Populi Instruction for Faculty

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1. Getting Started With Your Populi Courses

1.1 Introduction To Populi Courses

Populi lets you conduct your courses any number of ways:

- Since Populi is web-based, it's naturally suited to conducting online courses. You can handle everything from disseminating course info (schedule, reading list, deadlines, etc.) to administrating lessons, tests, and discussions completely online. Integrations with Zoom and BigBlueButton even let you use those services to conduct live video meetings from within Populi.
- If you're teaching an on-campus course, any number of setups are possible. Some professors simply use Populi to enter final course grades. Others offload repetitive grading items (quizzes and the like) to the online testing features. Yet others focus class time on lectures and discussion and leave all the testing and assignment submission to Populi.
- Mixed courses—those with on-campus and online students—use Populi to make sure both groups of students have access to all the same materials and so enable them to keep pace with each other.

Whatever your setup, Populi courses keep a complete record of everything entered—who was on the roster, who scored well on your tests, what grades your students earned—and plugs the relevant data into your students' permanent academic records.

The lifecycle of a course

Here are the steps your school follows in running a course:

1. The registrar sets up the course

When the registrar sets up the course, she's adding an "instance" of a catalog course to an academic term and filling in certain administrative details. You can see these details on the Course > Info view; some are inherited from the catalog course while others are specific to that course instance. These include things like meeting times, hours/credits, how the course counts towards GPA and degree requirements, and so on.

2. You're added as faculty or teaching assistant

After the registrar lists you as faculty or teaching assistant, you are given free reign over the course—save for the aforementioned administrative details. You can get to your courses a few ways:

- Via the Courses panel or Alerts found on your [Home page](#).

- Use the course list shown on your [Profile > Faculty](#) view or the *My Courses* view.

- Click the links provided in the email notifications Populi sends you to alert you to various course events.

3. You begin adding content

Once you're listed as faculty (and providing you've been granted user access), you can jump right in and start adding content, assignments, files, and other details to your course(s). Sometimes you'll see content already present in the course. These items may have been cloned from a previous term or otherwise added by another user; you're free to modify any of these items.

You're free to do as you please, but we suggest adding content in the following order:

1. First, review the course's [Settings](#) and add materials in the [Syllabus](#) view.
2. Next, start adding [Assignments](#)(and Assignment Groups).
3. Then move on to [Lessons](#) and [Tests](#)(tests are created as Assignments, but are designed in the Tests view).

You can add or modify course content at any time during your run of the course (up to the point at which you finalize the course).

4. Students enroll

When students start enrolling in the course, you'll see that activity reflected on the Roster. Roster activity may continue throughout the term as students enroll late, withdraw, change to auditor, and so on. While there are settings that can change how these things work, for the most part, enrollment activity is managed by the Registrar.

5. The course begins

Once the course commences, the students can submit assignments, interact with lessons and discussions, take online tests, and pipe in on chat and the bulletin board. Meanwhile, you'll grade tests and assignments, mark attendance, communicate with your students, and modify course content as needed. You can also monitor student progress and other course statistics on student course summaries and the Performance Dashboard.

6. The course ends

At the end of the Term, you'll review student grades and attendance and then finalize the course. Finalizing submits the grades and comments to the registrar, and commits the course's relevant academic records to each student's grade reports, transcripts, GPA's, degree audits, and so on.

After a course is finalized, it is closed to modification to both you and your students. The Registrar can temporarily unfinalize the course if necessary; you can also go back to the course roster and fill in grades for incomplete students.

Course navigation
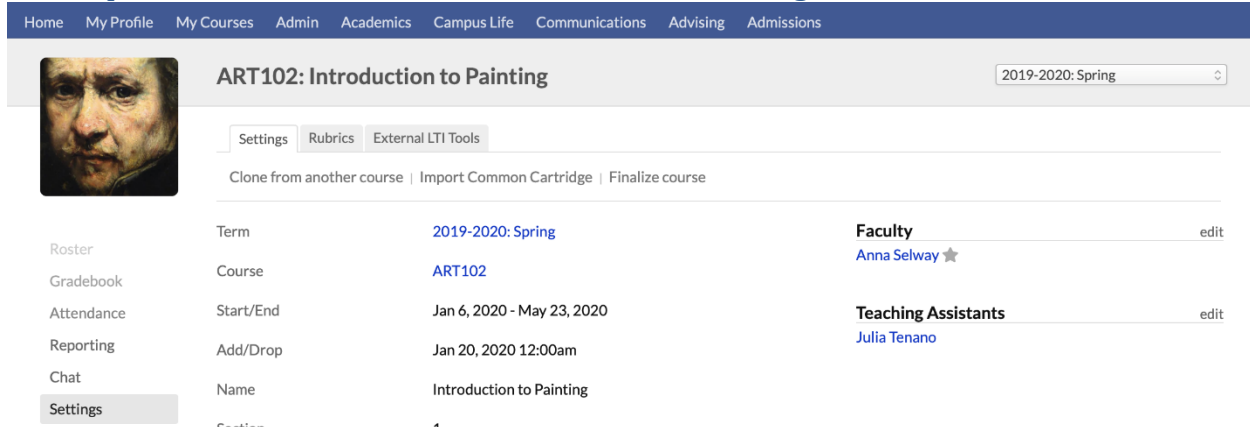
Here's an overview of the different parts of a Populi course:

- Dashboard shows the course schedule, links to discussions, and includes a bulletin board that's open to you and all your students.

- **Syllabus** presents the information students need to understand how the course will be conducted and graded. It includes things like the description, reading list, and so on, as well as a place for you to compose a syllabus or upload/embed a syllabus file.
- In **Assignments**, you create and manage assignments and assignment groups. This is also where you take the first step in creating online tests.
- **Lessons** lets you create online lessons, which in turn can be connected to particular assignments, tests, and discussions.
- **Discussions** lists all of your discussions, which can be course-wide or connected to particular lessons, as well as graded or not-graded.
- **Conferences** let you share live video, discussion, presentations, files, and more with your students in real-time. Populi integrates with two services (both of which require your school have an account set up with them): Zoom and BigBlueButton.
- In **Tests**, you design, review, and grade your online tests. Tests are initially created in Assignments.
- The course **Calendar** shows every course event, including due dates, test and lesson availability, holidays, etc.
- The **Roster** gives you the basic details about your course's enrollment situation. Student names also link to their **student course summary** pages, which give you details about student performance and attendance.
- The **Gradebook** links to individual assignments, gives you grading tools, takes you to the final grade/attendance page, and lets you manage finalization.
- Wanna guess what you can do in **Attendance**?
- **Reporting** features the Performance Dashboard, which displays student performance statistics from various perspectives, and the Change Log, which records every course event, small or great.
- **Settings** contains information inherited from the course catalog (credits/hours, how grades affect GPA, among many others). It lets you manage rubrics and LTI tools as

well as clone/sync course materials, import a Common Cartridge file, and manage finalization.

1.2 Step One: Review The Items On The Course Settings View

The Course > Settings view has three sections:

- **Settings:** Displays general catalog information and settings for your course. Most of these items are inherited from the course catalog and so can only be changed by the registrar; the items you can change are covered below.
- **Rubrics:** Standard guides for evaluating and grading student assignments and other coursework. Read about how to set them up in this article and using them to grade student work in this article.
- **LTI Tools:** One way to let your Populi course interact and share information with other learning management systems. This article goes into the details.

To get started, find your course and click Settings in the left sidebar. You can get to your courses a few different ways:

Home   **My Profile**   My Courses

Anna Selway
Curator at Inland Northwest Historical Society

Activity Feed   Bulletin Board   Info   **Faculty**   Student   Financial

Show Current Courses ⇅ | Export

ART100: Art Studio 100 Section 1
Aug 12, 2018 - Dec 22, 2018 | 2.00 credits | 0.00 hours | 23 enrolled | 0 auditors

ART102: Introduction to Painting Section 1
Aug 12, 2018 - Dec 22, 2018 | 3.00 credits | 3.00 hours | 34 enrolled | 0 auditors

Add bio

🕐 2:57 PM local time

- Type the course name or abbreviation in Search and click the result shown under *Courses.*

- On your Populi Home page, look at the *My Courses* panel. *Current Courses* shows you courses currently in session; use the drop-down to find courses from different academic terms.

- On My Profile > Faculty, you'll find a more detailed version of My Courses. Again, use the drop-down to select *Current Courses* or courses from a specific term.

Once in Settings, you can make the following changes by clicking the field name:

- Write or edit the course description.

- Change the *Progress* and *Student Access* settings.

- Clone or sync course content (see below).

Cloning and syncing

Use these options to add content to your course that exists in other courses you've taught.

- Cloning copies content from past courses into your course. You can then edit any of the items you import using the clone feature.

- Syncing shares content among different sections of the same course in the same term.

If your course is already synced with another course section, then you cannot use the clone feature. You can, however, clone first and *then* sync course sections.

1.3 Step Two: Set Up Assignments

Assignments are graded coursework. After creating assignments, your students can then interact with them in various ways (taking tests, uploading files, leaving comments, etc.), and you, in turn, can grade them—either directly or by using a rubric. Assignment grades are then cobbled together into the student's final course grade one of two ways:

- If the course grade is based on the weight you give to different kinds of assignments, you'll use assignment groups to set up the weighting. For example: Tests/Quizzes = 30%, Essays = 40%, Final Exam = 25%, Attendance = 5%.
- If you prefer to simply average assignment grades into the final grade, you'll eschew assignment groups and set up assignments.

To get started, go to your course and click the Assignments view. If you're using assignment groups, set those up first. Afterwards, start setting up assignments. As you add assignments, they'll automatically populate your gradebook. You can add and edit assignments and assignment groups up until the course is finalized.

1.4 Step Three: Create Lessons And Discussions

Lessons and discussions are optional, so feel free to skip this step!

LIT301: American Literature 1945-1980

2019-2020: Fall

Lessons | Student Progress

Flannery O'Connor
Available on course open to students date

Add a Lesson

Norman Mailer
Available Sep 12, 2019 12:00am after the previous lesson is completed

Reorder Lessons

The American Short Story
Available Sep 23, 2019 12:00am after the previous lesson is completed

The Southern Renaissance
Available Oct 12, 2019 12:00am after the previous lesson is completed

Contemporary Responses to Cultural Trends
Available Oct 21, 2019 12:00am

European Influences on American Authors

Dashboard
Syllabus
Files
Assignments
Lessons
Discussions
Conferences
Tests

Lessons are collections of course materials—assignments, discussions, links, files, and "lecture" notes—that cover a particular section of your course curriculum. They include an HTML-capable content editor that lets you include text, images, and streaming audio/video. You can make your lessons available for the entirety of your course, or you can limit their availability to particular date ranges.

WRI352: Writing Workshop: Creative Non-fiction

2019-2020: Spring

Show All discussions

Add a Course Discussion

Available Discussions

39 **Drafting, Editing, and Revising (Week Twelve)**
by Samuel DiVecca about a month ago

Graded Discussion | Due Feb 7, 2020 11:59pm | 1 Report

Future Discussions

0 **Creative Non-Fiction and New Journalism** 🔗 Creative Non-Fiction
Draft by Gemma Frye 5 minutes ago

Graded Discussion | Available Apr 25, 2020 12:00am

Closed Discussions

102 **Welcome to the Creative Writing Workshop**
by Samuel DiVecca about 4 months ago

1 Report

Dashboard
Syllabus
Files
Assignments
Lessons
Discussions
Conferences
Tests
Calendar
Roster
Gradebook

Show deleted discussions

Discussions let you conduct online conversations with your students on course-related subjects.

- Discussions can be tied to the course or to specific lessons.
- You can create graded discussions by linking them to an assignment. Graded discussions have numerous options that let Populi auto-grade students based on their participation.

- Discussions can be started by faculty, teaching assistants, the registrar, and—if enabled on the Course > Info view—enrolled and auditing students.
- As mentioned above, discussions can be linked to lessons; in fact, you can even create new discussions within the lesson itself.

To get started, go to your course and click the Lessons view or the Discussions view. You can add and edit lessons and discussions up until the course is finalized.

1.5 Step Four: Set Up Your Online Tests

Online tests let you design, administrate, and grade tests and quizzes.

1. First, you'll set up your test, specifying administrative details including availability, time limit, and proctoring.
2. Next you'll design your test with headings, text blocks, and, of course, questions.
3. After your students take the test, you'll handle grading, some of which can be done automatically, some must be done by you.
4. Finally, test grades are automatically entered in the gradebook.

To get started, go to your course and click the Tests view. You can add, edit, and grade tests up until the course is finalized.

1.6 Final Steps: Enter Final Grades And Finalize Your Course

After your course is done (or particular students have completed it), it's time to finalize! Finalizing a student or a course submits the students' final grades as part of their permanent academic records.

- You can get to the *Manage Finalization* screen from the Info view, the Gradebook, or the Final Grade screen.
- After you finalize an incomplete student, you can come back at any time to enter grades for him.
- You cannot unfinalize a course—if it must be done, you'll need to ask the registrar to do so for you.

1.7 How To Find Your Courses In Populi

Here are the various ways you can find and navigate to your courses in Populi.

Home > Dashboard

When you log in to Populi, you can find a couple different ways to get to your courses on the Home > Dashboard view.

- A list of your current courses is shown in the right column. Click to course name to go to the Course > Dashboard view.
- In the main column, *Alerts* brings new activity in your courses to your attention. Click the Alert to go to that course.

