the content pages. It may be accessed and used in three ways:

1. Click the Glossary icon (if available) to open the tool. The entire Glossary is available to you as one unified tool, with access to all terms and definitions.
2. Click a highlighted word on a Chapter page to view its specific Glossary entry. You can explore the rest of the Glossary from this point on.
3. When viewing the contents of a Chapter page, clicking on the word Glossary in the Action Menu will open up the glossary.

★ Hint: if you come across a word on a Content page that you don't know, and it doesn't have a Glossary entry, you can use the Take Notes tool to note its definition.

### Web Links

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)



Many WebTutor courses include links to related files and Web sites. Your instructor may decide to use a tool called Web Links, which consolidates all of the pre-loaded links within the course chapters.

If available, click the Web Links icon to open the list of links. You can click any link on the list to view its contents—without exiting WebTutor. The link may open in a separate browser window, which you can close when you're finished and return to the WebTutor window.

## Image Database

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)



Your instructor may include an Image Database in your course as a resource for you. If available, click the Pictures icon to open the database. Then click on one of the image files to view it.

★ Remember: images included in the database may or *may not* be copyright free. This means that you must check with your instructor if you want to download an image for your own use. Otherwise, you may be violating copyright law.

## 8. Course Tools

Chapter 4 (WebTutor Content and Features: Essential Facts) discusses the general types of tools that are possible in a WebTutor course. This chapter introduces several specific Course Tools that may appear in your course: Search, Index, Content Compile (printing), and Change Password.

☛ Remember: your instructor decides which tools are included in your course, so some or all of the following tools *may* be visible to you. Any available tool will be represented by an icon somewhere within the course.



Your instructor *may* decide to group these Course Tools together on a single Tool page, represented by a Course Tools icon. Click the icon to open the Tool page and access the individual tools. Your instructor can also make these tools available on the Action Menu when you open up a content page of a particular chapter.

☛ Note: your course may display a different-looking icon. See Appendix A for a list of icons.

### Search Tool

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

The Search tool makes it easy to locate content in your course by doing a keyword search. If the tool is available, its icon will display somewhere on screen. Click the icon to open the tool. The Search tool may also be available on the Action Menu when you open a page of Content.



The Search tool allows you to select where the search is conducted: in page titles, page headers, the complete contents of pages, etc. The search results are presented as hotlinks to relevant pages. Just click on a link to display a particular page.

### Index



(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

The Index tool offers an efficient way of locating content by *topic*, which can be helpful in exam preparation as well as project work. If the Index is available, its icon will display somewhere on screen. Click the icon to open the tool. The Index tool may also be available on the Action Menu when you open up a page of notes in the Content section.

Click a term to view a list of pages indexed under it. To display a page, click its hot-linked name.

## Content Compile

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

The Content Compile tool (figure 9.1) provides a quick and economical way of gathering selected course content into a single document so you can print or save it quickly.



### To compile multiple pages:

1. Open the Content Compile tool.
2. Highlight the Radio buttons (figure 8.1) to the left of the material you want to print or save. You can select a whole chapter, or individual pages.
3. Click Compile (figure 8.1) to access printing and saving options.
4. Select the sections you want to compile by clicking in the checkbox for that section. You can select a whole chapter, or individual sections.
5. Click on File from drop down menu bar at top of window to print or save the material. To download the documents as a single file, click on File at top of menu bar and select Save As.
6. Take the steps you would normally take to save files on your computer.

Figure 8.1: The Content Compile Tool

**Content Compiler**

This utility allows you to print out a section of the course.

Select a path of content:

Icon	Title	Location
<input checked="" type="radio"/>	Chapter 7: Human Memory	Contents
<input type="radio"/>	Chapter 8: Language and Thought	Contents
<input type="radio"/>	Chapter 9: Intelligence and Psychological Testing	Contents

Select a whole Path chapter or individual pages.

## Tips for Using Content Compile

★ Hint: sometimes instructors will change the tool name from Content Compile to something else, such as “Batch Printing.”

★ You can use Content Compile to create your own custom study aids, particularly before exams. Just select the content you need to study and print it as one document.

## 9. More Tools

As discussed in Chapter 4, tools can be added to a course on the Home Page, on Tool pages, and on the Navigation Bar. Many of these tools are discussed in separate chapters in this manual, such as Communication Tools, Time and Self-Management Tools, etc.

In addition, there are other tools that your instructor may link to individual pages within a course chapter (figure 9.1). This chapter is intended to give you a preview of these additional tools.

☛ Remember: your instructor decides which tools are included in your course, so some or all of the following tools *may* be visible to you. Any available tool will be represented by an icon somewhere within the course. Click an icon to open a tool.

