CPR Assignment Tutorial

UNDERSTANDING THE STAGES OF A CPR ASSIGNMENT

A CPR assignment consists of the following seven stages:

1. **Source Materials**

   During this first stage you will explore source materials, which can include Web sites, articles, text books, pictures, movies, animations, or references to your course materials. The source materials (which are always available during an assignment) will also provide you with guidance for writing your text and specific details of the writing task, which forms the core of an assignment.

2. **Text Entry**

   After studying the source materials you will write your text and enter it into the CPR program. The first deadline for an assignment occurs when the text and/or file is due.

3. **Calibrations**

   During this stage you will evaluate several example texts, called calibration essays. This calibration process will help develop your ability to effectively review the work of your peers based on specific criteria. The second deadline occurs at the end of this stage.

4. **Calibration Results**

   After the calibration training deadline you will be able to compare your answers with the criteria established for the example texts. During this stage you will refine your understanding of the reviewing process for an assignment.

5. **Reviews**

   Using the same criteria that you used for the calibration essays, in this stage of an assignment, you will evaluate the work of three of your peers.

6. **Self-Assessment**

   After completing the reviews of texts submitted by three of your peers, you may proceed directly to review the text that you submitted. There will be a deadline when you must complete this self-assessment review.

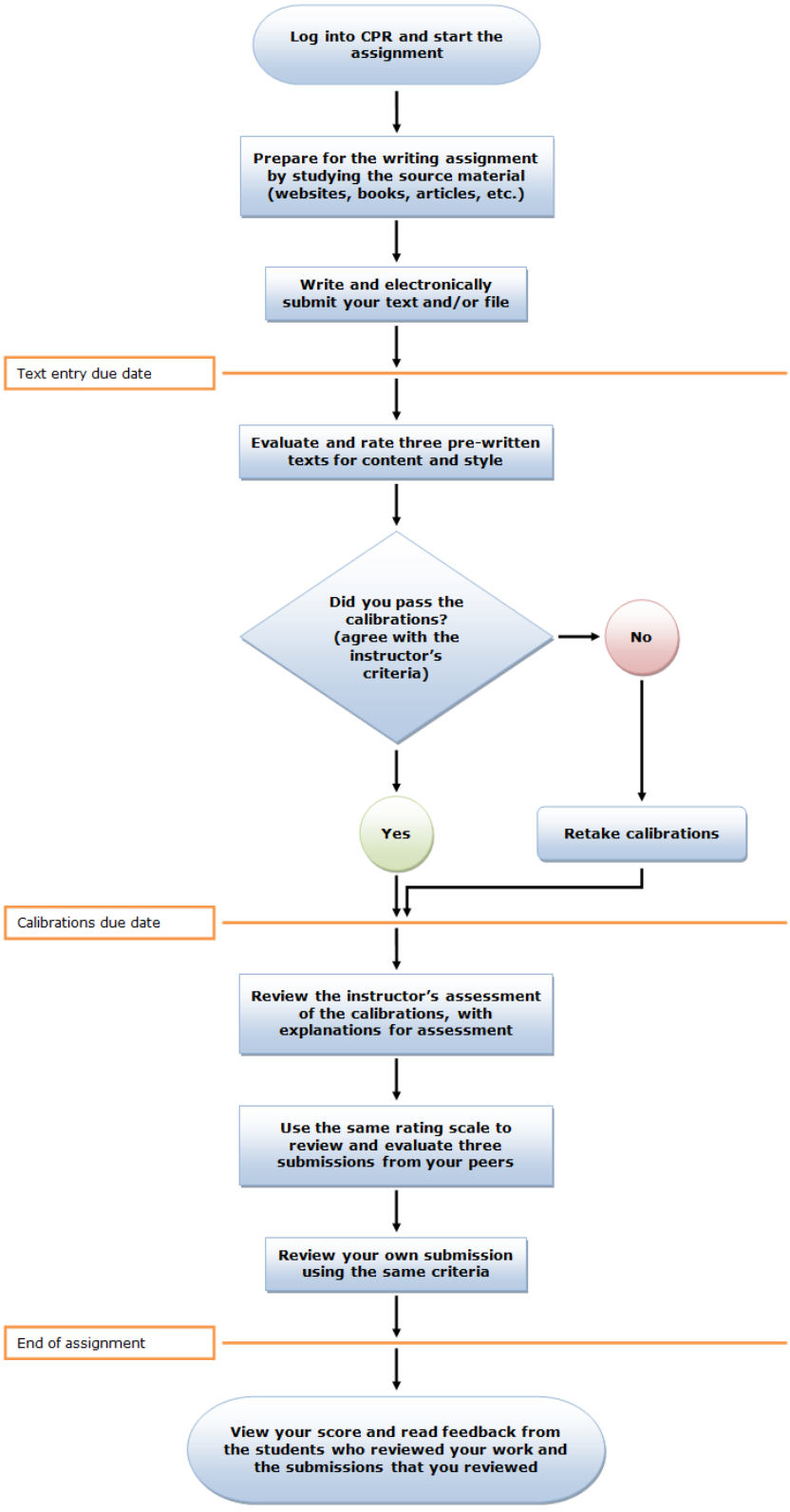
7. **Assignment Results**

   After the self-assessment deadline you may view the reviews your peers submitted for your text, and compare your peer evaluations with the evaluations that your classmates provided for the texts you reviewed. There is no deadline for this final stage.

During an assignment, you will progress through these stages sequentially.