My Courses

The *My Courses* view shows you all the courses currently in session (Dashboard) and every course you've ever taught (All Courses). If you also have a student record at your school, you have similar views for those courses as well.

My Profile > Faculty

Via the *Faculty* view on My Profile, you can find your courses, office hours, and some basic course stats; you can also export a spreadsheet of your course stats or your course schedules.

Email Notifications

Various events in a course will trigger Populi to email you a notification. Click the link in the email to go to that item in your course (you may have to log in to Populi).

LIT302: Annie Dillard

Corwith College <notifications@populi.co>   12:28 PM (1 hour ago)

to me

New report from Adrienne Tours

Comment by Mira Selkirk:
Dillard's first novel, _The Living_ (1992), centers around the first European settlers of the Pacific Northwest coast. While writing the book, she never allowed herself to read works that postdated the year she was writing about, nor did she use anachronistic words.

Report Reason:
This was totally copied from Wikipedia!

Click here to view the discussion

You can opt-in to various course notifications in your personal Settings > Notifications view:

Home   Files   Calendar   Financial   Bookstore   Library

🔍 Search   Help ˅

My Profile
Settings
Log Out

⊕ Corwith College

My Settings

General

Security

Notifications

Sent Messages

Email

Text Messages

Text notification number
Your text notification number is active.
(248) 796-0114   Stop receiving text notifications

Email notification address
Enter the email address where you'd like to receive notifications and click "Send Verification Link".

[   ] Send Verification Link

Notify me about assignment submissions
Select "Yes" to receive an email every time a student submits an assignment in one of

Save Settings

1.8 Course Reporting

THE455: Paths to Human Maturity   2019-2020: Spring ▾

Performance Dashboard   Time Tracking   Evaluation   Change Log

Export XLS   Export CSV

Dashboard
Syllabus
Files
Assignments
Lessons
Discussions
Conferences
Tests
Calendar
Roster
Gradebook
Attendance
Reporting
Chat
Evaluation

■ Media Playback   ■ Lessons   ■ Tests   ■ Other Course Pages
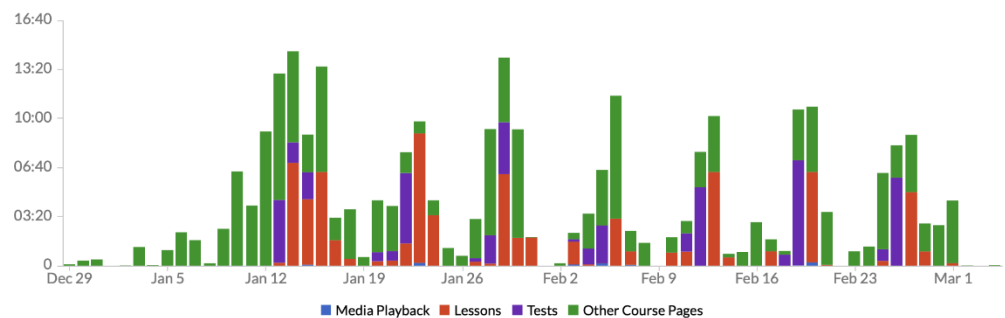
▾Filter · 409 results   Save

Match [all ˅] of these conditions: [Choose a condition ˅]

Date is before or equal to Mar 8, 2020 ✕

Apply Filter   Reset Filter   Add conditions

The Course > Reporting view provides a variety of reports about your students' activity in your course. Here's a look at each of the reporting tools; you can also get perspectives on individual students using the Student Course Summary.

Performance Dashboard
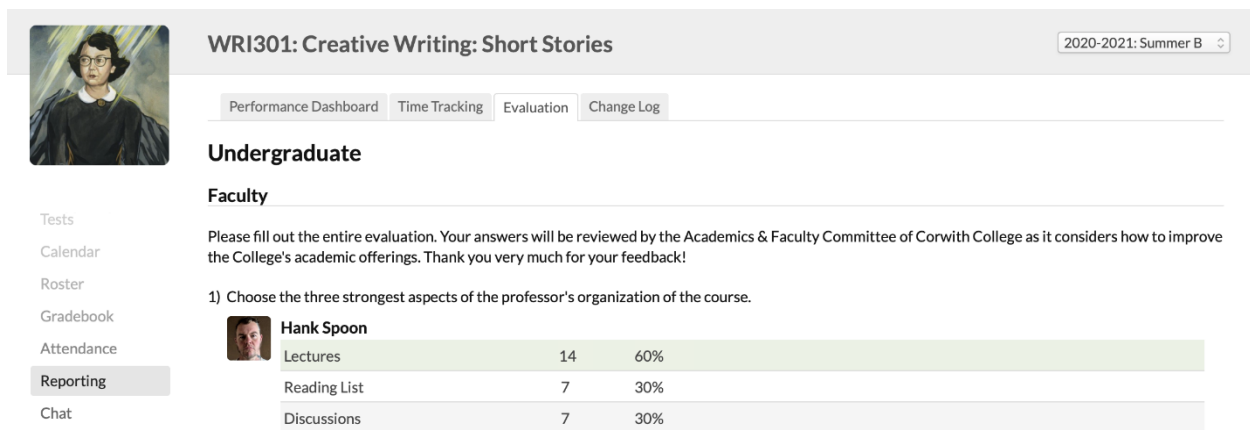
The performance dashboard gives you a look at student performance on assignments. You can use the drop-downs to look at specific students and/or assignments

Time Tracking

This report shows you how much time students spend on different portions of your course (and when they spent that time).

- The report organizes student activity around Discussions, Lessons, Media Playback, Tests, and *Other Course Pages*(which includes things like Syllabus, individual assignments, etc.).
- Use the filter to find specific students, dates, and types of course activity.

Evaluation

If your school is using course evaluations, you'll see the results of your course's evaluation as soon as the results are made available to you. To preserve student anonymity, you will not be able to see evaluation results until at least 60% of your students have submitted the evaluation. You can get more information about the evaluation and its availability on the Course > Settings view.

Change Log

The Change Log presents—in exhaustive detail—all the changes made to the course in the timeframe defined at the top of the screen. It includes everything from changes in specific course settings to student enrollment status to individual assignment grades, and so on.

1.9 How To Clone Course Content From Another Course

Cloning copies content from past courses into your course. This saves you the slog of having to re-enter the same course content you added this time last year. If you want to just change a few things, you're free to edit any of the items you import using the clone feature.

- Faculty users can only clone content from courses with the same abbreviation. That is, ENG101 can clone from other instances of ENG101, but not from MATH101.
- Academic Admin users can clone content from any course into your course.
- You cannot clone content if the course section is synced.

Clone From Course

✕

Clone ☑ Assignments
☑ Assignment Groups
☐ Faculty Added Discussions ⓘ
☑ Files
☐ Lessons
☐ Links
☑ Reading List
☑ Rubrics
☑ Supplies
☑ Syllabus
☑ Tests
Check: All, None

From ART122 2019-2020: Fall ⇕
Clone from a different catalog course

☑ I understand that cloning these items from

ART122 2019-2020: FALL

will **permanently erase** the corresponding items in

ART122 2020-2021: FALL

Save

To clone another course's content into your course...

1. Click **Clone from another course**.
2. Check the items you wish to clone.
3. Select the specific course instance from which you wish to clone them.
    - You can select different elements from different courses (e.g. clone the assignments from one and the links from another).
    - If you clone the *same* content from different courses, Populi overwrites the first with the second. For example, if you clone the tests from ENG101 Fall 2012 and then clone the tests from ENG101 Fall 2014, the 2014 tests will over-write those from 2012.
    - Faculty-added discussions will only clone if you also clone the lessons from the same course at the same time.
    - Only graded discussions will be cloned.
4. Check to confirm your choices and Save.

1.10 Running Your Course

Here's a quick look at what you'll do with your Populi courses. The point of a Populi course is to award the student a final grade, which is the only item from the course that makes it onto the student transcript. In some sense, everything in a Populi course is optional save for that. So, feel free to make as much or as little use of any of the features mentioned here!

Interaction with students

Once the course commences, your students will start submitting assignments, interacting with lessons and discussions, taking online tests, and piping in on chat and the bulletin board.

As their coursework rolls in, you'll...

- Grade [assignments](#) and [tests](#).
- Oversee your [discussions](#) and [chats](#).

- [Take attendance](#) and [update course events](#).
- Monitor [individual student performance](#) and overall [course grading stats](#).

Roster

[The course roster](#) lists all the students associated with the course section together with some basic enrollment information (credits/hours, attendance, etc.).

- **Students** shows those who are registered in the course (including enrolled, auditing, withdrawn, and incomplete students). You can change a student's status from *Enrolled* to *Incomplete*(and back again). Read more about [enrollment status](#).
- If the course has multiple course names, **Students** will be further grouped by course name.
- **Waiting List** shows those waiting to be enrolled in the course if the maximum enrollment number has already been met.

Roster activity may continue throughout the term as students enroll late, withdraw, change to auditor, and so on; whatever the case, whenever you look at the roster, you're seeing the current status of everyone taking your course.

Updating coursework

You can update your course at any time before it is finalized. As you add new assignments, for example, the gradebook will automatically figure out how to weigh it in final grade calculations. Wanna spring a pop quiz on your students? Add a test in whenever you wish. Feeling merciful about that term paper deadline? Set the due date back a week. As long as the course is in session, you have unlimited latitude to reshape the course content. Of course, if you're happy with how it's working, then just leave things as they are...

1.11 The Course Syllabus View

The Syllabus view presents the information students need in order to understand how the course will be conducted and graded.

- Everything you see on the Syllabus is visible to the course's students.
- The **Info** panel includes basic information about the course that the registrar entered when the course was added to the term.
- The **Faculty** panel gives students ways to contact you; it also shows your office hours(if you've entered them).
- The **Description** comes from what's entered in the course's settings.
- **Assignment groups** are derived from any you've set up in Assignments.
- **Syllabus** displays the file or content you've entered (see below).

Adding a syllabus file or content

Syllabus

Add content or upload a file

Syllabus

ART451 Syllabus.pdf 182 KB · Complete	✕

You can also choose a file from your Populi files or another course.   Cancel

Syllabus

📄 **ART451 Syllabus.pdf**
Added by Hank Spoon on Dec 11, 2019 9:48am | Replace File | 📥 | 🗑

Cancel

Syllabus

B *I* <u>U</u> S̶   14px   ▼   ≡ ≡ ≡ ≡   ≣ ≣   66   X₂ X²   🔗 🔗 <>

Required readings

- Bruce Block: *The Visual Story: Creating the Visual Structure of TV, Film, and Digital Media*
- Jacques Ellul: *Propaganda*
- Grant Horner: *Meaning at the Movies*

Learning goals and assessment tools

Students will acquire a basic introduction to the principles of film theory, composition, and interpretation. Their acquisition of these will be assessed through two short papers analyzing short films (this may include commercials and music videos), and an oral final.

Specific intellectual skills involved in learning goals:

Careful observation, sense of perspective, understanding of creative process, and a healthy and holistic cultivation of the imagination.

Draft   Save   Save and Publish   or Cancel

You can add your own syllabus file (say, a PDF or DOC) or compose one in the editor.

1. Click **add content** or **upload a file**.

2. If you're adding content, use the WYSIWYG editor to create your syllabus document.

   - If you Save it, it will be in *Draft* mode (and will not be visible to students).

   - When it's ready for prime-time, click **Save and Publish**.

- You can upload a file or import one from your Populi files or your course files.

- After uploading a syllabus file, click **edit** to replace, download, or delete it.

Supplies

Course supplies are items that students might need for the course (paint and brushes for studio art, or a graphing calculator for a physics course...).

1. Click **add supplies**.
2. Enter the supply name.
3. Click **Add** to list it.
4. Is the supply required? Check the box.
5. Click to delete the supply from the list.
6. Click **Save** to finish.

Links

Links open a new browser window to the websites you specify in this panel.

1. Click **add a link**.
2. Type or copy-paste the URL text, e.g. `www.populi.co`.
3. Type the display title, e.g. *Populi Website*.
4. Click **Save** to finish.

Hover over the link to edit or delete it.

Reading List

The reading list contains all the course's required or recommended books.

1. Click **add a book**.
2. Enter the book's 10- or 13-digit ISBN or its title and click **Search**. Populi will look it up (on Amazon.com, unless that's disabled) and retrieve the title, author, cover, and other information.
3. You can also enter the book manually. This option requires you fill in a number of fields yourself.
4. Check if the book is required; otherwise it will list as *optional*.
5. Click **Save** to list the book.

Click a book's title to Delete it or change its status to *optional* or *required*.

Files

Add File(s)

Shadey-Trees-by-Andrew-Wyeth.jpg	921 KB · Complete	×
Andrew-Wyeth-Wi...he-Sea-1947.jpg	509 KB · Complete	×
Yarhouse.docx 30 KB · Complete		×
x700manual.pdf 1.3 MB · Processing		

Drag & Drop Files or Click to Choose

You can also import files from another course.