Figure 9.1: Tools Linked to a Chapter Page

The screenshot shows a chapter page with the following elements:

- Action Menu:** Previous, Next, Contents, Retrace, Refresh, Glossary, Take Notes, Search, Chat, Discussions, Mail.
- Table of Contents:**
  - 3. The Biological Basis
    - 3.1. Part I
    - 3.2. Part II
    - 3.3. Part III
    - 3.4. Part IV
    - 3.5. Part V
    - 3.6. Flashcards
    - 3.7. Discussion Topics
    - 3.8. Chat
    - 3.9. Self-Test
- Links Resources:**
  - Neurocentral
    - Neuropsychology Central
      - URL: <http://www.neuropsychologycentral.com/index.html>
  - Molecular Neurobiology
    - Molecular Neurobiology: A Gallery of Animations
      - URL: [http://www.neuroguide.com/cajal\\_gallery.html](http://www.neuroguide.com/cajal_gallery.html)

### Self-Test

(Note: your course may display a different-looking icon. Icons are not displayed in the Action Menu, only the title Self-Test when it is available. See Appendix A for a list of icons.)



The Self-Test tool allows you to check and reinforce your learning in the context of a chapter page. If available, click on the Self-Test link in the Action Menu to display one or more questions about that page. When you choose an answer, you will get immediate feedback— indication of a right or wrong answer, as well as comments on why the answer is/is not correct.

Your score on the Self-Test questions will be visible to *you*, but it is not reported to your instructor. He or she can, however, track whether or not you have attempted the questions.

★ *When you take the Self-Test is up to you, unless specified by your instructor. Answering questions right after completing the textbook chapter and online chapter can help you identify areas to study. Alternatively, you can wait until you've completed all materials and projects related to that chapter before taking the Self-Test.*

In addition, reviewing the Self-Test questions is a good way to prepare for exams.

## Student Tips

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

The Tips tool allows your instructor to provide you with hints on any aspect of the course, of WebTutor, or other class-related topics. If Tips is enabled in your course, its icon will display. Click the icon to display the tips list. Then click on an individual tip to read its full text.



Note: Tips can be added to the course Home Page or a Tool page, in addition to the course chapters.

## Take Notes

(Note: your course may display a different-looking icon. Icons are not displayed in the Action Menu, only the title Take Notes when it is available. See Appendix A for a list of icons.)



The Take Notes Tool allows you to write your own notes about specific chapter pages and store them within WebTutor. You can review these notes later when reviewing for exams or working on projects.

If the tool is available, the Take Notes title will display in the Action Menu. Click the term Take Notes to open the Note window. Then type in your notes. Your notes will be saved and can be viewed by clicking the same icon again later.

🔗 WebTutor keeps track of which pages you've annotated so that your instructor can review your participation and progress. The content of your notes is *not* visible to your instructor, however.

★ Hint: you can include your notes when you create a custom study guide using the Content Compile tool (see Chapter 8).

## CD-ROM

(Note: your course may display a different-looking icon. Icons are not displayed in the Action Menu, only the title CD-Rom when it is available. See Appendix A for a list of icons.)



The CD-ROM tool gives you a way to access material stored on a disc in a local CD-ROM drive without exiting WebTutor. Since one or more discs now accompany many textbooks, your instructor can use this tool to tie that content or application to a specific chapter.



If the CD-ROM tool is available, its icon will display somewhere within the course. Click the icon to open the CD-ROM tool.

Your instructor must specify which CDs are to be used in the course, and you must have a copy of that CD in order for the tool to work (on your local drive or through a shared network). You cannot use the CD-ROM tool to access CDs that your instructor has not specified for the course.

Note: the CD-ROM icon can be added to the course Home Page or a Tool page, in addition to the course chapters.

## References

(Note: your course may display a different-looking icon. Icons are not displayed in the Action Menu, only the title References when it is available. See Appendix A for a list of icons.)



The References tool allows your instructor to add references to other resources directly to a specific chapter page. A reference can consist of a book title, article, or Web site.

If available, click the References icon to display the list of resources.

## Goals

(Note: your course may display a different-looking icon. Icons are not displayed in the Action Menu, only the title Goals when it is available. See Appendix A for a list of icons.)

Goals are written by your instructor to provide you with suggestions, hints, and objectives for working with a specific chapter. Reviewing the goals can make your study time more efficient and productive.



If goals are available for a given page, the Goals title will display in the Action Menu. Click this title to display the goals for the current page.

## Audio and Video

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)



The Audio and Video tools allow you to hear sounds and watch movie clips related to a specific WebTutor page. Where these icons display, click them to hear/see the attached sound or video.

➊ Note: in order to play an audio or video clip within WebTutor (or on the Web as a whole), your Web browser software must be equipped with the proper “plug-ins.” Plug-in applications for playing sound (such as RealAudio) and video (such as QuickTime) can be easily downloaded from the Web onto a PC.