YOUR PROGRESS THROUGH AN ASSIGNMENT

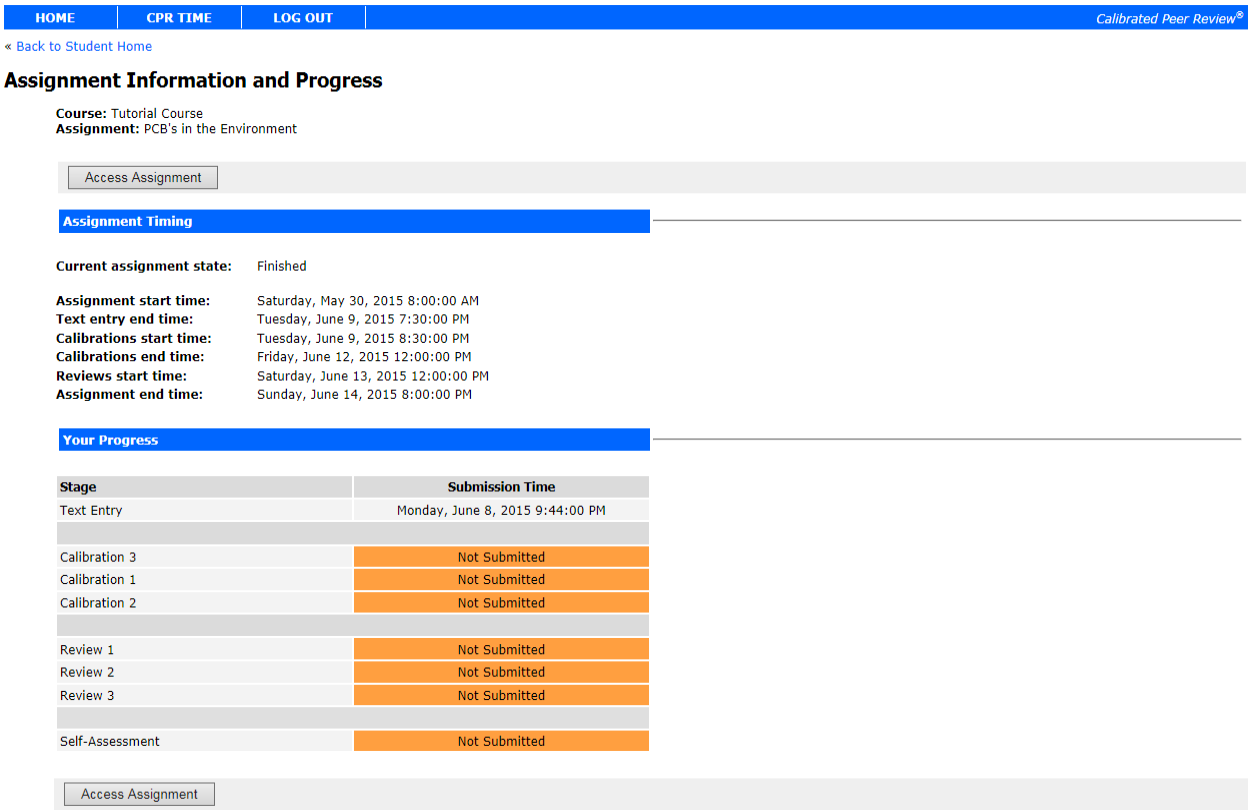
The flowchart below summarizes your progress through a CPR assignment.



Now that you understand how a CPR assignment works, you are ready to learn about specific parts of an assignment. The following sections in this tutorial highlight key features of the CPR program at various stages in an assignment.

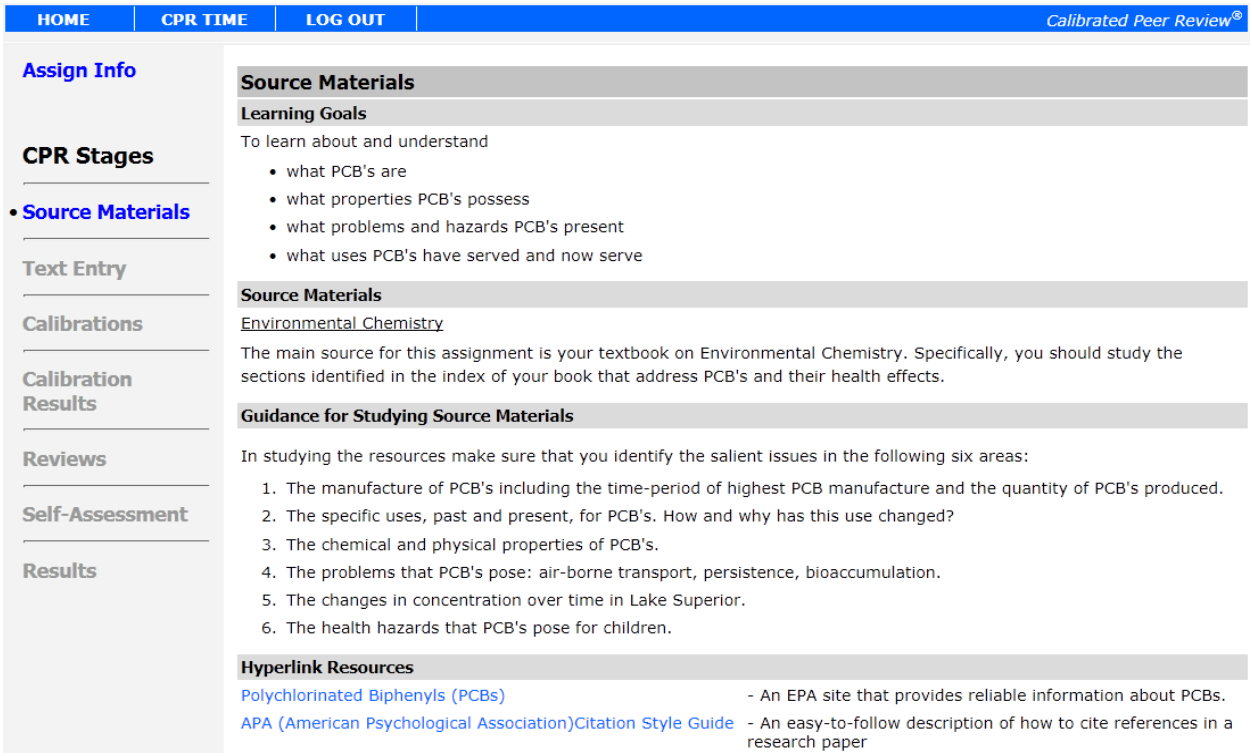
Assignment Information and Progress

Whenever you select an assignment in CPR, the initial information page provides you with the time periods when each stage must be done and a record of your progress in the assignment. If the instructor has posted a message about the assignment, it will also show up on this page.