Done
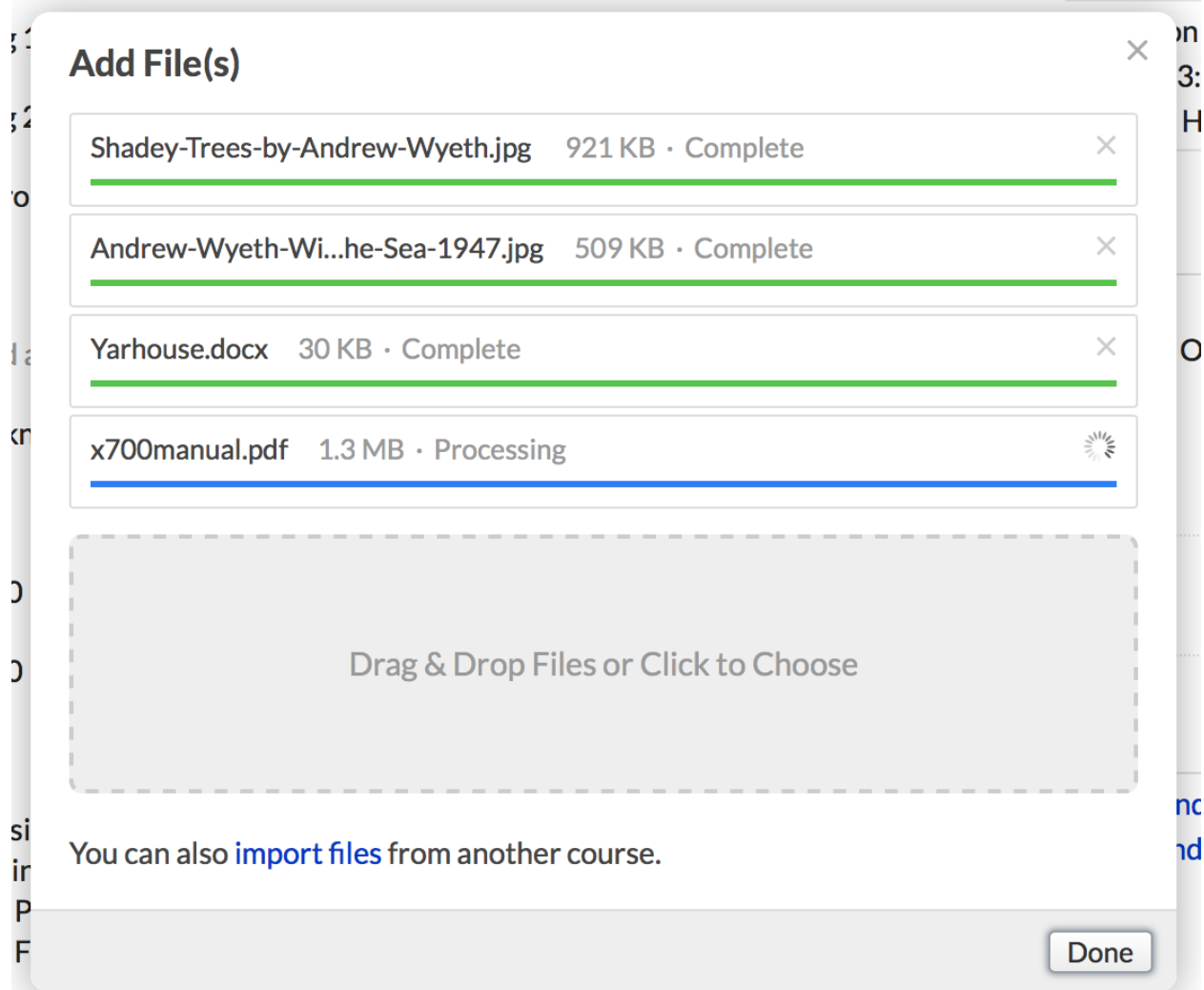
The files you store here might be anything of general use to the course.

- Files added here will also appear in your course files.
- You can also add files in several other places in your course, including lessons, individual assignments, tests, discussions, and so on.
- Check out this tutorial about how to use audio and video files.

You can also import files from other courses—pretty useful if your course "shares" large files with other courses.

1. Click **import files** in the *add a file* dialog.
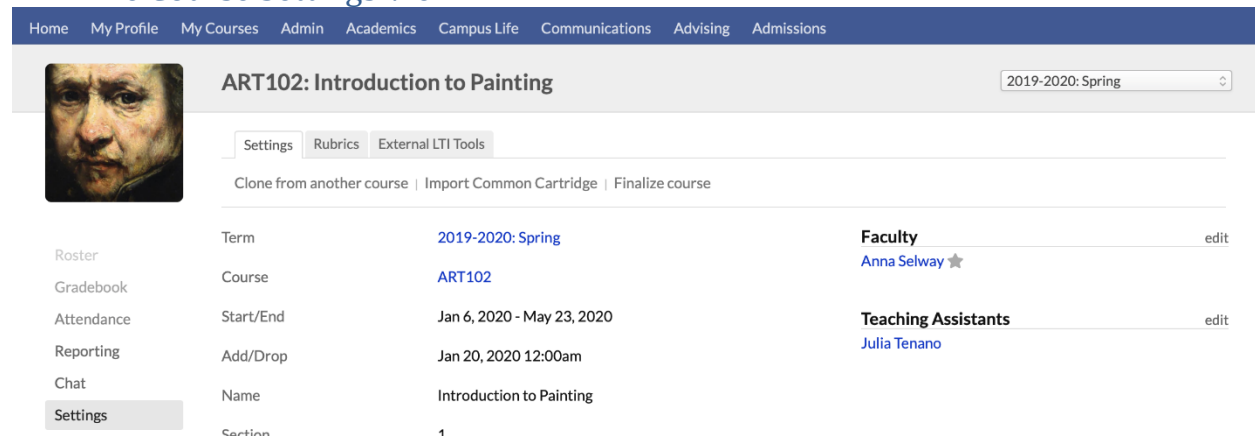
2. Select the course and term.

3. When you find the course and term you're after, check off all the files you wish to import.

4. Finally, click **Import Selected Files**.

Once a file has been uploaded:
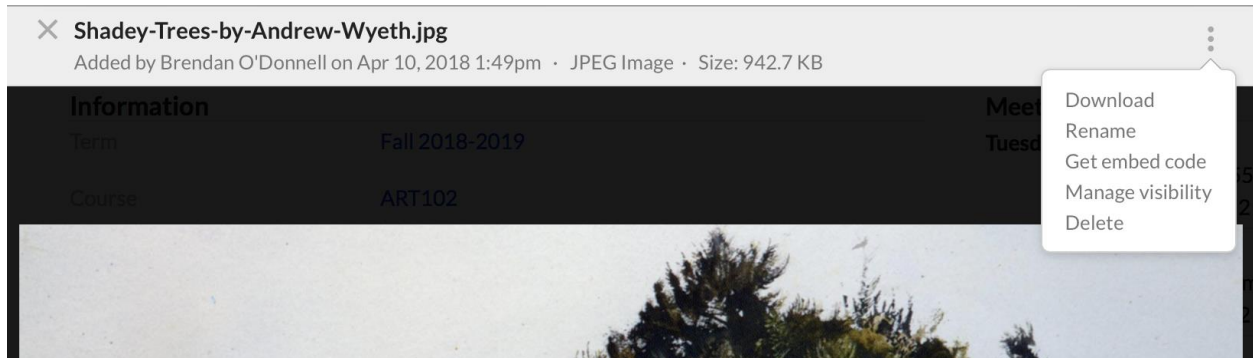
- Click the file name to open the file viewer.

- Depending on the file type, you'll have a few different options. Longer text documents and PDFS, for example, let you jump to a particular page or heading.

- Click on any kind of file to open the actions menu. You can...

  o Download the file to your computer.

  o Rename the file.

  o Grab the embed code so you can embed it elsewhere in your course—a lesson, for example.

  o Manage the visibility of the file.

  o Delete the file.

| Home | My Profile | My Courses | Admin | Academics | Campus Life | Communications | Advising | Admissions |

ART102: Introduction to Painting

2019-2020: Spring

Settings   Rubrics   External LTI Tools

Clone from another course | Import Common Cartridge | Finalize course

Roster
Gradebook
Attendance
Reporting
Chat
Settings

Term	2019-2020: Spring	**Faculty**	edit
Course	ART102	Anna Selway ⭐	
Start/End	Jan 6, 2020 - May 23, 2020	**Teaching Assistants**	edit
Add/Drop	Jan 20, 2020 12:00am	Julia Tenano	
Name	Introduction to Painting		
Section	1		

Course > Settings displays general catalog information and settings for your course. Here are the tasks you'll start or perform here:

- Working with various faculty-enabled course settings.

- Cloning and/or syncing course content.

- Importing Common Cartridge files and LTI Links.

- At the end of the term, finalizing your course.

- Setting up rubrics.

Finalize course

ART451: The Rhetorics and Poetics of Film

2019-2020: Fall

Manage Finalization

Check all students | Uncheck all students

Dashboard
Syllabus
Files
Assignments
Lessons
Discussions
Conferences
Tests
Calendar
Roster
Gradebook
Attendance
Reporting
Chat
Settings

Finalize	Name	Status	Final Attendance	Final Grade	Letter Grade	Course Comment
☑	Johnny Adams	Enrolled	88%	79.00%	C+	Strong papers, good contributions to class discussion.
☐	Spilly Arndt	Enrolled	88%	85.00%	B	Insightful papers but had problems with timeliness.
☑	Michelle Eckson	Incomplete	85%	84.00%	B	Good papers and discussion contributions, but was consistently late with readings. Incomplete.
☑	Roger Frame	Enrolled	98%	89.00%	B+	Excellent papers offset by lack of attention to reading.
☑	Joella Loclane	Enrolled	98%	88.00%	B+	Good, insightful work by the end of the term after a fairly weak start.
☑	Embay Parsons	Enrolled	95%	87.00%	B+	Strong papers and good contributions to class discussion.
☑	Loren Reven	Enrolled	95%	98.00%	A+	Remarkable work all around. A true pleasure to have in class.
☑	Mira Selkirk	Enrolled	100%	96.00%	A	Superb papers, insightful analysis, and perceptive contributions to class discussion.
☐	Zara Tamsen	Enrolled	100%	97.00%	A+	Absolutely excellent work.
☑	James Yeager	Enrolled	89%	87.00%	B+	Strong papers, good contributions to class discussion.
☑	Paula Zerott	Enrolled	96%	94.00%	A	Strong papers, excellent contributions to class discussion.

☐ Finalize course and all students

[Submit] By clicking "Submit" I acknowledge the above information for the selected students is complete and accurate.

Finalizing the course submits student grades to the registrar. Generally speaking, it's the last step you take when running your course—when you finalize, you include your students' course grades in their permanent academic records.

- You can finalize individual students or the entire course all at once.
- You can also finalize the course in the Gradebook or on the Final Grade page.

Read all about finalizing your course.

Faculty-controlled settings

Most course info is entered by the registrar or comes from the course catalog. You can modify these items here: Description, Sync, Student Access, Progress, and Discussions.

Start/End dates and Student Access

Course	ART 102
Start/End	Aug 12, 2018 - Dec 22, 2018
Add/Drop	Aug 26, 2018 12:00am

Start/End dates confine student activity in the course to the time between those dates. Students cannot interact with course materials before the start date nor after the end date. If you wish to allow student access outside the start/end dates, ask an admin to change the *Student Access* date within the Start/End dates field.

Description

You can modify the description for individual sections of the course. This does not affect the master description in the course catalog. You can also modify the course name for particular students in the course roster. The description will appear on the Syllabus view.

Sync

Learn how to sync multiple sections of the same course in this article.

Published

The *Published* setting determines whether or not your students can see course content. This can help prevent over-eager students from, for instance, buying the wrong books ahead of time after looking at a "work-in-progress" reading list. When a course is *Published*, they have full access to it. When it is not, they'll only be able to see the course name, description, pass/fail status, credits/hours, faculty, and meeting times.

1. Click *Published*.
2. Selected *Yes* or *No*.
3. Click **Save** to finish.

Progress

Progress determines whether your students can view their in-progress grades.

1. Click *Progress*.
2. Check or uncheck *Visible to Students*.
3. Click **Save** to finish.

When course progress is *not* visible to students, they will not be able to see their overall course grade until you finalize that student or course.

Discussions

This setting lets you determine whether students can create new discussions. If enabled, students can add new discussions in both the course and individual lessons. You'll retain complete control over their discussions. You can delete them, close them, or even upgrade them to a graded discussion.

1. Click *Discussions*.
2. Can students add discussions? Select *Yes* or *No*.
3. Click **Save** to finish.

1.13 Course Files

The Files view gathers together all the files you've uploaded to Syllabus, individual assignments (not student submissions), and lessons.

- The main view is accessible as follows:
  - Course faculty, teaching assistants, registrars, and academic admins can view and add files.
  - Students can view files (if you want them to be able to add files, give them access to a folder—see below).
- Check next to a file to see options to download, copy, move, or delete it.
- Click the file to view it within the Populi file viewer. It lets you watch videos, listen to audio, and view images and documents.
- In the file viewer, click to download, rename, send, or trash the file.

Folders

Folders let you organize files (and clean up the screen's real estate if you have lots of files in your course).

- Create a new folder by clicking **Add folder** and giving it a name.
- Click a folder to view its files, add more to it, or manage who can access it (and how).