They usually require only a small amount of storage space, so downloading a plug-in should not pose a memory problem. Many browsers will prompt you to download the necessary plug-in if you don't already have it. For more information, consult the Help system in your Web browser.

## Custom Links

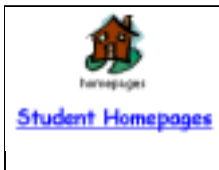
Your instructor may add his or her own custom Web links to individual chapter pages. For instance, he or she might create a link to the Library of Congress, the Smithsonian Institution, NASA, or other educational resources.

A link can appear on the page as a text link or as an icon. Click the link and the referenced site will display, sometimes in a separate browser window.

Note: links can be added to the course Home Page or a Tool page, and the Navigation Bar in addition to the chapter pages.

★ Hint: if you know of a Web site that would be useful for your class, send the URL to your instructor. He or she may want to add the link to the WebTutor course.

## Student Homepages



If enabled by your instructor, the Homepages tool allows students to create their own Web pages within the course. These pages are often used to display class-related projects. Students may view each other's Home Pages.

If available, click the Homepages icon to access the student pages.

☞ Don't confuse this icon with the button that returns you to the course Homepage.

## Setting Up Your Homepage

**To create your Homepage, complete the following steps:**

1. Click the Homepages icon.
2. Click on your name to open your Homepage editor (figure 9.2).
3. Use the drop down menu (figure 9.3) in the top left portion of the screen to add text, edit the colors, add a counter, background image, or upper and lower text blocks, etc. Then click Go.
4. When you have made all the desired changes, click the Breadcrumb you wish to return to at top of page.

**To add a link (to a file or another Web site):**

1. Click the Modify or Add Links under the Other Actions section (figure 9.3).
2. Click Add.
3. Enter a title for the link and the URL (Web address).
4. Click Continue.
5. When finished, click on the Homepage in the Breadcrumbs line, or the Homepage in the Navigation Bar.

Figure 9.2: Student Home Page

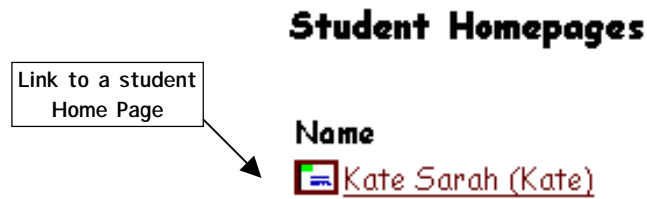


Figure 9.3: Student Home Page Modifications



## 10. Student Presentations



The Student Presentations tool allows members of your class—individually or in groups— to make Web-based presentations within the WebTutor course. If the tool is enabled in your course, the Presentations icon will display.

☛ Remember: your instructor decides which tools are included in your course, so the Presentations icon may or may not be visible to you. In addition, the Presentations icon can be displayed in several different styles.

See Appendix A for a list of icons.

### Forming Groups

Your instructor will set up groups within WebTutor so that you can upload and view your presentations. Groups can consist of one or more members of your class, so it's possible to make a presentation on your own or with others. Check with your instructor or teaching assistant if you're not sure what group you are in. This information may also be available in the My Record feature (see Chapter 12).

### Uploading and Viewing Presentations

To upload and/or view a presentation, click the Presentations icon (see above). The next screen will display your group name and group members, with access to the group's files (figure 10.1).

#### To view a file:

1. Click the Presentations icon.
2. Click Edit Files next to your group name (figure 10.1).
3. Check the box to the left of the file folder you want to view (figure 10.2), and then determine what you want to do to the file folder by selecting an action the drop down menu at the top of the page. Your options include Edit, Copy, Move, Rename, Delete, Zip, Unzip, Upper Case, Lower Case, and Download.

#### To upload a project file:

You can upload a file by:

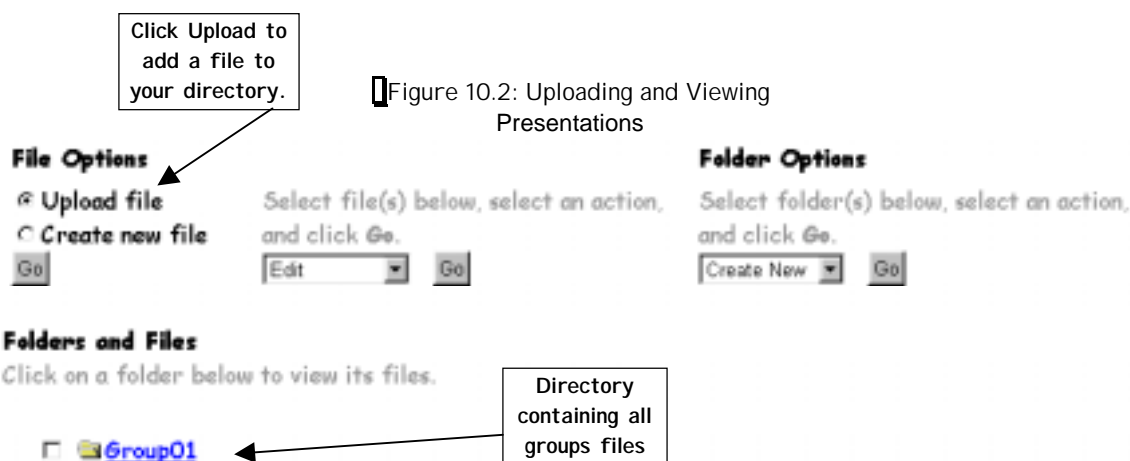
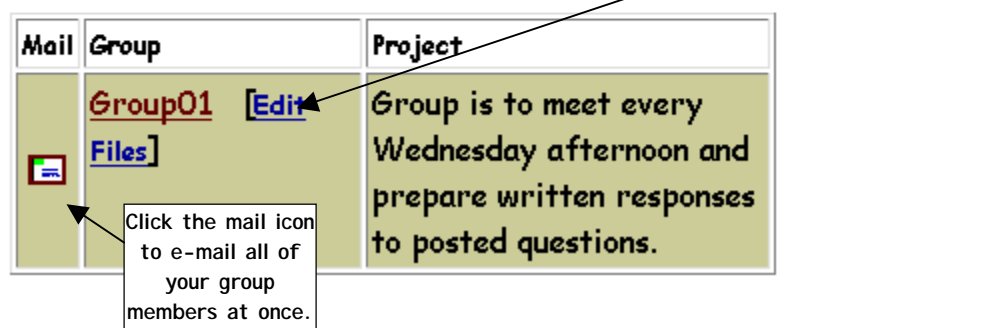
1. Clicking the Presentations icon on the Homepage.
2. Click Edit Files at the next screen (figure 10.1).
3. Clicking the radio button to the left of Upload File in the File Options section, then clicking Go.
4. At the next screen, you will Browse for the file you want to Upload.
5. Once you identify the file you want to upload, highlight it and click Open.
6. Then click Upload to upload file. You have the option of placing the uploaded file in any Group file folder.

Figure 10.1: Accessing Your Group Presentation Files

**Student Presentations****Group Members**

To view a project, click on its linked title in the Project column. (If the title is not linked, then the presentation is not yet in place.) To view the members of a group, click on the name of the group in the Group column. To import files to your presentation, click Edit Files.

**Note:** Please remember to name your first page index.html

**Tips for Working in Groups**

★ If you can't meet in person, use the Chat tool to hold group meetings. Since the Chat tool displays in a separate browser window, you can chat and look at your presentation files at the same time.

★ Tracking project-related e-mail is a lot easier if you use a consistent word or phrase in the subject line of your messages. Then you can search for messages by that term to quickly find those related to your project.

★ Check the Calendar (if available) to find out when your presentations are due for review by the instructor. Make sure that the presentation file in your File Manager subdirectory is your final version. Delete or download other files to avoid confusion. And remember that the instructor, teaching assistants, and class members can view your presentations.

★ If public postings are allowed on your course Calendar, you can enter group meeting dates and times.

## 11. Exams: Strategies for Success

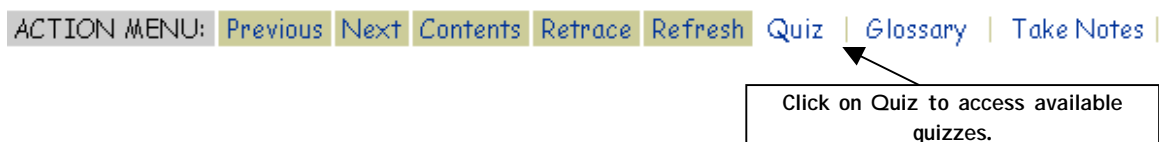
WebTutor contains pre-loaded quizzes that correspond with its chapters. Your instructor will determine whether the quizzes will be used for official testing, or for your own study purposes. Your instructor can also add his or her own questions and whole quizzes. In addition, quizzes can be automatically scored by WebTutor or by your instructor (or graders). Even with all of its advanced features, however, WebTutor quizzes are very easy to take.



If your instructor uses the online Quiz tool, the Quiz icon (left) can appear as an icon on the Homepage or as Quizzes Links in the Chapter's Table of Contents. When you select a Quiz, a Quick link will appear in the Action Menu (Figure 11.1)

☛ Remember: your instructor decides which tools are included in your course, so the Quiz icon may or may not be visible to you. In addition, the icon can be displayed in several different styles. See Appendix A for a list of icons.