STAGE 1: SOURCE MATERIALS

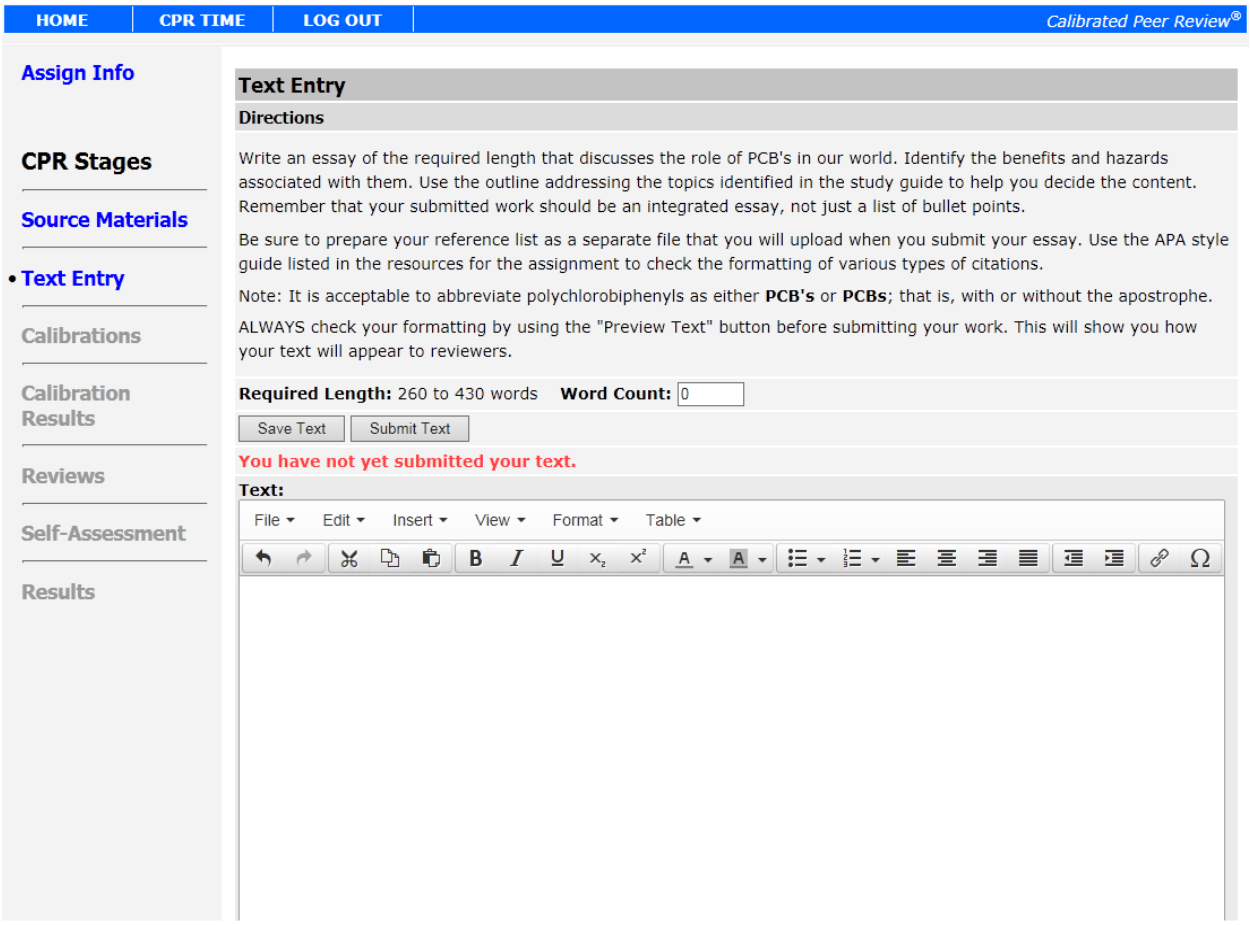
The source materials of an assignment contain the learning goals for the assignment, the location of the resources that you will explore before writing your text, guidance on items you should include or approaches you should take in your text, the specific writing prompt that defines the writing task at hand, and the word count range, which your text must adhere to.



As you proceed through an assignment, the navigation panel on the left will tell you which stages are accessible at that time. The source materials are always available.

STAGE 2: TEXT ENTRY

After exploring the source materials, you will write your text and enter it in the text entry box and/or upload a file.

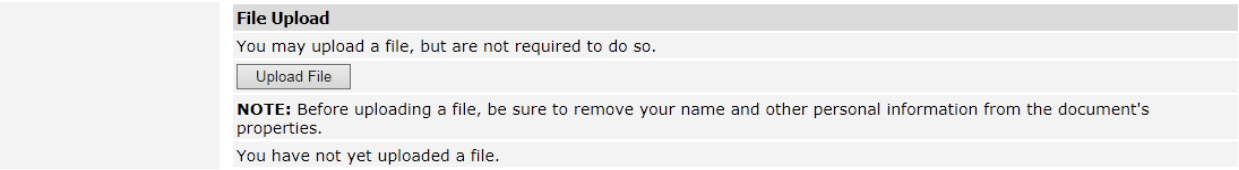


Because Web browsers can time out and connections can be lost, you should always prepare your work offline, check it for spelling and other errors in a word processing program, and then save it before submitting it to CPR.

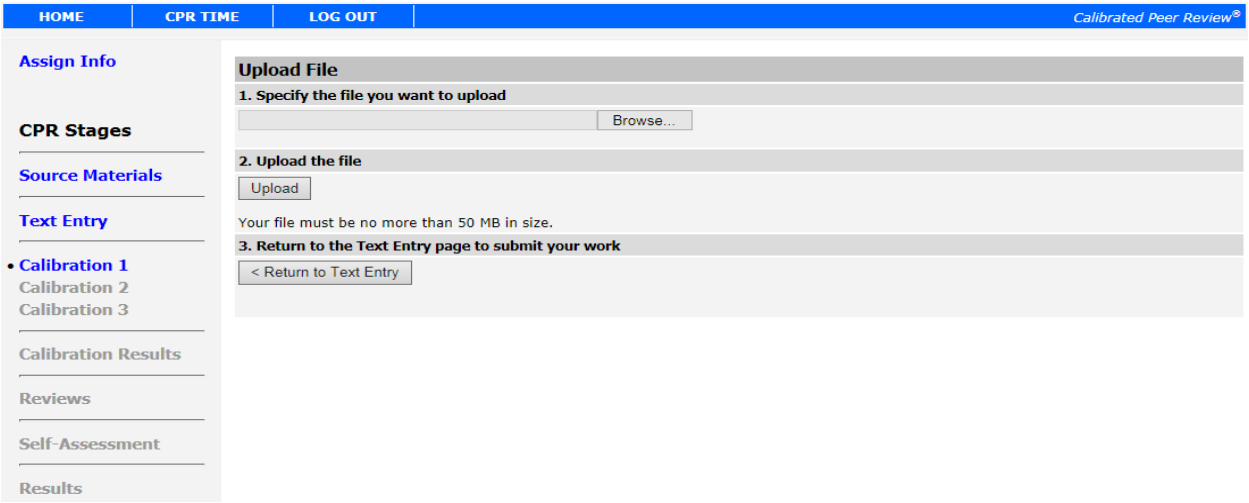
The length of your text must conform to the specified word count range. The program will automatically count the words in your text. If your text is outside of the word count range, you may save it in the program, but cannot submit it.