Uploading and importing files
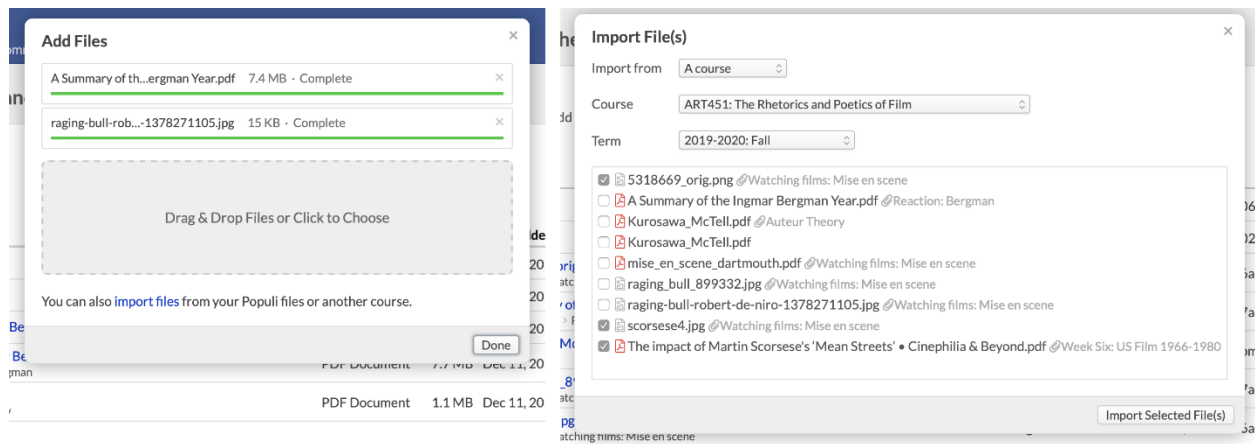
You can upload or import files right from the main Files view or within any folder. You can also import files from your Populi [Files](#) or other courses.

To upload files:

1. Click **Add files**.
2. Drag-and-drop the file or files you're after into the upload area. You can also search for files on your computer.
3. Upload as many files at a time as you wish.
4. When you're done, click... um, *Done*.

To import files:

1. Click **Add files**.
2. In the dialog, click **import files**.
3. Choose the area from which you'd like to import files. *My Files* refers to your Populi [Files](#); you can also choose any course for which you are faculty.
4. Check the files you wish to import.
5. When you're done, click... um, *Done*.

1.14 Adding Office Hours To Your Faculty Profile

Here's how to add office hours so your students know when and where to get ahold of you. Your office hours appear on the Syllabus view of any course you're teaching.

1. Go to My Profile > Faculty.

2. In the right column, click **Add office hours**.

3. Check the days you'll be available and enter start/end times.

4. Enter the date *as of* which you'll be available for these hours.

5. Type the location—this could be anything from an office in the admin building to the off-campus coffee shop where you do your best work.

6. If these hours are specific to a campus, choose the campus. Otherwise, leave that field blank.

7. When you're done, click **Save**.

After you save these office hours:

- You can add another set of office hours by repeating the above steps.
- Edit office hours by clicking .

2. Assignments

2.1 Duplicating Assignments

In this article, you'll learn how to duplicate assignments. Duplicating assignments lets you create one or more copies of an existing assignment, saving you time when creating multiple versions of a common assignment—for example, a grade-only assignment that marks whether a student completed the weekly readings for the course.

Duplicating assignments
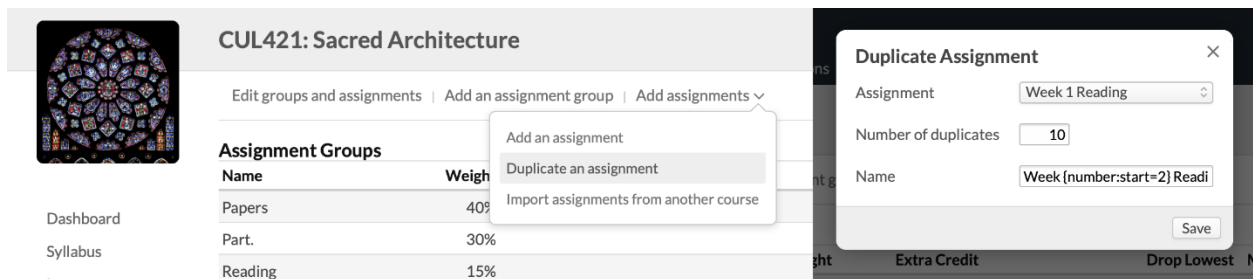
You can duplicate any assignment you have already created.

1. In the Course > Assignments view, click **Add assignments** and select *Duplicate an assignment*.
2. Choose which assignment you'd like to duplicate.
3. Enter the number of duplicates you'd like to make.
4. Enter an optional name for the new assignment(s).
   - If you don't enter a name, the new assignment will bear the name of the original with **(1)** appended.
   - If you create multiples of an assignment, it will append a sequential number to the end of each assignment (**(2), (3), (4)**, etc.
   - You can enter `{number:start=1}` anywhere in the new assignment name to insert a sequential number. Enter the number you'd like the counter to begin at—to start at **2**, for example, enter `{number:start=2}`. If duplicating, say, *Week 1 Reading*, you'd enter *Week {number:start=2} Reading*.
5. When you're done, click **Save**.

After duplicating assignments:

- All aspects of the assignment will be copied to the new assignment(s)—due dates (see below), rubrics, descriptions, various settings like published Yes/No, availability dates, and so on. Assignment content will not be copied.
- Any of these assignments can, in turn, be duplicated themselves.
- Duplicated tests will be in *Draft* mode; questions will not have been copied over.
- You can edit assignment details on the assignment's page. If you've made a bunch of duplicates, use the **Edit groups and assignments** feature on the main Assignments view—which'll be especially handy for updating due dates...

Assignments

Group	Type	Name	Points	Extra Credit	Due		Availability
Reading	Grade-only	Week 1 Reading	20	☐	01/22/2021	📅 11:59PM	Available from
Reading	Grade-only	Week 2 Reading	20	☐	01/29/2021	📅 11:59PM	Available from
Reading	Grade-only	Week 3 Reading	20	☐	02/05/2021	📅	
Reading	Grade-only	Week 4 Reading	20	☐	01/22/2021	📅	
Reading	Grade-only	Week 5 Reading	20	☐	01/22/2021	📅	
Reading	Grade-only	Week 6 Reading	20	☐	01/22/2021	📅	
Reading	Grade-only	Week 7 Reading	20	☐	01/22/2021	📅	
Reading	Grade-only	Week 8 Reading	20	☐	01/22/2021	📅	
Reading	Grade-only	Week 9 Reading	20	☐	01/22/2021	📅	

```
«  <    February 2021    >  »
 S   M   T   W   T   F   S
31   1   2   3   4   5   6
 7   8   9  10  11  12  13
14  15  16  17  18  19  20
21  22  23  24  25  26  27
28   1   2   3   4   5   6
```

2.2 Introduction To Assignments And Assignment Groups

Assignments are graded coursework. After creating assignments, your students can then interact with them in various ways (taking tests, uploading files, leaving comments, etc.), and you, in turn, can grade them. As you grade assignments, Populi automatically calculates your students' final course grades based on how you've weighted the assignments.

Assignments and assignment groups

Assignment groups are broad categories of assignments. For example:

- Readings

- Papers
- Lab Work

Assignments are particular items of graded course work. For example:

- Read chapters 1-8 of *The Elements of Style*
- 1,000-word essay on Wendell Berry
- Dissect *drosophilia melanogaster*

The distinction between assignment groups and assignments gives you two options for how you grade your course.

- If you base your course grade on the weight you give to types of assignments—i.e., Readings = 25%, Papers = 50%, Lab Work = 25%—then use assignment groups.
- If you base your course grade on an average of all assignments without respect to their type, then skip assignment groups and just use assignments.

Read about grade weighting to learn more about how Populi calculates the course grade from the grades you give students on their assignments.

Assignment types

Each assignment type lets you and the student comment back and forth (and even attach files to the comments).

- **Grade-only:** Just give the student a grade. It's good for things like readings and other simple assignments that don't require a lot of interaction.
- **File:** *Requires* the student to submit a file to you for evaluation; good for essays, papers, etc. that benefit from feedback, revisions, and other interaction.
- **Test:** Creates a corresponding online test.
- **Attendance:** Calculates an assignment grade based on the student's attendance of course meeting times.
- **Discussion:** Creates a corresponding discussion.
- **Essay:** These provide students with a WYSIWYG editor that they can use to compose and format an essay-length composition right in Populi.
- **Peer Review:** Peer-review files and essays let other students in the course section view, comment on, and even grade the student's work. Read more about peer-review assignments.

2.3 Creating New Assignments

This article covers how to add assignment groups and assignments to your course.

- As you add assignments, they will populate your gradebook.

- Read about grade weighting to determine whether or how you wish to use assignment groups to structure your assignments.

- If you're working with cross-listed courses, have a look at this article to see what you need to keep in mind when adding assignments.

- This article describes how to duplicate assignments.

Adding an assignment group

1. Click **add assignment group**.

2. Give the group a name ("Quizzes", "Tests," "Labwork," etc.).

3. Enter the weight—this is a percentage of the final grade that assignments in this group will contribute to the final grade. So if quizzes are worth 25% of the final course grade, enter *25* here.

   o When you start, the *Other* assignment group carries 100% of your grade weight. As you create your own assignment groups, that will be allocated to your groups. You can distribute the full 100% throughout your own assignment groups or leave a remainder in *Other* to cover miscellaneous assignments or grading factors.

   o If you use all 100%, *Other* will disappear.

- o The weight assigned to extra credit assignment groups (see below) is not counted towards the 100%.

4. Check if *every* assignment in this group should be extra credit.

5. If you wish to drop the lowest-graded assignments from a student's final grade calculation, enter the number of assignments to drop. So, if there are ten quizzes and you elect to drop two, the grade will be calculated from a student's eight highest-grades quizzes.

6. Click **Save** to finish.

Assignments

Add Assignment ✕

Name	de Laubier/Bosser Paper
Description	*This is your midterm paper:* Using the _Sacred Spaces_ text as your jumping-off point, explore one of the topics covered in any of the lectures from Weeks 1 through 6.
Type	Peer Review File ⇕
Points	100
Extra Credit	☐
Group	Papers ⇕
Published	⦿ Yes ○ No
Due	02/26/2021 📅 Time
Availability	Available until ⇕
	03/05/2021 📅 Time
	☑ Visible to students before available
Plagiarism	☑ Automatically check student submissions
	Plagiarism report visibility Individually manage report visibility ⇕

Save

1. Give the assignment a name and description.

2. Enter a number of points—whatever number you like (no decimals, though!).

    Percentage grades will be calculated from how many points the student earns on an

assignment; that percentage, in turn, is fed into the final grade calculation (for published assignments).

3. Check if this is an extra credit assignment.

4. Select an assignment group.

5. Select the assignment type.

   - For tests, you'll be asked to fill in the additional test fields, which are described here).

   - Essay- and file-type assignments will present you with options for plagiarism-checking(if your school has enabled it).

   - For discussions, choose whether to create a *New discussion* or select from any existing discussions. A new discussion will have the same name as the assignment; an existing discussion will change the name of the assignment.

   - For peer-review files and essays, you'll be given a number of additional options, which are described here.

   - You can select a global or course rubric for the following assignment types: grade-only, file, discussion, and essay.

6. Check if the assignment is to be *Published*.

   - Published assignments are used to calculate the final course grade and are visible to students (depending on the *Availability* setting).

   - If not published, an assignment will be excluded from the final course grade and will not be visible to students.

   - Unpublished assignments display in the main Assignments view with a *Draft* indicator.

7. Select a rubric if the assignment type permits it.

8. Enter a due date/time.

9. Select the *Availability*; this determines when students are able to submit work to the assignment.

- o *Available from* lets you pick a date range.

- o *Available after/until* asks you for a date to begin or end the availability period.

- o You can add availability exceptions for individual students on the assignment page.

10. Check *Visible...* to let students see the assignment before it's available. Uncheck if you wish to surprise them with it (great for pop quizzes!).

11. Click **Save** to finish.

After adding an assignment:

- It will show up in the assignments list arranged either alphabetically or by due date.

- It will show up in the gradebook in the same order as in the assignments list.

- As students submit work, you can start grading and interacting with them.

Edit groups and assignments

Save or Cancel

Assignment Groups

Name	Weight	Extra Credit	Drop Lowest	Mean	Median	Assignments	Delete
Essays	30	☐		0.0% (--)	0.0% (--)	7	🗑
Participation	25	☐		0.0% (--)	0.0% (--)	2	🗑
Reading	10	☐		0.0% (--)	0.0% (--)	1	🗑
Reading: Extra Credit	5	☑	N/A	0.0% (--)	0.0% (--)	1	🗑
Tests & Quizzes	25	☐	1	0.0% (--)	0.0% (--)	3	🗑
Other	10%			0.0% (--)	0.0% (--)	0	

Assignments

Group	Type	Name	Points	Extra Credit	Due	Availability		% of Course	Delete
Essays	File	Blankenship	50	☐	08/25/2018	Time Available from	Aug 12, 2018 12:00am to Dec 22, 2018 11:59pm	3.16%	🗑
Essays	Peer Review File	Didion	75	☐	09/15/2018	Time Available from	Aug 12, 2018 12:00am to Dec 22, 2018 11:59pm	4.74%	🗑
Participation	File	Editorial Worksheet	25	☐	08/22/2018	Time Available from	Aug 12, 2018 12:00am to Dec 22, 2018 11:59pm	8.33%	🗑
Reading	Grade-only	Everything That Rises Mus	10	☐	10/12/2018	Time Available from	Aug 12, 2018 12:00am to Dec 22, 2018 11:59pm	10.00%	🗑

You can edit individual assignments on their pages, or you can make changes to all of your assignments and groups at the same time—this helps you keep an eye on how a change made *here* affects an assignment *there*.