Figure 11.1: Quiz Listing on Action Menu



### Preparing for Tests

Getting ready for an online exam is much like preparing for a paper-and-pen test. Use the strategies that best prepare you to demonstrate your knowledge of the course material.

The following suggestions will help you study with the unique characteristics of an online environment in mind. Use the ones that fit your learning style and add your own strategies as well.

- In courses that contain them, review the flashcards in the chapter(s). Try to explain each term yourself before viewing the definition on screen.
- Review any notes you've taken using the Take Notes tool. You can either read them by clicking the My Notes icon on each chapter page or by printing them out with the Content Compile tool.
- Use the Content Compile tool to create a customized study guide for yourself. Select the pages you need to study and print them together in one continuous document.
- Use the chapter outlines to study for the exam. Fill in the details of the outline by thinking of everything you know about each major point. This process can help you identify areas where your knowledge is strong or weak.
- Make sure you double-check the date and time of the exam, if your instructor has designated one. Some exams may be available at any time so you can take them at your own pace.
- Find out in advance whether a password is required to access the exam. If so, you will be prompted to enter the password when you try to take the quiz.

- You may be required to complete certain sections of WebTutor before you can take a particular quiz. Check to make sure if this is so and if you've done the required work before trying to take the exam.

## Taking Tests

The process of taking an online exam is really quite simple. There may be a few variations in the process depending on how your instructor has set up the quiz. Review the following points to make sure you're aware of all the possibilities *before* you begin a test.

### Before You Take the Quiz:

- If a password is required to access the quiz, make sure you find out beforehand.
- If you're taking an exam in a computer lab, make sure you take your username and password with you in case you forget it.
- Check your computer to ensure that your Internet connection and browser settings are all functioning properly. You don't want to have a technical problem during the test. If you do, notify your instructor or lab monitor *immediately*.
- If a specific date and time is set for the exam, log onto your WebTutor course a few minutes before the exam begins. If you have any trouble logging on, you won't want to waste precious test time fixing the problem.

### Accessing a Quiz:

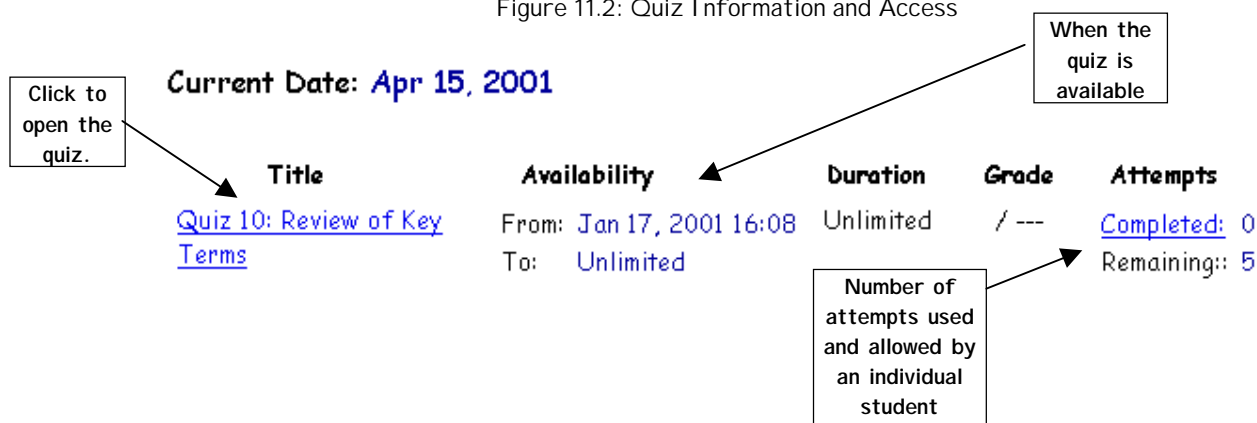
There are two possible ways you can access a quiz, depending on how your instructor has set up your course:



Option 1: When viewing a chapter page, click the term Quiz from the contents listing.

- When you click the Quiz, the Quiz link will display in the Action Menu (figure 11.1).
- Click Quiz from the Action Menu to view Quiz Information (figure 11.2)
- Click the Quiz title to open the exam.
- Then, click Begin Quiz.

Figure 11.2: Quiz Information and Access





Finally, a Begin Quiz window will appear. (Figure 11.3). This window will indicate the amount of time you have to complete the Quiz once you click the Begin Quiz button.

Click the Begin Quiz button (figure 11.3).

Figure 11.3: Begin A Chapter Quiz

Quiz Introduction: **Quiz 1: Review of Key Ideas**

Return to [Quiz](#)

### Before you start the quiz

#### The quiz questions

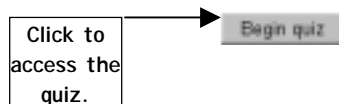
- all the questions for this quiz will be presented to you at one time.
- the questions may be answered in any order.