If your assignment requires or allows you to upload a file as part of your submission, you will see the second component of the text entry procedure.

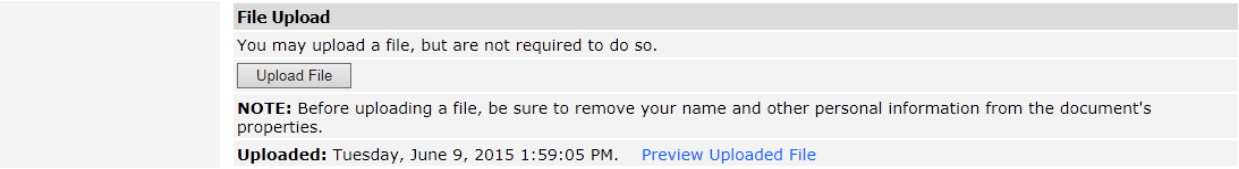
The **File Upload** section will appear below the Text Entry section. The text will indicate whether you may or must upload a file as part of your submission. The text will also tell you whether you have completed this upload step. In the image below, the text indicates that no file has been added to the submission.



Clicking **Upload File** takes you to another screen where you browse for a file on your computer.



After clicking **Upload**, you'll be told whether the file was successfully uploaded or not. If the file was successfully uploaded, click **Return to Text Entry** to go back to the previous page.



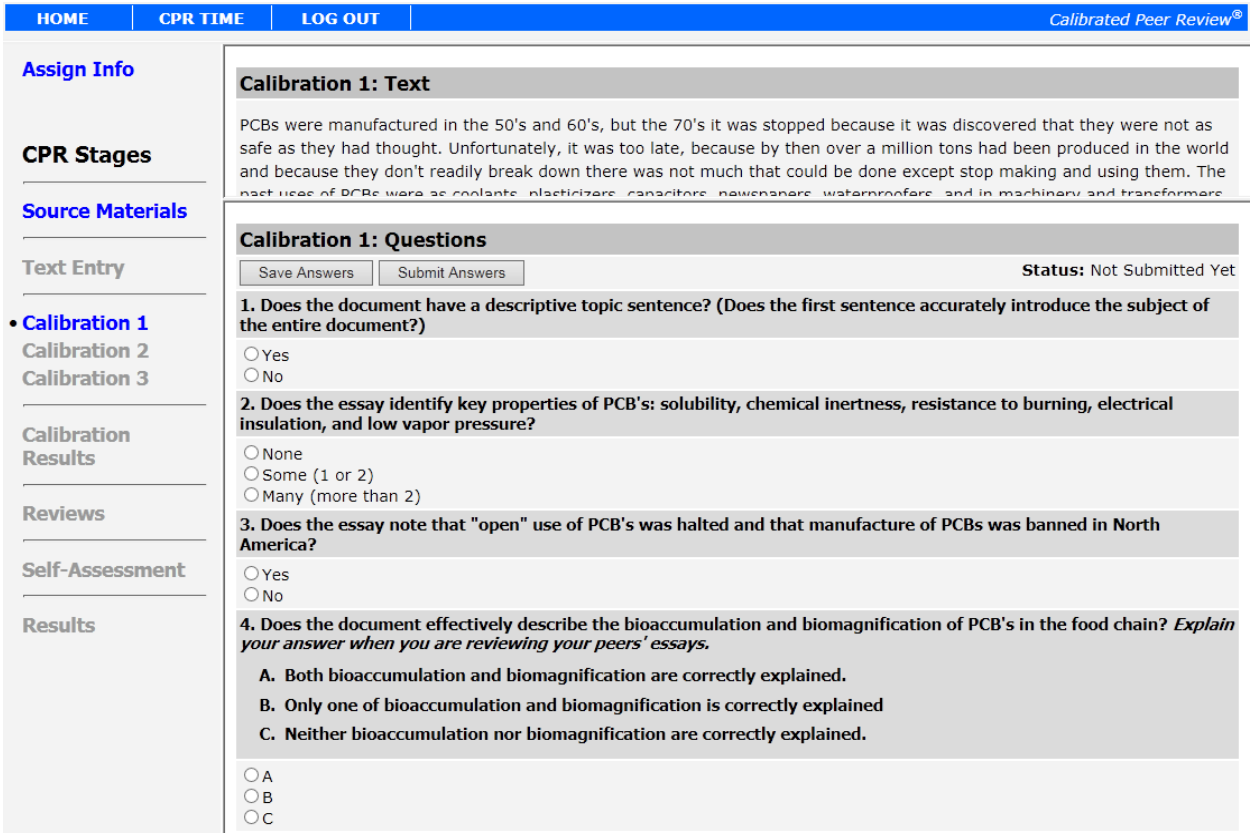
The **File Upload** section will now tell you that you have uploaded a file at the date and time displayed, and will allow you to preview the uploaded file.

Note: Uploading and submitting are two different required steps. You must now click **Submit Text** to complete this portion of the assignment.