1. Click **Edit groups and assignments**, which opens up all the fields for editing.

2. You can change any field except for assignment *type*(you can change the type on an assignment on its page provided students haven't submitted any work to it yet).

3. Click to delete an assignment. This also deletes any grades, files, tests, discussions, or student submissions for this assignment!

4. If you delete an assignment group, the group's assignments will be transferred to *Other*.

5. Click **Save** to finish.

2.4 Grading And Interacting With Student Assignments

In this article, you'll learn how to grade and interact with the different types of student assignments. You'll start on the assignment's grading page, where you can enter grades, link to the assignment detail for individual students, leave feedback and notes, upload/download files, edit assignment info, and view assignment stats.

How to get to an assignment

You can get to the assignment grading page a few different ways:

- When there is new activity on an assignment, you'll see a clickable alert on the course Dashboard view.
- The main Assignments view, of course, links to all of the course's assignments. ⬤ next to an assignment indicates new activity.
- You can also link to assignments from the associated test, graded discussion, or lesson.

The assignment grading page

- Click a student's name to view his assignment detail—which shows you his assignment submissions and lets you comment back and forth with one another.
- indicates that there are unread comments or files on that student's feed.
- indicates that you've already viewed any comments or files on that student's feed.
- Click **download assignment files** to download a .zip folder of all the files (from all students) that have been uploaded to this assignment.
- If you've used a rubric to grade a submission, click to view the score.

Enter grades

Fiction Exercise 2

Save Grades or Cancel

	Student Assignments	Rubric Scores	Grade/Percent		Letter Grade	File
○	Hannah England	☑	43.63	87.3%	B+ ⇕	✓
○	Thom Healva	☑	37.25	74.5%	C ⇕	✓
○	Samuel Joneston	☑	47.88	95.8%	A ⇕	✓
●	Elsea Kowalczick	⊞		0%	✓ --	Late
	Denisse LeBrun	⊞		0%	A+ A A-	
●	Dora Lopez	⊞		0%	B+ B	✓
○	Rosemary Milton	☑	43.63	87.3%	B- C+ C	✓

1. Click **Enter Grades**. The fields under *Grade/Percent* and *Letter Grade* will open up for editing.

2. Enter the number of points the student earned under *Grade/Percent*. If a student earned 42 points on a 50-point test, enter *42*—NOT *84*! Populi will automatically generate the percent/letter grades for you.

3. Alternatively, you can select a *Letter Grade* from the drop-down. Populi will automatically generate a *Grade/Percent*.

- If you're using a rubric, [have a look at this article](#).

- When you're done grading, click **Save Grades**.

  - Populi automatically saves your grades every few minutes while you work.

Excusing a student from the assignment

To excuse a student from the assignment, you can use any of these three options:

- Leave the assignment grade **blank** for that student.

- Type "E" in the *Grade/Percent* field

- Select *Excused* from the *Letter Grade* drop-down

Download files

If your students have uploaded files to the assignment, you can download those files individually or all at once.

- **Individual files:** Click the student's name to go to the assignment detail (see below), find the file, and click its name to download it.

- **All files:** On the main assignment page, click **Download Assignment Files**. This creates a .zip folder bearing the name of the assignment; within you'll find folders for each student and all files they've uploaded to the assignment.

Assignment detail

The assignment detail view includes a feed where you can interact with the student about the assignment and enter grades for his work. Different types of assignments will show you different

options in the assignment detail (the assignment pictured above is a file-type assignment). Read more about your options for...

- [Graded discussions](#)
- [Peer review](#) assignments
- [Grading tests](#)

Here's a general look at your options on student assignment detail pages:

- On file-type assignments, if the student has uploaded a submission in the feedback section, click and select *Set as student submission*.
- Click to delete any comment or file.
- In the right column of the detail screen, you can also enter grades (see below).
- Use the arrows or the drop-down to navigate to another student's assignment detail.
- Click the assignment name to return to the main assignment page.

Here's how to enter grades...

1. Click **Enter grades**.
2. Enter a number grade or select a letter grade.
3. Write a comment, upload a file, and check if you wish to keep the note *internal*(that is, hidden from the student).
4. Click **Save** to finish grading, or **Save and go to the next student** to continue working.

Here's how to give feedback to your students:

1. Type or copy-paste your comments in the text area.
2. Attach a file to your comment if you wish.
3. Check to make this an *internal note*(visible to you but not the student) or leave un-checked to make it *Public*(visible to the student). Internal notes are available to you when entering course comments on the [final grade page](#).

4. When you're done, click **Submit**.

Edit Info

The Info panel contains the assignment's settings. Click **edit** to change any of these details. [Read this article](#) to learn how to give students exceptions for due dates and availability.
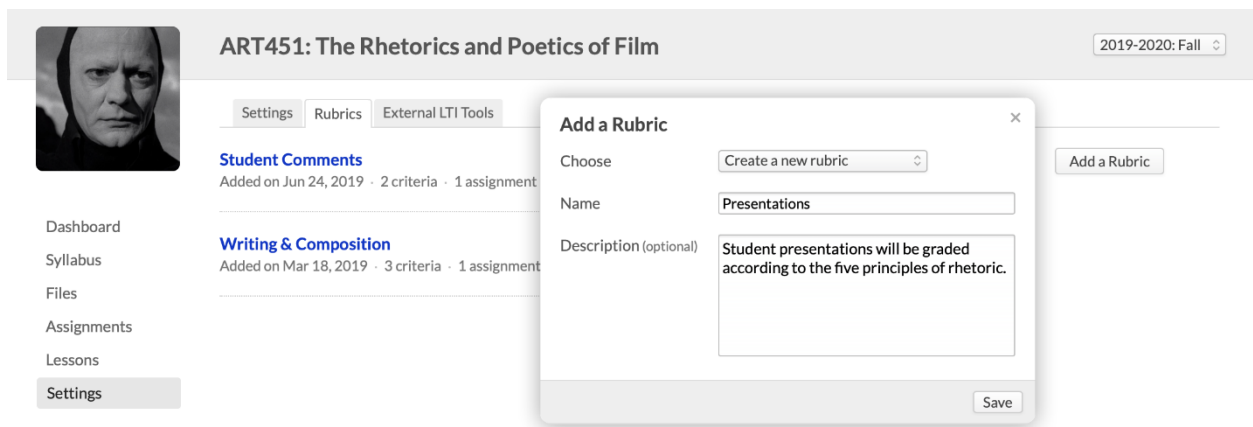
If you're changing the assignment's type:

- Test assignments can only be changed if students have not yet taken the test.
- File and essay assignments can only be changed if there are no student submissions.
- Grade-only assignments can be changed at any time.

2.5 Using Rubrics In Your Courses

In this article, you'll learn how to add rubrics to courses, how to link them with various types of coursework, and how to use them to grade that work.

Adding a rubric to the course

You can create a new rubric just for your course or duplicate one of your school's global rubrics.

1. Go to the course Settings view and click the *Rubrics* tab.
2. Click **Add a rubric**.
3. Choose whether to add a new rubric or duplicate an existing one.

- If you're adding a new rubric, follow the instructions in this article.

- You can duplicate global rubrics or a rubric you've already added to this course. Check the radio buttons next to the rubric you'd like to duplicate.

- If need be, change the rubric's name.

- When you're done, click **Save**.

Now that you've added this rubric, you can start adding it to assignments and coursework; you can also modify it and its criteria, if necessary.

Adding rubrics to assignments

Add Assignment   ✕

Name	Herodotus and Historical Method

Description	Using one of the three approaches discussed in class, write 1000-1200 words describing Herodotus' point of view of the Athenian-Persian war.

Points	100

Extra Credit	☐

Group	Writing ⬍

Type

--
Global
    Discussion Comments
Course
✓   Composition

Published

Rubric

Due	08/31/2018 📅	Time

Availability	Always available ⬍

☑ Visible to students before available

Save

You can add rubrics to any assignment (except test- and attendance-type assignments). Peer review assignments let you add rubrics only after you enable certain grading options. These will all be covered, below.

To add a rubric to an assignment:

- When creating the assignment in the course Assignments view, you can select a global or course rubric for the following assignment types: grade-only, file, discussion, and essay.
- You can add a rubric to an existing assignment (of one of the above types) on the assignment's page. Click **edit** next to Info and select a rubric in the dialog box.

You can add a rubric to discussion assignments; you can also use a rubric to grade individual discussion comments/replies:

- The discussion must be a graded discussion.
- In the discussion settings, click **Grade Comments** or **Grade Replies**. You can select a rubric below the points field.

You can use rubrics in peer review assignments:

Published   ● Yes ○ No

Peer Grade   ☑

Grade Submissions   Out of [100] points
                     Rubric [Composition   ⇕]

Grade Reviews   Out of [10] points
                     Rubric [Student Comments ⇕]

Anonymous Reviews   ☐

- When you edit the peer review assignment's info, you can select peer grading and other options.
- To allow students to use the rubric to grade one another's submissions, check *Peer Grading* and select a rubric for *Submissions*. If you do not enable peer grading, only you can use the rubric to grade student submissions.
- Select a rubric for *Reviews* so you can use it to grade student reviews.

Grading an assignment with a rubric

After you've added a rubric to an assignment, you can grade student work using the rubric in any place where you can enter regular grades:

- On the main assignment page.
- On the individual student assignment view.
- On the student course summary Assignments view.
- If you're using a rubric for a discussion, you'll see it in the *Enter Grades* interface for discussion comments/replies.
- If you're using a rubric for a peer-review assignment, you can use it to grade the student's submission (and if you've enabled peer grading, your students can use it, too).

Herodotus and Historical Method

Save Grades or Cancel

Student Assignments	Rubric Scores	Grade/Percent	Letter Grade	File
● Neill Alcom		80.5 80.5%	B-	
● Greta Altenado	*Edit Rubric Scores for Jack Dickel*	0%	--	✓
● Jack Dickel		0%	--	✓

Save Edit Rubric Scores

Grade ▦ / 100 0% --

Give Greta Altenado feedback about this assignment

To upload a file drag & drop here or click to choose

☐ Internal note

Save and go to the next student

To use the rubric:

1. In any place where you can enter assignment grades, click **Enter grades**.

2. In regular assignments, click to open the rubric scoring dialog.

- In peer review assignments and graded discussions, click **Enter grades**.

- The rubric dialog divides the grade/score you've assigned for the coursework among the different criterion levels. To score the student's work, you can either:

   - Click the criterion level with the appropriate score/evaluation. This autofills the scoring field.

   - Enter a number in the scoring field. This highlights the corresponding criterion level.

- Enter a comment under each criterion score (optional).
- When you're done, click **Save Rubric Scores**.

Rubric Scores ×

Criteria	Levels				Points
Grammar CMOS 18th Edition	**33.34 to 30.01 pts.** Excellent No errors in grammar, spelling, etc.	**29.67 to 21.67 pts.** Some errors with room for improvement.	**21.34 to 8.67 pts.** Numerous errors with considerable room for improvement.	**8.34 to 0 pts.** Poor Grammar errors impair readability.	29.67 / 33.34 Brush up on your commas! 216 characters remaining
Citations Turabian, 9th Edition	**33.33 to 26.66 pts.** Excellent Broad variety of sources, all quotes and citations in footnotes or endnotes.	**26.33 to 3.67 pts.** Good Acceptable number of sources; no errors in citations.		**3.33 to 0 pts.** Poor Citation errors, plagiarism, or unacceptable variety of sources.	33.33 / 33.33 Comment 240 characters remaining
Writing Style Evaluates clarity, vigor, and creativity of writing.	**33.33 to 27 pts.** Excellent Strong, clear writing that engages the reader; original thought and analysis. **26.66 to 20.33 pts.** Very Good Clear and vigorous writing; underlying thought and analysis clearly presented.	**20 to 13.67 pts.** Good Competent writing, thought, and analysis.	**13.33 to 7 pts.** Fair Dead or clichéd prose; unoriginal thought.	**6.67 to 0 pts.** Poor Dead, incompetent prose; vacuous, uninspired thought.	26.66 / 33.33 Nice work. 230 characters remaining

Total Points — 89.66/100

Clear Scores

Save Rubric Scores

After you've used the rubric:

- The student's assignment grade will reflect the rubric score as appropriate (discussion and peer review scores will be factored into the grade calculation).
- You can view/edit the student's rubric by clicking .
- You will no longer be able to edit the rubric or the criteria that you used to score the student's work. You will only be able to duplicate the rubric and edit the new version.

What will the student see?

