

# Workshop - Carbon, nutrients, and life

## Part 1. (in-class exercise, D2L exercise, 10 points)

Before class be sure to read this assignment carefully and read over the next two workshops in this series, Parts 2 & 3 in [http://www.geo.arizona.edu/Antevs/nats104/wk1\\_2\\_3.rtf](http://www.geo.arizona.edu/Antevs/nats104/wk1_2_3.rtf) also see [http://www.geo.arizona.edu/Antevs/nats104/wk1\\_lect.html](http://www.geo.arizona.edu/Antevs/nats104/wk1_lect.html)

### In Class (bring paper and pencil)

During the first workshop we will break into groups and discuss the meaning of the word "hypothesis" ([example](#)). In class, write down **your own** definition of "hypothesis." The definition must include the eight words below. Do not list definitions for each of the eight words below. Instead, use these words correctly in a one-or-two sentence definition of the word "hypothesis."

Control	methods
experiment	prediction
hypothesis	replication
measurement	test

Next, exchange your definitions with the members of your group. Provide feedback using the following rubric.

#### *Grading Rubric*

Use of the 8 words	___ / 4 pts
Spelling & grammar	___ / 3 pts
Quality of definition	___ / 3 pts
	___ / 10 pts

What's due? Nothing in class. Take your definition home with you and get copies of others' definitions. Don't leave the classroom until you are sure that your GTA has marked your participation and presence.

### **After the workshop (D2L)**

The D2L exercise is available only to students who participated in the in-class portion of the exercise. Be sure to sit in your assigned seat, and that your GTA has marked you present.

Use the feedback you received in-class to prepare for the D2L exercise.

- (1) Be sure you understand the correct use of each of the 8 words, for the Scientific method. How does the [assigned reading](#) for the first lecture define "hypothesis?" (Also, try [Google](#), [DiscoverySchool](#) or [Wikipedia](#)).
- (2) If your spelling or grammar was poor, according to your in-class review, or if you were unable to tell if the others in your group used poor spelling or grammar, you'll need to be very careful with all the written assignments you submit in NATS104. To prepare for the D2L exercise, pay close attention to "confusing pairs" like accept/except, affect/effect, allusion/illusion, assure/ensure/insure, to/too/two and their/there/they're.
- (3) Who, in your group, had the best definition of "hypothesis?" In their definition, were the eight words just "strung together" or were they made into a sentence or sentences that made good sense and made a good definition for the word "hypothesis?" To prepare for the D2L exercise, rank the definitions from your group (including yours) from best to worse.