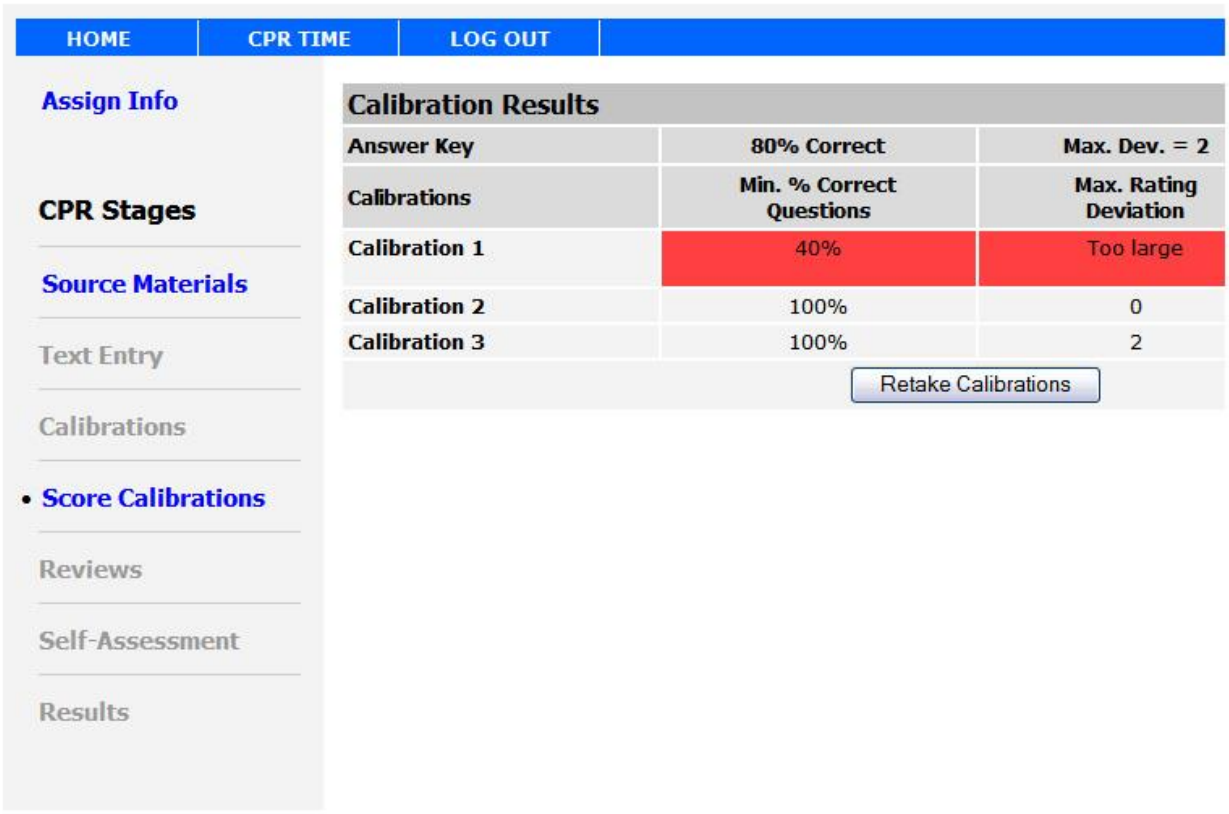
Be sure to submit your work before the text entry deadline. Remember, you can submit your work as many times as you like prior to this deadline. The last submission overwrites any previously submitted work and only the last one is saved.

STAGE 3: CALIBRATIONS

During this stage, you will read three example texts called calibration essays and answer a series of evaluation questions for each. You will also provide a comprehensive rating of the whole text. The navigation panel keeps track of your progress through the three calibrations.

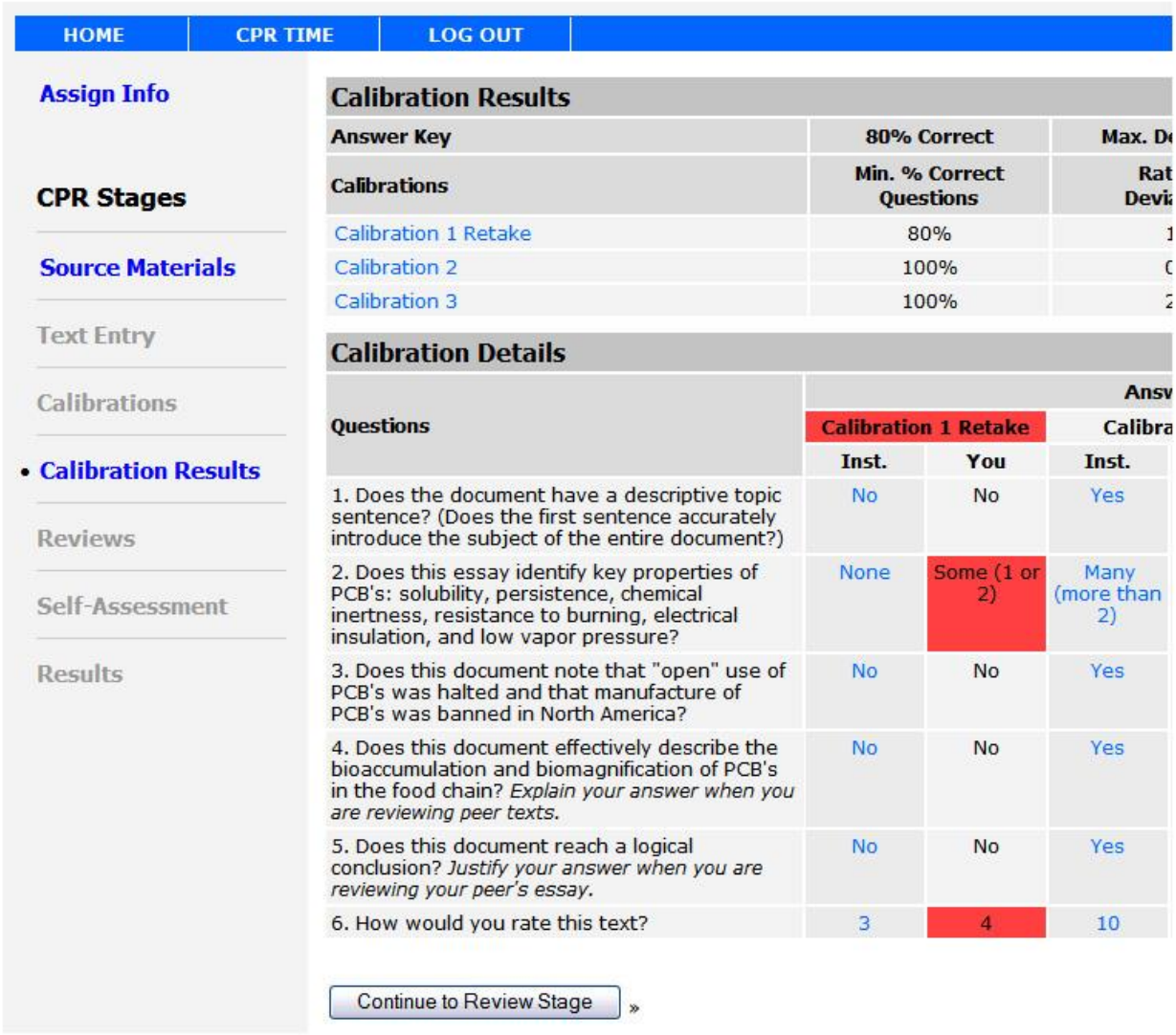


You may carry out this training all at one time or in several sessions. However, before you complete the calibration training you will see the preliminary results of your skill as a reviewer. If you have not mastered the process for any of the texts, you have the opportunity to retake that calibration. At the end of the stage, CPR will determine the skill you have shown in accurately reviewing the training materials for the assignment.