Rubric Scores ×

Criteria	Levels				Points
Grammar CMOS 18th Edition	**33.34 to 30.01 points** Excellent No errors in grammar, spelling, etc.	**29.67 to 21.67 points** Some errors with room for improvement.	**21.34 to 8.67 points** Numerous errors with considerable room for improvement.	**8.34 to 0 points** Poor Grammar errors impair readability.	33.34/33.34
Citations Turabian, 9th Edition	**33.33 to 26.66 points** Excellent Broad variety of sources, all quotes and citations in footnotes or endnotes.	**26.33 to 3.67 points** Good Acceptable number of sources; no errors in citations.		**3.33 to 0 points** Poor Citation errors, plagiarism, or unacceptable variety of sources.	33.33/33.33
Writing Style Evaluates clarity, vigor, and creativity of writing.	**33.33 to 27 points** Excellent Strong, clear writing that engages the reader; original thought and analysis. **26.66 to 20.33 points** Very Good Clear and vigorous writing; underlying thought and analysis clearly presented.	**20 to 13.67 points** Good Competent writing, thought, and analysis.	**13.33 to 7 points** Fair Dead or clichéd prose; unoriginal thought.	**6.67 to 0 points** Poor Dead, incompetent prose; vacuous, uninspired thought.	26.66/33.33

Total Points — 93.33/100

Done

My Assignment [Rubric Scores]
Grade Points   93.33
Grade Percent   93.3%

Info
Name   Herodotus and Histor
Description   Using one of the three write 1000-1200 wor view of the Athenian-I
Points   100 (8.57% of course)
Rubric   Composition
Extra   No

Once the rubric score/assignment grade is saved, the student can see her evaluation on the assignment, discussion, or submission page.

2.6 How To Give Your Students Exceptions On Assignments

In this article, you'll learn how give students exceptions for assignments. Exceptions let you adjust the assignment's availability and due date to accommodate specific students. For example, you could extend the availability of a particular assignment so that a student who's catching up after an illness can submit work at a later date than the rest of the class. Exceptions are particularly helpful for incomplete students who've been given extensions to finish the course after the course end date.

Here's how to add an exception.

1. Go to the assignment's page. While you can find links to assignments in a number of places in your course, the best spot would be the main Assignments view.

2. Under *Info* in the right column, click **Add an exception** under either the *Due Date* or *Availability* settings.

3. In the dialog, select a student from the drop-down.

4. Enter the new due date or availability dates/times. Each student can have a unique exception time.
5. Check to email the students about these exceptions (and any changes you might make later).
6. Repeat the above steps as often as you need.
7. Click to remove a student's exception.
8. Click **Save**.

Once you save, Populi will email the student about the assignment exception; he'll also see an alert on the Course Dashboard about it when the time comes.

After you've added exceptions, you can edit or delete them:

1. Under the appropriate field where you've added an exception, click **Manage exceptions**.
2. Change the exception or delete it by clicking .
3. When you're done, click **Save**.

2.7 Peer Review Assignments

Peer review assignments allow other students in the course to read and review a given student's file or essay submission. You can grade both reviews and submissions, and a student's assignment grade can be based not just on the quality of their submission, but also that of their interaction with other students' work. Peer review activity can also be used as criteria to suggest an overall assignment grade.

Before we jump in, a few terms are worth explaining ahead of time:

- **Submissions** are the essay or file that a student submits for evaluation.
- **Reviews** are the commentary (and grade) a student leaves on his peers' submissions.
- **Points** on peer review assignments have a few different roles:

- The assignment as a whole is worth a certain number of points, just like any other assignment.
- Submissions and reviews can be awarded grade points (in assignment settings); these are wholly independent of the overall assignment points.
- In the assignment's grading criteria, the submission and review grades can be awarded a portion of the assignment points. The student's performance on the individual criteria is then used to suggest an overall assignment grade.

The peer review process

Here's the storyline (some details depend on your assignment settings and grading criteria...):

1. You set up the peer review assignment, selecting assignment options and grading criteria to structure how students interact with one anothers' work.
2. A student uploads a file or composes an essay. As soon as he *submits* it, you and the other students can begin reviewing it.
3. The other students submit reviews of the student's work. You read the submissions and reviews, grading them as appropriate.
4. Populi keeps track of each student's activity (Did he submit the essay? Did he review others' work? Was it on time? etc.).
5. When it comes time to enter grades, you'll see a summary of the grading criteria and how each student performed. The criteria are used to suggest an assignment grade.

Setting up the assignment

Creating the assignment

Add Assignment   ✕

Name	Story Draft Three
Description	Incorporating feedback from Dr. Spoon and classmates on previous drafts, complete a third draft of your story, remembering the usual refinements of language, theme, and structure.
Type	Peer Review File ⇕
Points	100
Extra Credit	☐
Group	Writing ⇕
Published	● Yes ○ No
Due	07/20/2020 📅 Time
Availability	Always available ⇕
	☑ Visible to students before available
Plagiarism	☐ Automatically check student submissions
	Plagiarism report visibility Reports are not visible to students ⇕

Save

When creating the assignment, make sure to choose either *Peer review file* or *Peer review essay* as the assignment type. You'll set up the assignment settings and grading criteria on the assignment's page.

Assignment settings

100 poin

Edit Assignment   ✕ radir

Name   Story Draft Three

Description   Incorporating feedback from Dr. Spoon and classmates
               on previous drafts, complete a third draft of your story,
               remembering the usual refinements of language,

Type   Peer Review File ⇕

Points   100

Extra Credit   ☐

Group   Writing ⇕

Published   ⦿ Yes ○ No

Peer Grade   ☑

Grade Submissions   Out of [50] points
                    Rubric Student Comments ⇕

Grade Reviews   Out of [10] points
                    Rubric Student Comments ⇕

Anonymous Reviews   ☐

Submission Visibility   Visible to other students after their submission ⇕

The settings for peer review assignments determine how students will be evaluated for their work and their interaction with their peers' submissions. Beyond the the basic assignment settings (name, type, points, etc.), you'll find:

- **Peer grade:** Check to allow students who review others' work to leave a grade as part of their review. The peer grade will be used to suggest the grade for a student's submission. If you check this option, *make sure to enter something in **Grade Submissions**!*

- **Grade submissions:** Enter the total number of points a student can earn on his *submission*—remember, this number is independent of the total assignment points. If you've checked to allow *Peer grades*, students will mark each other's submissions according to the points entered here. *Peer grades will not push to the gradebook—you must still [grade the assignment](#)!*

- **Grade reviews:** Enter the total number of points a student can earn on his *reviews*. Only the course faculty and teaching assistant can grade reviews.

- **Anonymous reviews:** Check to hide who wrote submissions and reviews from students.

- **Review visibility:** Choose whether/how you wish to make peer reviews visible to other students. You'll also have the option to allow students to comment on other students' reviews.

- **Submissions due:** Pick a date/time by which you require student submissions. This is independent of the assignment due date.

- **Reviews due/closed:** Pick a date/time by which peer reviews of student submissions are due or *closed*. After reviews are closed, students can no longer review other students' work.

All of these settings are optional!

Grading criteria

Add Peer Review Grading Criteria   ✕

Criteria		Points	Extra Credit	Partial Credit	
Submission grade	↕	40	☐	☑	🗑
Number of reviews is at least	↕ 3	2	☐	☐	🗑
Average peer grade	↕	2	☐	☑	🗑
Average peer grade is at least	↕ 40	2	☐	☐	🗑
Average review grade	↕	2	☐	☑	🗑
Average review grade is at least	↕ 8	2	☐	☐	🗑
Add		50 / 50			

Save

Grading criteria establish how a student's submission and review activity will be used to suggest an assignment grade.

1. Click *add grading criteria*.
2. Select an option from the drop-downs (see below).
3. Enter the number of points the option is worth. The points here are *assignment* points. Check the counter at the bottom to see how many of the assignment points are connected to the options you've chosen.
4. Check to mark an option as extra credit or partial credit. Some options are automatically marked as partial credit.
5. Click **add** to add more options.
6. Click **save** to finish.

Your grading criteria options depend on which settings you've chosen.

- **Submission grade:** How do you wish the points awarded to the submission *by you* to count to the overall assignment grade? This option is *automatically* partial credit.
- **Number of reviews is at least:** How many other submissions must a student review? If you enter *3*, then each student must review the submissions of three *other* students in order to get those assignment points.
- **Average peer grade/is at least:** If you enable peer-grading, how do you wish the grades given by peers to the student's submisson to figure into the overall assignment grade?
- **Average review grade/is at least:** If you grade student reviews, how do you wish for those grades to count in the assignment grade?

After getting your assignment, settings, and criteria set up, it's ready for students to begin interacting with it.

Evaluating and grading the assignment

The assignment page

Percy Essay

[Enter Grades] | [Download All Assignment Files]

	Student Assignments	Grade/Percent		Letter Grade	Essay
○	John Ahurn	80.07	80.1%	B-	✓
	Lane Baker	89	89%	B+	
○	Therese D'Anna		E	Excused	✓
🔒	Cormac Derringer	72.31	72.3%	C-	✓
	Samuel Dickison	86	86%	B	
●	Richard James	83.1	83.1%	B-	✓
	Sarai Mello	85	85%	B	
●	Jane Mireaux	83	83%	B-	✓

You'll start on the assignment page, which you can get to via the assignments view or a course alert.

- Click a student's name to go to his assignment detail page.
- indicates that there are unread comments or files on that student's feed.
- indicates that you've already viewed any comments or files on that student's feed.
- A check mark indicates that the student has submitted an essay or file for the assignment.
- Click **enter grades** to grade all the students' assignments.
- Click **download assignment files** to download a .zip folder of all the files that have been uploaded to this assignment.

Assignment detail page

< Percy Essay

Percy Essay

John Ahurn ⇕ >

Submissions

3 Walker Percy sees our culture as...
4 years ago | 🗑

89/100

Reviewed Peer Submissions

2 In the summer of 1995, my wife...
by Cormac Derringer 4 years ago

3 Hidden Springs Lane. The dust has...
by Jane Mireaux 4 years ago

On the assignment detail page, you can review the student's activity, including his submissions and reviews.

- Click any of the submission sluglines to see the peer review page, which includes the submission and any reviews.
- On the *Feedback* view, you can read the student's submission and directly interact with him about his work.

Peer review page

Percy Essay
by Therese D'Anna · about a day ago

☰ ⊖ ⊕ ✐ ⦸ ☑ Check for plagiarism   ⧉

2380 words

In a 2009 article in the *New York Times*, the travel writer Henry Shukman admitted that he was "disappointed" the first time he saw the Grand Canyon: after enduring a long traffic jam in the drive from Los Angeles, "When we eventually managed to park, and walked to the rim, the scale of the sight off the edge was so great it was hard to

Sort by Oldest ⌄
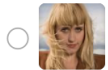
Jane Mireaux · 4 hours ago
Really good essay! But it deals with "Loss of the Creature", which is a Percy essay from 1960 or thereabouts. Not one of the novels. Did the student have permission to do something different? If so, this is really good. I'm grading it hoping that's the case...

Grade 95/100

[8] / 10 [Save] ✕ | ♡ | Reply

Cormac Derringer · 5 hours ago
Excellent essay! Although it doesn't go into Percy's fiction, the handling of "Loss of a Creature" and its application to the suburbs is really something. I actually read this twice and I hope we class some.

Check for plagiarism

Grade 99/100

🔒 -- | ♡ | Reply

Contribute to this discussion

📎 To upload a file drag & drop here or click to choose

Formatting guide   [Add Comment]

Here you'll see the submission and reviews, as well as enter grades for each (if so enabled).

- Use the document viewer to leave annotations for the student's benefit.

- Depending on your assignment settings, click **enter grade** next to a submission or review to grade it.

- You can sort peer reviews (just like you can with discussion activity).

- Jump to another student using the drop-down selector at the top of the screen or navigate back and forth using the arrows.

Grading the assignment

Save or Cancel

Submission grade	71.2 / 80
Review at least 3 peers	0 / 10
Average peer grade	8.87 / 10
Average peer grade is at least 9	5 / 5 (extra credit)
Grade	80.07 / 100 80.1% B-

Comments

Fine essay as far as it goes, which isn't quite far enough. As your peers mentioned, lots of quotes but little context or understanding of how they fit into Percy's thought. You showed a lot of insight in the class discussion which wasn't reflected here. That said, you have a winsome writing style.

Drop an attachment here or click to choose

☐ Internal comment

Save and go to the next student

When you're ready to grade a student, click **Enter Grades** on the assignment detail page or the peer review page.

- The student's scores for each of the grading criteria have been calculated by Populi.
- These scores are used to tally a suggested grade for the assignment. You're free to keep the suggestion or edit the grade.

- Leave the student feedback, if desired.
- When you're done, you can simply **Save** or **Save and go to the next student**.

2.8 Extra Credit Assignments

Adding extra credit assignments

There are two ways to set up extra credit assignments: at the assignment group level and at the individual assignment level.

When adding an assignment or group, check the box to indicate whether they're extra credit.

You can also edit an existing assignment or group to make it extra credit. In Assignments, click "Edit groups and assignments" and check the boxes next to the appropriate assignment or group. If you make an assignment group extra credit, then all assignments in that group will automatically be marked as such.

Assignment Groups

Name	Weight	Extra Credit
Additional Reading	5	☑
Composition	65	☐
Critical Writing	35	☐
Other	0%	

Assignments

Group	Type	Name	Points	Extra Credit
Additional Reading ⇕	Grade-only	Jayber Crow	10	☑
Critical Writing ⇕	Grade-only	Tolkien essay	100	☑

In Gradebook, extra credit assignment points display green.

Edit grades | Export XLS | Import CSV | Finalize course

Student	Jayber Crow 10pts		White essay 100pts	
Abernathy, Selina	8	80%	88	88%
Killdeer, Nevin	8	80%	95	95%

How does extra credit work?

Grading extra credit assignments

Just grade them as you would any other assignment. The magic happens when the assignment is included in the final grade calculation...