#### How long do I have to complete the quiz?

You will have 40 minutes to complete the quiz. **Note:** your completion time is measured from when you click **Begin quiz** to when you click **Finish**.

#### How do I begin the quiz?

To begin the quiz, click the **Begin quiz** button at the bottom of these instructions. The *quiz screen* appears in a new browser window. **Note:** please allow the quiz to load completely before attempting to do anything else.



### During the Quiz:

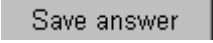
1. Make sure to note how much time you have to complete the exam (see figure 11.2 for Duration). You must submit your exam for scoring before the end of this time period, if there is one indicated.
2. Note whether you can make one or more attempts at taking the quiz (see figure 11.2 for Attempts). The default course setting is to record your most recent score. However, your instructor may decide to use a combination of all scores from all of your attempts.
3. When you select or enter an answer for a question, **you must click**  **to enter your response.** You must do this for *every* question. The answer table indicates which questions you have answered and which you have not (figure 11.4).

Figure 11.4: Tracking Your Progress in a Quiz



4. If allowed, you can go back and forth between questions and change your answers. You can only do this *before* you click Finish (see below).
5. When you are ready to submit your quiz for grading, click **Finish**. If there are any unanswered questions you may return to answer them at this point. Once select OK, you cannot return to the exam and change your answers for this attempt.

## Viewing Results

Your score and your marked exam will be released to you either immediately or at a later time, depending on how your instructor has set up the scoring process.

### To get your score immediately after completing a Quiz:

1. Click View Results immediately after submitting your Quiz. Doing so will release your grade into your records (see My Records, Chapter 12) and at the same time, show you the results of your most recent attempt.
2. You can also see your quiz attempt by clicking on the Quiz icon on the Homepage and going to the listing for the quiz you want to see. On the right hand side of the Quiz will be the word [Completed](#) (figure 11.5), clicking it will take you to your Scores. At the Score screen, under the heading Number will be the quiz attempt. Click on the number to see your quiz attempt (figure 11.6).

☛ Note: you *must* view your Quiz results in order for the grade to be included in your My Records data.

☛ Note: if your instructor or grader will be personally (rather than automatically) scoring certain questions, your initial score will not include points for those selected items. Those points will be included when the scores are released.

Figure 11.5: Accessing a Marked Quiz



Figure 11.6: Viewing and Grading a Quiz Attempt

Title	Score	Max. Score	Attempts			
			Number	Score	Time	Status
Quiz 2: Review of Key Terms	5.0	5	<a href="#">1</a>	5	<a href="#">17:55</a>	Graded

Score on this attempt

Click to view this marked Quiz.

ⓘ Note: only you, your instructor, and your grader can see your scores.

## 12. Checking Your Progress and Grades

If your instructor uses WebTutor's course management tools, you'll never have to trek to office hours in order to find out how you're doing. WebTutor's My Progress and My Record tools can tell you at any time!

☛ Remember: your instructor decides which tools are included in your course, so the icons in this chapter may or may not be visible to you. In addition, the icons can be displayed in several different styles. See Appendix A for a list of icons.

### My Progress

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

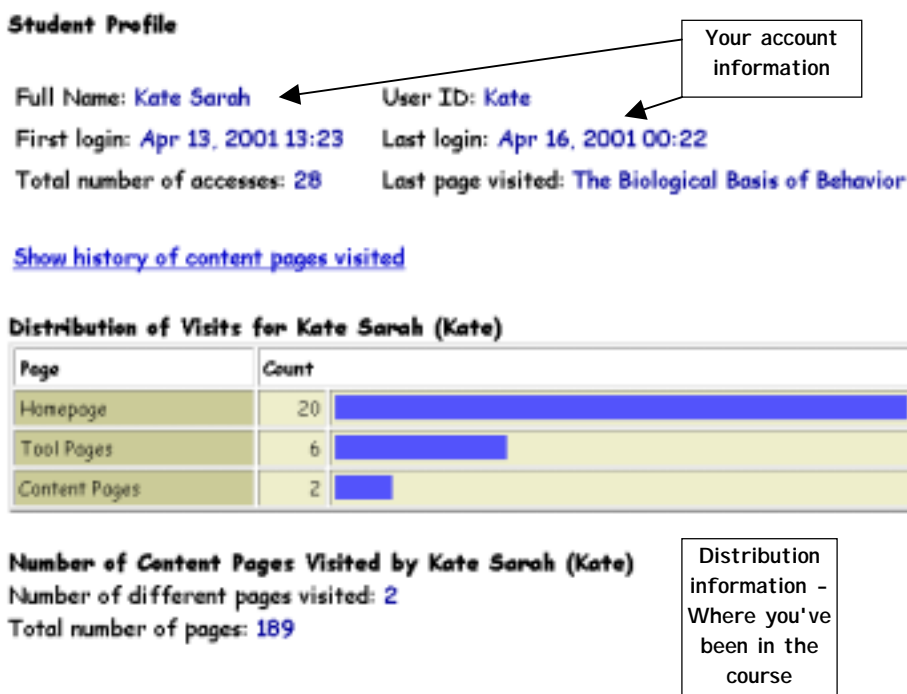


If used in your course, My Progress allows you to view your own record of WebTutor activity. WebTutor automatically updates many aspects of your record (such as when you post a Discussion message), so the information is always up to date.