STAGE 4: CALIBRATION RESULTS

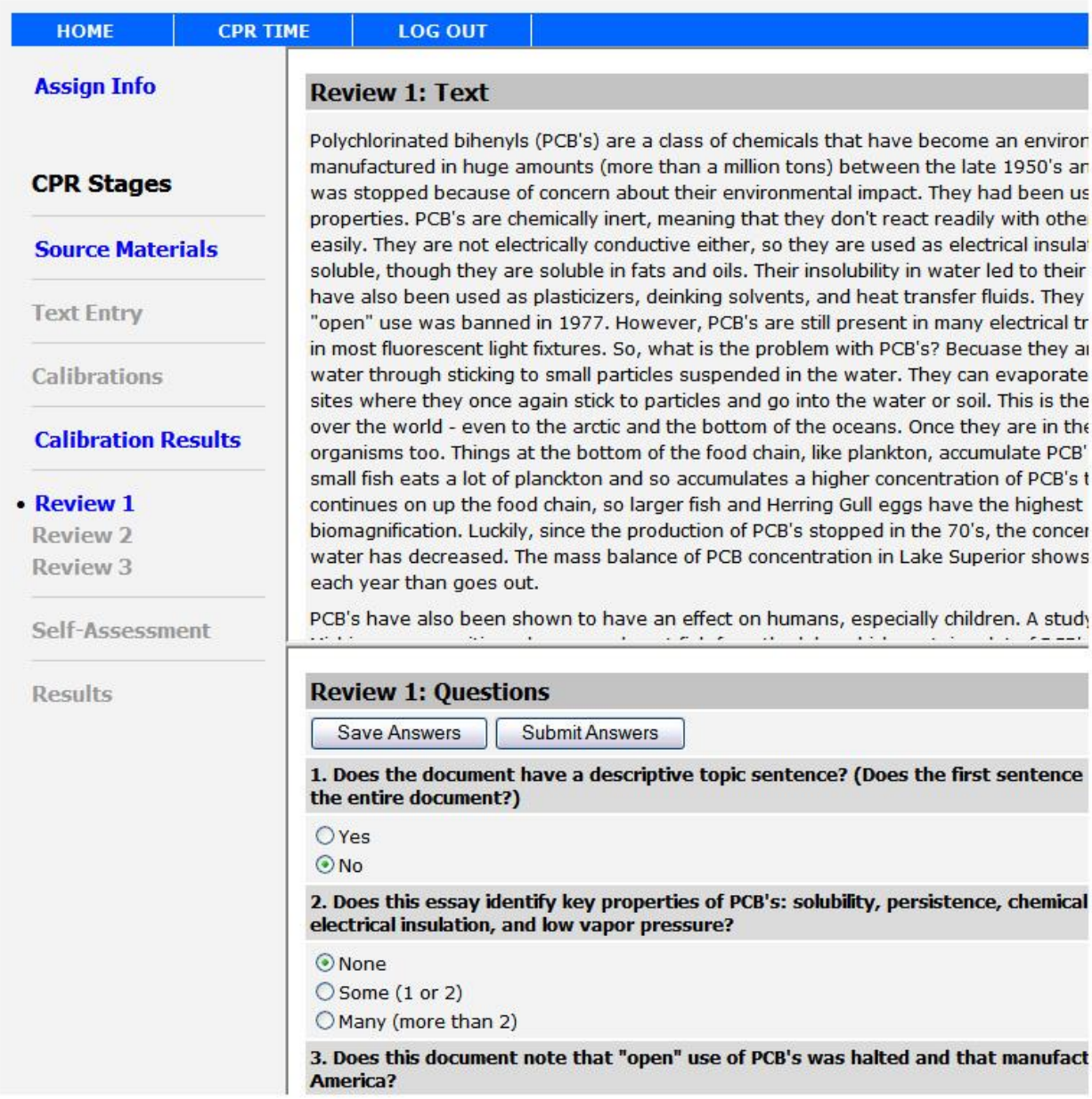
After the calibration training deadline you will be able to compare your answers with the criteria established by your instructor for the example texts. Explanations for the instructor's answers are provided for each question.



By reviewing this feedback you will further refine your understanding of the reviewing process for the assignment and improve your reviewing skill.

STAGE 5: REVIEWS

Once the text review time has begun, you will use the same criteria to review your peers' texts as you used for the calibration essays.