Assignment groups

When you make an assignment group extra credit, every assignment in that group becomes extra credit. Whatever grade weight you give that group will be available *in addition to* the course's 100 percentage points.

For example, say your extra credit assignment group is worth 5%. If a student gets a perfect score in all of those assignments, she'll earn an additional five points on her final grade. So, if she gets 100% on her regular assignments, her final grade will be 105%. If she scores 90% on all other assignments, then her final grade will be 95%.

Individual assignments

When you make an individual assignment extra credit:

- If earned, those points *will increase* increase his grade
- If missed, those points *will not decrease* his grade

For example, say your "Quizzes" assignment group carries 10% of the course. You have ten 10-point quizzes and one extra credit quiz—also worth 10 points. That gives you 110 potential points out of 100. What happens when a student takes all 11 quizzes?

If he gets 90 out of 100 on his regular quizzes, and scores 8/10 on the extra credit quiz, he'll get 98% in that assignment group. If he gets 100 out of 100 on the regular quizzes and 5/10 on the extra credit quiz, he'll get 105% on the assignment group.

Consequently, that group will end up contributing 10.5% to the final grade—instead of just 10%. If he otherwise aces the course, he'll get a grade of 100.5%.

2.9 Grade Weighting

*Populi accommodates two different grading models: **points-based** and **percentage-based**. You can also include [extra credit assignments and assignment groups](#) in your grading model.*

Points-based grading

Points-based grading adds up the total number of points in all of the [assignments](#) and measures the student's earned points against the total assigned points. The student's grade is then calculated using a simple ratio formula:

$$\left(\frac{earned}{total} = \frac{X}{100} \right)$$

Here, **X** is the student's final grade, which is then translated to a letter grade. This approach weights each kind of assignment equally—for example, "quiz" points would count as much as "term paper" points.

- **To use points-based weighting**, leave the "Other" assignment group at 100% of the weight and simply add individual assignments as needed.

Percentage-based grading

Percentage-based grading calculates the final grade by the weights you give to your various **assignment groups**. Each individual assignment group is first "graded" using the same ratio formula as in the points-based model:

$$\left(\frac{groupearned}{grouptotal} = \frac{X}{100} \right)$$

Here, **X** is the student's "grade" in that assignment group. Each "grade" is then multiplied by the assignment group's portion of the final grade. The results are added together and then divided by 100, producing the student's course grade.

- **To use percentage-weighting**, set up Assignment Groups, dividing the "Other" assignment group's weight among your own custom assignment groups.

Here's an example

In this course, the instructor has divvied up the assignment groups as follows:

- Quizzes: **20%** Tests: **30%** Readings: **10%** Presentations: **15%** Term Papers: **25%**

To arrive at the final grade, each assignment group is first given a "grade," which is produced using the same ratio as in the points-based model:

$$\left(\frac{groupearned}{grouptotal} = \frac{X}{100} \right)$$

So, **X** is the student's earned points in that assignment group. Student Ben House's performance (**X**) in each assignment group is as follows:

- Quizzes: **90%** Tests: **80%** Readings: **75%** Presentations: **80%** Term Papers: **90%**

Each value is next multiplied by the assignment group's percent-value of the final grade:

- Quizzes **(90 X 20 = 1800)** Tests **(80 X 30 = 2400)** Readings **(75 X 10 = 750)** Presentations **(80 X 15 = 1200)** Term Papers **(90 X 25 = 2250)**

Finally, these values are added together and the resulting sum is divided by 100: **(8400/100 = 84%).**

Thus, Ben House's final grade is **84%**, which generally translates to a letter grade of **B**(depending, of course, on your school's grade scale).

Assignment points

Assignments are graded using points. When you enter an assignment grade, Populi divides it by the assignment's point total to create a percentage. The percentage is then translated to a letter grade based on your school's grading scale.

Say you have a quiz with 22 short-answer questions, each worth 1 point. When adding the quiz, you would enter "22" as the assignment's Points.

- When grading the quiz, a student gets 19 questions correct. Populi does the math **(19/22 = 86.4%)**, which usually translates to a B or B+ letter grade.
- Another student gets 17 correct answers, and **partial credit**(half a point) for another question. You are allowed to enter fractional points, so this student's grade would be **(17.5/22 = 79.5%)** which is typically equivalent to a C+ letter grade.

- **Extra credit points** are also allowed. Suppose that the quiz had 4 extra credit questions each worth 1 point. Thanks to the extra credit, one student got 26 points **(26/22 = 118.2%)** or an A+ letter grade. The maximum extra credit allowed in the system is **double** the assignment's point value.

Assignment points determine the weight of each assignment within its own group, and each assignment group has a 0-100 weight for the student's overall course grade.

3. Lessons

3.1 How To Put Gated Lessons In Order

"Gated lessons" refers to putting your lessons in a particular order for your students to work through. That is, before starting Lesson 2, students must complete Lesson 1 (and so on).

When creating a series of gated lessons, here are the things you'll need to keep in mind:

Lesson availability settings

The lesson's availability settings determine when your students will be able to access it. You can set availability when creating or editing a lesson. To include your lesson in a series:

- Choose either *Availability* option.
- Check *After the previous lesson is completed*.

In the above image:

- The lesson will not be available to any of your students until November 2, 2019.
- On that date, it will be available *only* to those students who have completed all the required items (see below) in the previous lesson.

Required elements in lessons

In order to *complete* a lesson, students must fulfill its requirements.

- You can require the following lesson elements:
  - **Assignments:** Students must submit work for the assignment (it does not need to be graded—unless it's a grade-only assignment, in which case you must grade the assignment before the student can proceed to the next lesson).
  - **Discussions:** Students must participate in the discussion. If you've required a certain number of comments, replies, etc., then the student must fulfill those participation requirements before proceeding to the next lesson.
  - **Files:** Students must view/play or download the file.
  - **Links:** Students must click the link.
  - **Tin Can:** Students must complete the Tin Can package (these won't be marked complete until the Tin Can communicates to Populi that the student has completed it).
- When adding one of those elements, check the option to *require* it.

Lesson order

The lesson order you see on the Course > Lessons view is the order in which students will take them.

In the above image, *The Southern Renaissance* will be available to students on October 12, 2019, but only after they've completed *The American Short Story*.

To put lessons in a different order:

1. Click **Reorder lessons**.

2. Click and drag/drop the lessons into the desired order.

3. When you're done, click **Done Reordering**.

Was this article helpful?

3.2 How To Use Auto-Embeds And Iframes In Lessons

Here's how to include files in your lesson.

View	Design

01 A Good Man is Hard to Find.mp3   29.8 MB · Complete   ×

Or import a file from another course.

Hide this file from students? ○ Yes ● No

Show embedded preview or media player if applicable? ● Yes ○ No

Require students to view or download this file? ● Yes ○ No

Save | Cancel

Add a section: Heading, Content, Discussion, File, Link, Tin Can

1. Go to the lesson <u>design view</u>.

2. Click the **File** link.

3. Search for files on your computer to upload, or drag and drop them into the file upload area. You can upload as many files as you wish. Once your files are uploaded, the upload bar will turn green.

- You can also *import files from another course.* Select the course and term, then check the file you'd like to import.

• Check if you wish to *hide this file from students.* Use this option when you don't want students to see this file in this part of the lesson, but wish to embed it elsewhere in a content block (more on that, below).

• Check to display the file in an in-lesson file previewer or media player. This is handy for things like documents, images, and audio/video. If the file is not thus displayed, then students will have to download it in order to view it or interact with it.

• Check if you wish to *require* students to view or download the file before proceeding to the next lesson.

• Click **Save** when you're done.

After uploading or importing the files, you'll see them in the lesson. You'll also find a list of all of the lesson's files in the right column of the lesson page.

To embed the file in a content block:

1. Click the file name in the right column to open the file viewer.

2. Click to open the actions menu.

3. Click **Get embed code**.

4. Copy the embed code.

5. Click the X in the upper left of the screen to exit the file viewer.

6. In the lesson design tab, add or edit a *Content* block.

7. Paste the entire embed code right into the editor.

8. After finishing the content block, click **Save**.

You can see how the file embed will look to your students by clicking *View*.

View   Design

01 A Good Man is Hard to Find.mp3

▶ ↺   0:00   ●────────────────────────   0:00

A man named Bailey intends to take his family from Georgia to Florida for a summer vacation, but his mother,
(referred to as "the grandmother" in the story) wants him to drive to East Tennessee, where the grandmother has
friends ("connections"). She argues that his children, John Wesley and June Star, have never been to East Tennessee.

(You can also grab the EMBED code from files uploaded on the Course > Info view.)

3.3 How To Embed Audio, Video, And Other Kinds Of Files In A Lesson

Here's how to include files in your lesson.

View   Design

01 A Good Man is Hard to Find.mp3   29.8 MB · Complete   ×

Or import a file from another course.

Hide this file from students?   ◯Yes ●No

Show embedded preview or media player if applicable? ●Yes ◯No

Require students to view or download this file? ●Yes ◯No

Save | Cancel

Add a section: Heading, Content, Discussion, File, Link, Tin Can

1. Go to the lesson design view.

2. Click the **File** link.

3. Search for files on your computer to upload, or drag and drop them into the file upload
   area. You can upload as many files as you wish. Once your files are uploaded, the
   upload bar will turn green.

   • You can also *import files from another course.* Select the course and term, then check
   the file you'd like to import.

- Check if you wish to *hide this file from students.* Use this option when you don't want students to see this file in this part of the lesson, but wish to embed it elsewhere in a content block (more on that, below).

- Check to display the file in an in-lesson file previewer or media player. This is handy for things like documents, images, and audio/video. If the file is not thus displayed, then students will have to download it in order to view it or interact with it.

- Check if you wish to *require* students to view or download the file before proceeding to the next lesson.

- Click **Save** when you're done.

After uploading or importing the files, you'll see them in the lesson. (You'll also find a list of all of the lesson's files in the right column of the lesson page.)

To embed the file in a content block:

1. Click the file name in the right column to open the file viewer.

2. Click to open the actions menu.

3. Click **Get embed code**.

4. Click to copy the embed code.

5. Click the X in the upper left of the screen to exit the file viewer.

6. In the lesson design tab, add or edit a *Content* block.

7. Click **< >** in the editing menu to open the code editor.

8. Paste the entire embed code right into the [code editor](#). (Feel free to adjust the height and width of the `iframe` if you wish.)

9. Click **Save** in the code editor.

10. After finishing the content block, click **Save**.

You can see how the file embed will look to your students by clicking *View*.

View	Design

01 A Good Man is Hard to Find.mp3

▶ ↺   0:00 ●━━━━━━━━━━━━━━━━━━ 0:00

A man named Bailey intends to take his family from Georgia to Florida for a summer vacation, but his mother, (referred to as "the grandmother" in the story) wants him to drive to East Tennessee, where the grandmother has friends ("connections"). She argues that his children, John Wesley and June Star, have never been to East Tennessee.

(You can also grab the EMBED code from files uploaded on the [Course > Syllabus](#) view.)

3.4 How To Edit Lessons

After (or while) [designing your lesson](#), you'll likely want to make a few changes. This article describes how to make changes to lesson elements, settings, and pages. (To learn how to set up and re-order gated lessons, have a look at [this article](#).)

Changing materials

6392/launch_lti

↕   ✎ | 🗑 | ⬈ | +   **Pages**

📄 **William F. Buckley, Jr., and Norman Mailer's Friendship |** 👤0%   Add heading below
The New Yorker.pdf   Add content below
PDF Document · Size: 114.3 KB   Add an assignment below

↕   ✎   Add a discussion below

Add a file below

💬 **The Executioner's Song**   👤0%   Add a link below

↑

After adding materials to your lesson, here's what you can do to change them:

- Click to edit the material.

- Click to delete it.

- Click to move the element to another page in the lesson.

- Click to insert new material below this element.

- Click to drag-and-drop the element to another part of the lesson.

Settings and pages

Settings

Name	The Short Story in the 1980's
Availability	On the course open to students date ⇕
	☑ After the previous lesson is completed
	Save or Cancel
Close Discussions	May 28, 2019 3:43pm

Pages   add

Ann Beattie   ✏
Raymond Carver   ✏
John Updike   ✏
Joyce Carol Oates   ✏
Further Reading   ✏

Reorder Pages

| Assignments | Discussions | Links | Files |

- ○ DuVernay Ch. 5-7 Quiz 🔗 Ann Beattie
- ○ Carver Topic 🔗 Raymond Carver
- ○ Carver Influence Essay 🔗 Further Reading

The right column of the page shows you the settings for this lesson, the pages in it, and any additional materials (discussions, assignments, files, and links) that you've added anywhere in this lesson.

- Change any of the settings by clicking the setting name.
- Add a page to the lesson to divide and structure the flow of the lesson.
    - Click to change the page name.
    - Click **Reorder Pages** and drag/drop the pages into the order you'd like.

3.5 How To Design A Lesson With Content, Assignments, Discussions, Files, And Links

In this article, you'll learn how to add headings, content, assignments, discussions, files, and links to your [lesson](#).

- Lessons can be as simple as a single section of content or a varied, multi-page mix of audio, video, assignments, discussions, and more.
- Various lesson elements let you [embed audio, video, and other files](#).
- You can also use [auto-embeds and iframes](#) to show content from services like YouTube.
- If your school has enabled them, you can also add [LTI Links](#) and [Tin Can files](#) to your lessons.
- [This article](#) describes how to make changes to your lesson after you've designed it.

What will my students see?