If available, click the My Progress icon to view your record. The sample screen (figure 12.1) gives you an idea of what you might see.

☛ Remember: only you and your instructor and/or graders can see your record. Other students may only view *their* own records.

Figure 12.1: Sample Progress Record in Distribution Mode



The top of your record shows your account information:

- Your name
- Your login ID
- Date/time of your first and last login
- Your total number of accesses
- The last page you viewed

You can display your record in three modes. Click the corresponding button to change modes:

- **History:** chronological listing of pages viewed.
- **Distribution:** bar graph of how many visits you have made to each type of page (Tool Page, Home Page, Glossary, etc.), and how many Discussion postings you have made.
  - Note: WebTutor notes whether the postings were original or responses to other messages.
- **Coverage:** notes the percentage of pages out of the entire course that you have visited.

## My Record

(Note: your course may display a different-looking icon. See Appendix A for a list of icons.)

If available, click the *My Grades* icon to view your grades.

Your instructor determines what information is displayed on this screen (figure 12.2). Some columns may allow you to view statistics, such as the total class performance on a particular quiz. Click the column to view the statistics.



Figure 12.2: Reviewing Your Grades

**Current Student Record for Kate Sarah (Kate)**

Your Grade for an individual quiz, or assignment.	<b>Quiz 1:</b> <b>Review of Key Ideas</b> Out of 12	<b>Quiz 2:</b> <b>Review of Key Terms</b> Out of 5	<b>Quiz 3:</b> <b>Review of Key People</b> Out of 2	<b>Quiz 4:</b> <b>Multiple Choice</b> Out of 15
	---	5	---	---

● Remember: only you and your instructor and/or teaching assistant can see your grades. Other students may only view *their* own records.

● Remember: when your instructor releases grades to the class, your grade will appear on this screen. Don't worry if you don't see a final grade right away after taking an exam. Instructors often hold the grades until they can review all of your attempts first and make any necessary adjustments. In addition, quizzes that require paragraph-style answers cannot be automatically graded by WebTutor, so more time for grading may be required.

## 13. Additional Study Strategies

Throughout this User Guide, suggestions for using WebTutor are included with the discussions of each feature or tool. This chapter provides a few additional strategies you can use to make WebTutor an even more effective learning tool—and boost your odds of success.

### Understanding Expectations

One of the most important things you can do to succeed in your studies is to understand expectations—how your overall grade will be calculated, who will evaluate your work, your attendance obligations, etc. Once you know the ground rules, you can concentrate on what you need to do to learn most effectively. You won't be caught by surprise or needlessly spend your time on less important tasks.

To make sure that you understand the course expectations, take the following actions as early in the term as possible:

- If available, consult the WebTutor Course Information screens for information on grading practices, attendance policies, required materials, etc. If these screens are not used in your course, your instructor will probably provide this information on a course syllabus. If it isn't, make sure you ask your instructor or T.A. for more information.
- Acquire the necessary textbooks and course materials as soon as possible. Avoid getting behind schedule because you don't have the right resources.
- Get your computer resources in order: if you need an Internet connection, contact your school's computing services department or call an Internet Service Provider (such as AOL) to set up an account. If you will be using your school's computer lab, make sure you know where it is and when you can use it.
- Find out how your instructor expects you to use WebTutor: as a study and time management aid? As an extension of classroom meetings? In place of classroom meetings? Understanding your instructor's approach will help you meet his or her expectations of your online participation.
- Find out whether your attendance at online Chat sessions, office hours, group meetings, or section meetings is required. All of these activities will assist your learning, so try to participate even if it's not mandatory. Remember that Chat sessions are logged, so your instructor or T.A. has a record of who attends.

### Managing Your Schedule

Staying on top of your study schedule can be challenging, especially when you're also juggling a busy life outside of class. You are the expert on which time management strategies work best for you. The following suggestions provide a few possible ways in which WebTutor can help you stay on track.

- At the beginning of the term, review the online Calendar (if available) for key dates: class meetings, exams, project due dates, etc.
- Use private postings on the Calendar to help you prepare for exams and deadlines. Review the dates provided by your instructor, then enter dates when you should start preparing and reach certain milestones.
- If you're working on any group projects, make sure that you enter any related dates on your personal calendar. If public postings are allowed on the online Calendar, enter your group's meeting dates, milestones, and presentation dates so all group members can see them.