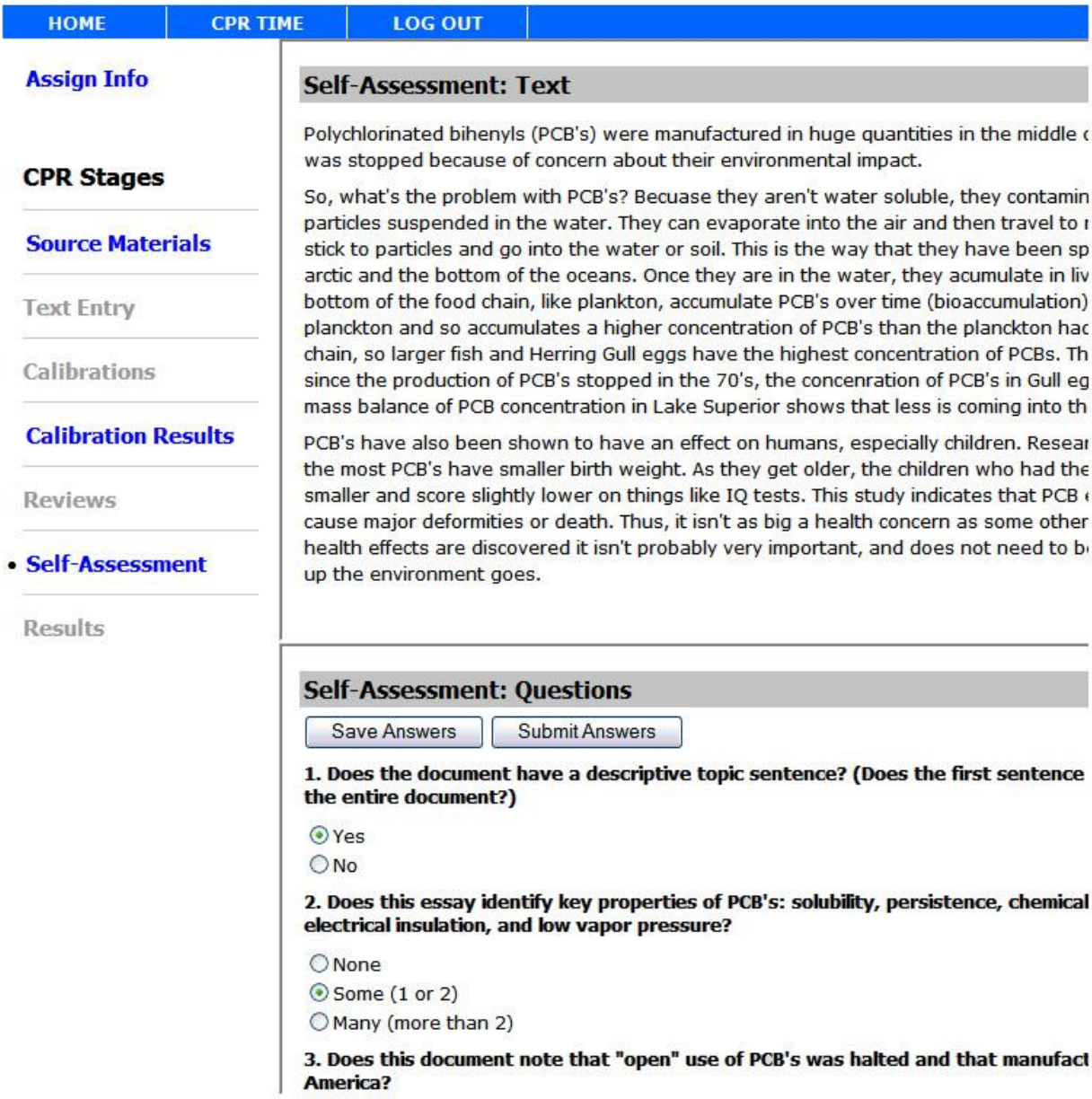


In some cases you may be asked to explain your answers to the evaluation questions and you will also write an informative justification for your overall rating of your peers' texts. Your explanations should always be aimed at helping your peers understand both the strengths and weaknesses of their texts so that they can learn from your reviews.

For many courses the quality of your reviews and the feedback you provide to your peers will be part of your grade for the assignment.

STAGE 6: SELF-ASSESSMENT

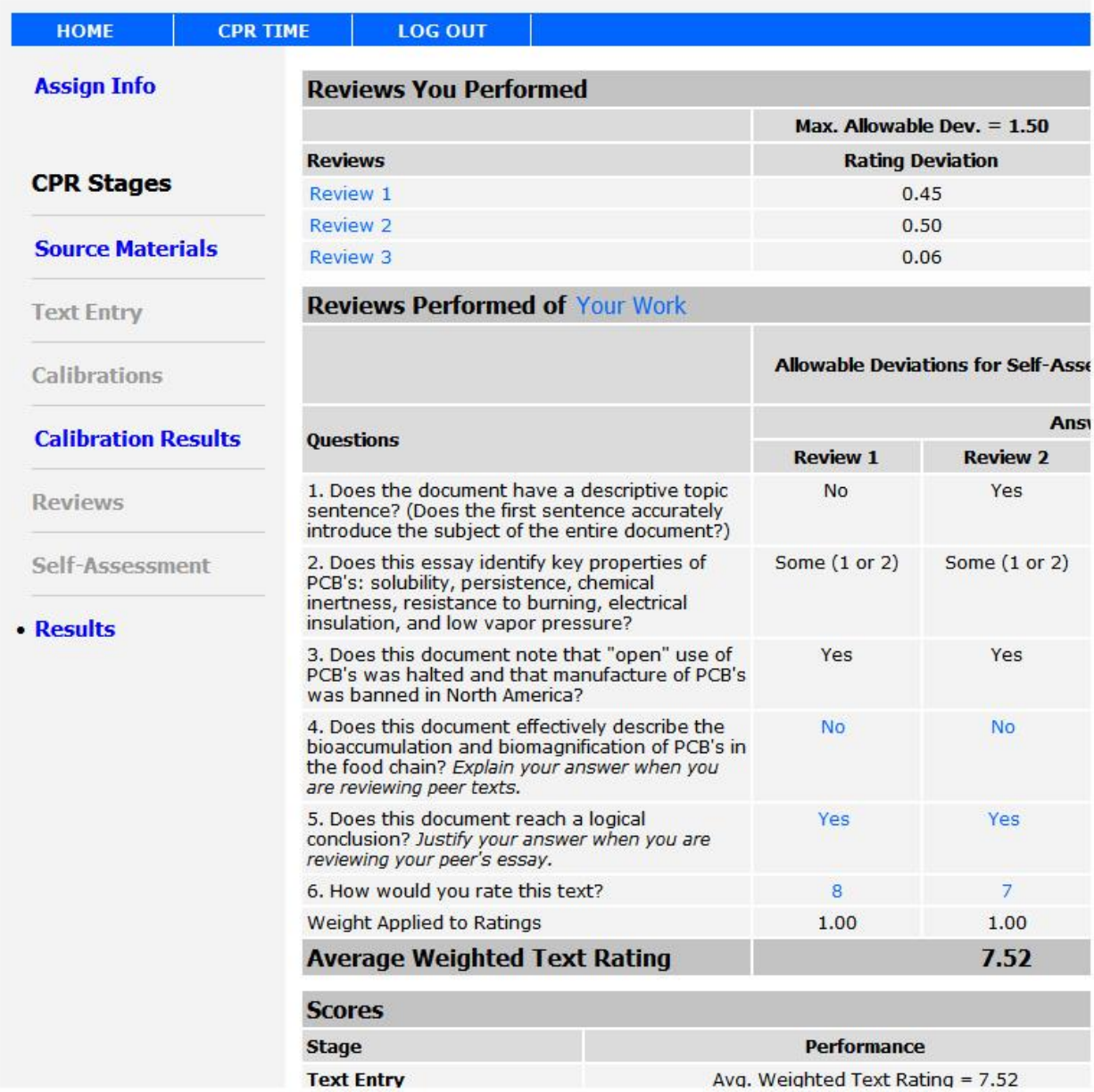
After you review three texts submitted by your peers, you must review your own text. You must complete all the reviews, including the self-assessment, before the end deadline for the assignment.



After completing your self-assessment, you must wait until the assignment ends before you can view the assignment results.

STAGE 7: ASSIGNMENT RESULTS

At the end of the assignment you will be able to see a summary of the peer reviews that you did and the reviews your peers performed of your text.



HOME | CPR TIME | LOG OUT

Assign Info

CPR Stages

Source Materials

Text Entry

Calibrations

Calibration Results

Reviews

Self-Assessment

• Results

Reviews You Performed

	Max. Allowable Dev. = 1.50
Reviews	**Rating Deviation**
Review 1	0.45
Review 2	0.50
Review 3	0.06

Reviews Performed of Your Work

	Allowable Deviations for Self-Asse	
		Ansv
Questions	**Review 1**	**Review 2**
1. Does the document have a descriptive topic sentence? (Does the first sentence accurately introduce the subject of the entire document?)	No	Yes
2. Does this essay identify key properties of PCB's: solubility, persistence, chemical inertness, resistance to burning, electrical insulation, and low vapor pressure?	Some (1 or 2)	Some (1 or 2)
3. Does this document note that "open" use of PCB's was halted and that manufacture of PCB's was banned in North America?	Yes	Yes
4. Does this document effectively describe the bioaccumulation and biomagnification of PCB's in the food chain? *Explain your answer when you are reviewing peer texts.*	No	No
5. Does this document reach a logical conclusion? *Justify your answer when you are reviewing your peer's essay.*	Yes	Yes
6. How would you rate this text?	8	7
Weight Applied to Ratings	1.00	1.00
Average Weighted Text Rating		**7.52**

Scores

Stage	Performance
Text Entry	Avg. Weighted Text Rating = 7.52

Peer review is a fundamental cornerstone of the pursuit of science and other academic disciplines. Proposals, reports, and papers are always subjected to the scrutiny and evaluation of other experts who understand the discipline. The hallmark of good peer review is consistency by the community of peers in recognizing the quality and evaluation of the work being reviewed. The CPR program emulates that process.

CPR calculates an average score for each text you reviewed. CPR then determines whether your reviews met the criteria for consistency established by your instructor.

Review 1

Close

Submitted: 1/25/2009 8:10:35 PM.

Text

Since the late 1950s, over 10^6 metric tons of polychlorinated biphenyls (PCB's) have been manufactured, and huge quantities of PCB's, which pose serious hazards to animals and humans, have entered the global environment through careless, incompetent disposal. The PCB's are almost insoluble in water, but they are soluble in hydrocarbons and lipids. They are chemically inert, have low vapor pressure, and are difficult to burn. The PCB's make excellent electrical insulators, but they persist in the environment. The PCB's have served many purposes: coolant liquids in transformers and capacitors, plasticizers in polyvinyl chloride products, "carbonless" carbon paper, deinking solvents for recycling newsprint, heat-transfer fluids for machinery, and water proofing. "Open" uses of PCB's stopped when their detrimental effects became public, and manufacture of PCB's in North America halted in 1997. Today we still use PCB's in electricity transformers, capacitors, and ballasts for fluorescent lights. The PCB's attach to particulates and thus invade aquatic areas and are transported globally on air-borne particles. Since halting "open" uses of PCB's and their manufacture, PCB levels in certain aquatic environments and animal species have declined. The PCB concentrations in Lake Superior and in Herring Gull eggs both show monotonic declines from the 1970s through the 1990s, but bioaccumulation and biomagnification still pose problems. Phytoplankton in the Great Lakes bioaccumulate PCB's, and as one moves up the food chain through zooplankton, Rainbow Smelt, Lake Trout, and Herring Gull eggs, PCB's undergo a biomagnification of 50,000 fold. The PCB's also cause serious, well-documented problems in children. A long-term study of PCB transmission from mother to child showed that high PCB concentrations in the blood of the umbilical cord and in the mother's milk produced a higher probability of lower birth weight, slightly smaller head circumference (at birth), and premature birth. At age four, children who had suffered high prenatal PCB exposure still had lower body weight and showed lower scores on several tests of verbal and memory abilities. Memory test scores correlate with umbilical cord sera PCB level. At age eleven, the children who had suffered the top 1/6 of prenatal PCB exposure had IQ scores that averaged six points lower than those of the other exposed children. Memory and attention span were most affected by high exposure. At both ages four and eleven, total body PCB concentration did not control the situation; the observed effects stem from prenatal exposure. Prenatal exposure to PCB's causes severe problems in children at birth, at age four, and at age eleven. We must replace polychlorinated biphenyls now.

Questions	Answers		
	You	Others	
1. Does the document have a descriptive topic sentence? (Does the first sentence accurately introduce the subject of the entire document?)	Yes	Yes	Yes
2. Does this essay identify key properties of PCB's: solubility, persistence, chemical inertness, resistance to burning, electrical insulation, and low vapor pressure?	None	Many (more than 2)	Many (more than 2)
3. Does this document note that "open" use of PCB's was halted and that manufacture of PCB's was banned in North America?	Yes	Yes	Yes
4. Does this document effectively describe the bioaccumulation and biomagnification of PCB's in the food chain? *Explain your answer when you are reviewing peer texts.*	Yes	Yes	Yes
5. Does this document reach a logical conclusion? *Justify your answer when you are reviewing your peer's essay.*	Yes	Yes	Yes
6. How would you rate this text?	9	8	10

CPR also calculates the weighted average score for the peer reviews of your text and compares this average with your self-assessment rating. (The weighting factors used for your peers' reviews are based on the accuracy of their work in the calibration training part of the assignment.)

Reviews Performed of Your Work				
	Allowable Deviations for Self-Assessment Review			Full Credit = 1.50 Partial Credit = 2.50
Questions	Answers			
	Review 1	Review 2	Review 3	Self-Assessment
1. Does the document have a descriptive topic sentence? (Does the first sentence accurately introduce the subject of the entire document?)	No	Yes	Yes	No
2. Does this essay identify key properties of PCB's: solubility, persistence, chemical inertness, resistance to burning, electrical insulation, and low vapor pressure?	Some (1 or 2)	Some (1 or 2)	Some (1 or 2)	Some (1 or 2)
3. Does this document note that "open" use of PCB's was halted and that manufacture of PCB's was banned in North America?	Yes	Yes	Yes	Yes
4. Does this document effectively describe the bioaccumulation and biomagnification of PCB's in the food chain? *Explain your answer when you are reviewing peer texts.*	No	No	No	No
5. Does this document reach a logical conclusion? *Justify your answer when you are reviewing your peer's essay.*	Yes	Yes	Yes	Yes
6. How would you rate this text?	8	7	8	8
Weight Applied to Ratings	1.00	1.00	0.25	
Average Weighted Text Rating	**7.52**			

Finally, at the bottom of the page you will see the percentage your instructor has associated with each section of the assignment and your total score out of 100 for the assignment.

Scores		
Stage	**Performance**	**Score**
Text Entry	Avg. Weighted Text Rating = 7.52	15.03 out of 20
Calibrations	Calibrations Mastered = 3	30.00 out of 30
Reviews	Reviews Mastered = 3	30.00 out of 30
Self-Assessment	Self-Assessment Deviation = 0.48	20.00 out of 20
Overall Score		**95.03 out of 100**

Close this window or use your browser's **Back** button to return to the previous page, and then proceed to the CPR Pretest.