- If the online Calendar is available to you, you can use it to coordinate all of your academic, work, and personal commitments. Use private entries to enter your dates.
- Set a day during the week when you regularly check your calendar, whether it's online or not. Check your *myWebCT* page, as well. Doing so will make sure that you stay on top of any additions or changes to your schedule, and can make adjustments as needed.

## **Making Your Own Notes and Study Guides**

Personalizing WebTutor with your own notes can make it an even more effective learning aid. The Take Notes tool (see Chapter 9) allows you to enter and store your own notes on every chapter page in your course. Then you can use these notes to remind yourself of topics you need to review, to prepare for exams, or to jot down ideas for papers and projects.

The Content Compile tool allows you to create your own study guides to help prepare for exams. With this tool, you can select which pages (including your own annotations) you want to group together, and then save or print them as a single document. For further details, see Chapter 8.

## **Collaborating with Other Students**










Your class syllabus may or may not include group projects or presentations. If it does, your instructor may enable WebTutor's Presentations tool (see Chapter 10), which facilitates online communication and file sharing. But even if the Presentation tool is not enabled, you can use WebTutor to assist your group.

- As mentioned earlier in this chapter, you can use the online Calendar to schedule group meetings in person or online.
- Use the Chat tool to hold online group meetings (see Chapters 6 and 10 for details). Designating a group member to "run" the meeting can help everyone stay on track and keep the meeting productive.
- Use the White Board tool, if available, to draw any plans, formulas, objects, etc. that your group will be working with. You can even use the Chat tool at the same time as the White Board during a group meeting (see Chapter 6 for details).
- If your instructor expects you to upload your group presentation to WebTutor, make sure that:
  - 1) Everyone is aware of the deadline for submissions.
  - 2) Your group has a final meeting (online or in person) to ensure that everyone agrees upon the final version of the project.
  - 3) A group member takes responsibility for uploading the final presentation file, and knows how to do it (see Chapter 10 for details).
- Remember that group work requires open communication and compromise. Especially when you're meeting online, it can be easy to misunderstand another person's perspective or feelings. Therefore, make extra effort to be clear about your ideas and opinions, and respectful in responding to others.

## Appendix A: Chart of Icons and Buttons

Icons for various WebTutor features are shown throughout this guide. For convenience, only one style of icon was used. However, your instructor may change the style of the icons, or create his or her own icons. In addition, your instructor may only enable some of the following features in your course.

The following chart provides a complete look at the buttons, icons and styles that are built-in to WebTutor courses. Custom icons created by your instructor cannot be shown.

Feature	Function	Possible Buttons/Icons
<b>Assignment Drop Box</b>	Allows delivery of student files to the instructor	
<b>Audio</b>	Plays a sound clip	
<b>Bulletins</b>	Opens the Discussion tool	
<b>Calendar</b>	Displays the course Calendar	
<b>CD-ROM</b>	Enables access to instructor-approved CD-ROMs	
<b>Chat</b>	Opens the Chat tool	
<b>Communicate</b>	Opens a Tool page with links to Communication tools	
<b>Compile</b>	Opens the batch printing tool	
<b>Content</b>	Opens the Table of Contents	



**Course Information**

Displays screens on course materials, policies, and the instructor. This may be replaced by the instructors syllabus.

**Course Tools**

Opens a Tool page with links to individual tools

**E-mail**

Opens the E-mail tool

**Glossary**

Opens the Glossary

**Home Pages**

Allows access to student home pages

**Index**

Opens the course Index

**Information**

Opens a page or Web link added by your instructor

**Movie**

Plays a video clip

**My Progress**

Allows access to your WebTutor activity records

**My Record**

Allows access to your grades

























**Navigation**

Opens the Navigation window

**Password**

Allows you to change your access password



<b>Pictures</b>	Allows access to images	 
<b>Presentations</b>	Allows access to group project files	 
<b>Quiz</b>	Opens a chapter quiz	 
<b>Resources &amp; References</b>	Opens a Tool page with links to individual Resource tools; can also link from a chapter page to a specific reference.	 
<b>Resume Session</b>	Displays the last page viewed in your most recent WebTutor session	 
<b>Search</b>	Opens the Search tool	 
<b>Self-Test</b>	Displays self-test questions for a specific chapter page	 
<b>Site Map</b>	Opens the course site map	 
<b>Take Notes</b>	Opens a browser window where you can record your own notes	 
<b>Targets</b>	Displays goals for an individual chapter page	 
<b>Tips</b>	Displays the Student Tips	 
<b>Web Links</b>	Displays a list of course-related Web links	 

**White Board**

Opens the White Board tool