View | Design

Introduction

Norman Kingsley Mailer (January 31, 1923 – November 10, 2007) was an American novelist, journalist, essayist, playwright, film-maker, actor, and liberal political activist. His novel *The Naked and the Dead* was published in 1948 and brought him renown. His 1968 nonfiction novel *Armies of the Night* won the Pulitzer Prize for non-fiction as well as the

Pages

✓ **Introduction and Biography**
✓ Major Works
✓ Journalism and Non-fiction
✓ Politics and Activism

Assignments | Discussions | Links | Files

○ Mailer Essay 🔗 Major Works

To see how the lesson will appear to your students, click the **View** tab at any time.

Designing your lesson

‹ Lessons   Delete Lesson

Norman Mailer > Introduction and Biography

View | Design

Introduction
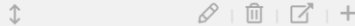
B *I* U̲ S̶   14px   ▾   ☰ ☰   66   X₂ X²   🔗 🔗   🖼   ‹›

{EMBED:a1aeda241458552fdb63346d0cfbd97b}

Norman Kingsley Mailer (January 31, 1923 – November 10, 2007) was an American novelist, journalist, essayist, playwright, film-maker, actor, and liberal political activist. His novel *The Naked and the Dead* was published in 1948 and brought him renown. His 1968 nonfiction novel *Armies of the Night* won the Pulitzer Prize for non-fiction as well as the National Book Award. His best-known work is widely considered to be *The Executioner's Song*, the 1979 winner of the Pulitzer Prize for fiction.

Along with Truman Capote, Joan Didion, Hunter S. Thompson, and Tom Wolfe, Mailer is considered an innovator of creative nonfiction, a genre sometimes called New Journalism, which uses the style and devices of literary fiction in fact-based journalism. Mailer was also known for his essays, the most famous and reprinted of which is "The White Negro". He was a cultural commentator and critic, expressing his views through his

Settings

Name   Norman Mailer

Availability   Available Sep 15, 2018 12:00am

Close Discussions --

Pages   add

Introduction and Biography   🖉
Major Works   🖉
Journalism and Non-fiction   🖉
Politics and Activism   🖉
                                    Reorder Pages

Assignments | Discussions | Links | Files

💬 The Executioner's Song 🔗 Major Works
💬 The Naked and the Dead 🔗 Major Works

To start designing your lesson:

1. Go to the Course > Lessons view.

2. Click the name of the lesson you wish to edit or design.

3. Once in the lesson, click the *Design* view.

4. Click the *Add* link for the material you wish to put in the lesson. See below for details on how to add...

- [Headings & content](#)
- [Assignments](#)
- [Discussions](#)
- [Files](#)
- [Links](#)

View | **Design**

Add a section: Heading, Content, Assignment, Discussion, File, Link, Tin Can

Before we get to that, here's a look at how to add pages to your lesson.

Pages
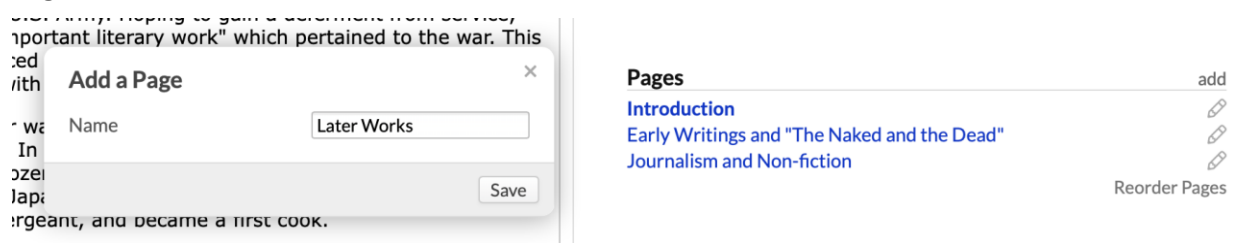
Pages let you break up the lesson into smaller chunks. If you want to paginate your lesson, start by setting up your pages. If not, you can just start adding materials to the lesson.

Every lesson begins with one, single page called *1*. Here's how to add more pages:

1. Click **add** next to *Pages*.
2. Give the page a name.
3. Click **Save**.
4. Repeat these steps as often as you need to.

After you do this, the new page will list below the previous one.

- The name of the page you're currently looking will appear in **bold**.

- To view or design a particular page, click its name.

- To change the page order, click **Reorder pages**. Drag the pages into your preferred order by pressing and dragging . Click **Done reordering** to finish.

- Click to edit the page's name.

- In the edit dialog, you'll also have the option to **Delete** the page.

Headings

Introduction
Save	Cancel

Headings are simply a line of text introducing a section of the lesson.

Content

B *I* U S̶   14px   ▼   ☰ ☷ 66 X₂ X²   🔗 🔗̸ 🖼 <>

{EMBED:a1aeda241458552fdb63346d0cfbd97b}

Norman Kingsley Mailer (January 31, 1923 – November 10, 2007) was an American novelist, journalist, essayist, playwright, film-maker, actor, and liberal political activist. His novel *The Naked and the Dead* was published in 1948 and brought him renown. His 1968 nonfiction novel *Armies of the Night* won the Pulitzer Prize for non-fiction as well as the National Book Award. His best-known work is widely considered to be *The Executioner's Song*, the 1979 winner of the Pulitzer Prize for fiction.

Along with Truman Capote, Joan Didion, Hunter S. Thompson, and Tom

Content is the meat of the lesson—the text and media by which you wish to convey the lesson.

Content blocks include a text editor that lets you do the following:

- In the text editor window, enter your notes by typing or copy-pasting from another document or website. Keep in mind that copy-pasting will probably alter the original formatting, so look over your pasted content before proceeding.

- Within the text editor, you can change the text size, add headings and some light formatting, create numbered or bulleted lists, and link to other sites. If you're not sure which button does what, just hover your mouse over it and you'll see a label describing the action.
- Embed media hosted by Populi by copying the embed code from one of your media files (see "Files", below). You can also click the *Upload image* symbol to include a picture.

Assignments

Assignment	Mailer Essay
Require students to complete this assignment? ● Yes ○ No	
	Save ｜ Cancel

You can add any existing assignment to your lesson.

- Assignments link students to the assignment's page, where they can submit their work and interact with you in the assignment feed.
- You can make assignments optional for the lesson OR require students to complete them before proceeding to the next lesson.

To add an assignment to the lesson:

1. Select the assignment from the drop-down.
2. Check if you wish to *require* that students complete the assignment in order to access the next lesson.

- "Completing" the assignment depends on the assignment type. The student must have submitted a test, participated in a discussion, uploaded a file, or submitted an essay.
- If you add a grade-only assignment, the student will not be considered *complete* until you enter a grade for him!

- Click **Save** to finish.

You can also use a link to send students to an assignment hosted in another LMS by using an LTI tool. See the section on <u>Links</u>, below.

Discussions

There are multiple ways you can include <u>discussions</u> in your lesson:

- Create a new lesson attached to the discussion.
- Include an existing discussion—whether by adding a discussion or adding the assignment for a graded discussion.
- Use a section of the lesson to require students to start a discussion (and then require students to participate in at least one such student-led discussion).

Discussion   The New Journalism

Allow students to add discussions? ● Yes ○ No

Require students to add a discussion? ○ Yes ● No

Require students to participate in a discussion? ● Yes ○ No

Save | Cancel

Add a section: Heading, Content, Assignment, Discussion, File, Link, Tin Can

Here's how to include discussions in your lesson:

1. Click **Add a discussion**.
2. Select an existing, non-graded discussion or the *New discussion* option from the drop-down. If you're adding a new discussion, you'll then have to enter the <u>discussion details</u>.
3. Check to allow students to start discussions in this lesson section. If you check *Yes*, you'll also have the option to *require* each student to start a discussion in this section.
4. Check to *require* students to participate in the discussion to complete the lesson.

5. Click **Save** to finish.

Close discussions date

Settings

Name   The American Short Story

Availability   Available after the previous lesson is completed

Close Discussions   Dec 20, 2020 12:00am

In the lesson's settings, you can set a date to close all discussions (after which no one can contribute to them).

- If you include an existing discussion (graded or not) that already has a different *Comments Closed* date, this setting will not affect that date.
- You can still manually-close comments for any discussion on that discussion's page by editing the *Comments Closed* setting to *Yes*.

Files

William F. Buck... New Yorker.pdf   112 KB · Complete   ×

Or import a file from another course.

Hide this file from students? ○Yes ⦿No

Show embedded preview or media player if applicable? ⦿Yes ○No

Require students to view or download this file? ⦿Yes ○No

Save | Cancel

This article describes how to embed files in lessons.

1. Search for the file or drag-and-drop it into the upload area. You can also import a file from another course.

2. Check if you wish to hide this file from your students. Do this if you wish to embed a media file elsewhere in the lesson (or course).

3. Check to *require* students to view or download the file to complete the lesson.

4. Click **Save** to finish.
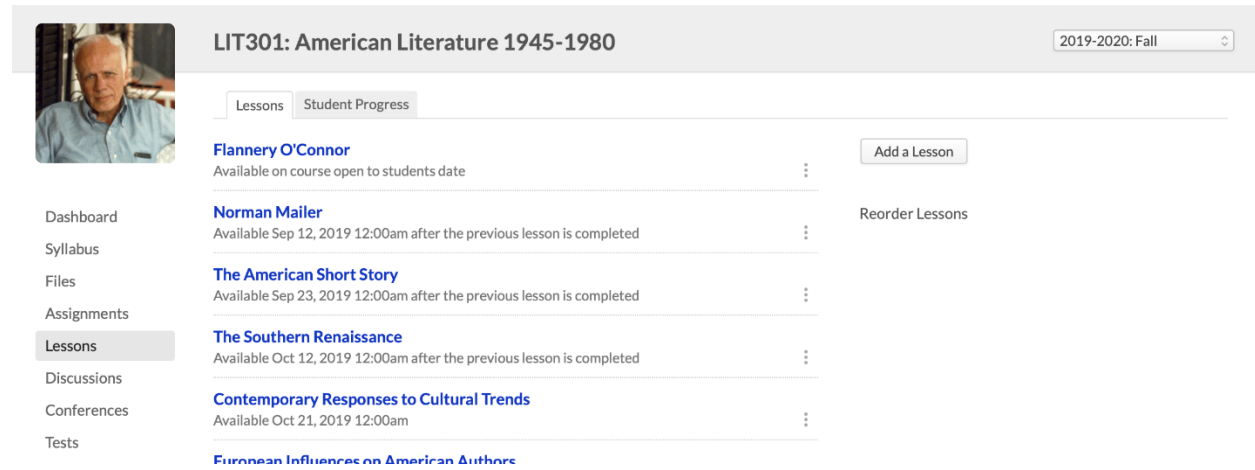
Links

You can use links to send students to another site or to an assignment page in another LMS using [LTI tools](#).

1. Enter the URL.

2. Enter a display name for the URL—if you don't enter anything here, the lesson will just display the raw URL.

3. Check to *require* students to visit the link to complete the lesson.

3.6 How To Add Lessons To Your Course

Lessons are collections of course materials—content, assignments, discussions, links, and files—that cover a particular section of your course curriculum.

- You create them and access them on the course Lessons view. There you'll find a list of all the course's lessons (together with any recent discussion activity related to the lessons).
- You can make lessons available on a specific date or the course start date.
- Course materials like assignments and files can be *required*—to finish the lesson, the student must submit something, participate in the discussion, etc.
- Lessons can be "gated": a student must finish a lesson in order to access the next one.
- As students complete lessons, you can check their progress on the Lessons > Student Progress report.

How to create a new lesson

Here's how to add a new lesson to your course. (You can also add lessons by cloning them from another course.)

1. Click **Add a Lesson**.

2. Give the lesson a name.

3. Select how you wish to make the lesson available to your students:

- Select whether to make it available on the course start date or on a specific date in the term.

- Check to require students to complete the previous lesson before accessing this one. (Read more about gated lessons in this article.

- Click Save.

4. Conducting Courses

4.1 Using The Student View In Your Course

In this article, you'll learn how to use the Student View in your courses.

What is the Student view?

Student view lets the course's faculty (and teaching assistants, if any) to see exactly how the course—content, materials, navigation, etc.—appears to students. This lets you see the course from the student perspective without having to use a test student or a separate login. The view comes in

handy when you want to see how exactly a lesson appears or perhaps to troubleshoot why students can't view a test—among many other things!

Using the Student View

1. On any page of your course, click and select *View course as student*.

2. When you do this, the navigation options on the sidebar will change, the page appearance will adjust, and you will be added to the course Roster as a test student.

3. Additionally, a toolbar will appear at the bottom of the page with a few options:

   o **Enrolled/Auditor:** Toggle between viewing the course as an enrolled or auditing student.

   o **Clear progress:** This clears out any lesson progress, assignment submissions, tests, grades, and attendance from the course.

   o **Exit & Remove Test Student:** This sends you back to the regular view of the course and deletes the test student from the roster (this also deletes any progress the student has made).

   o **Exit:** This sends you back to the course but leaves the test student on the Roster. This way, you can retain the test student's progress while going back to the course to add new content, materials, etc.

4. While in the student view, you can interact with the course just like a student would: take tests, submit assignments, view lessons, etc. You'll also be subject to any

restrictions placed on course materials. For example, if a test is not yet available, you can't take it; if an assignment is not yet published, you can't view it. And so on.

4.2 Attendance
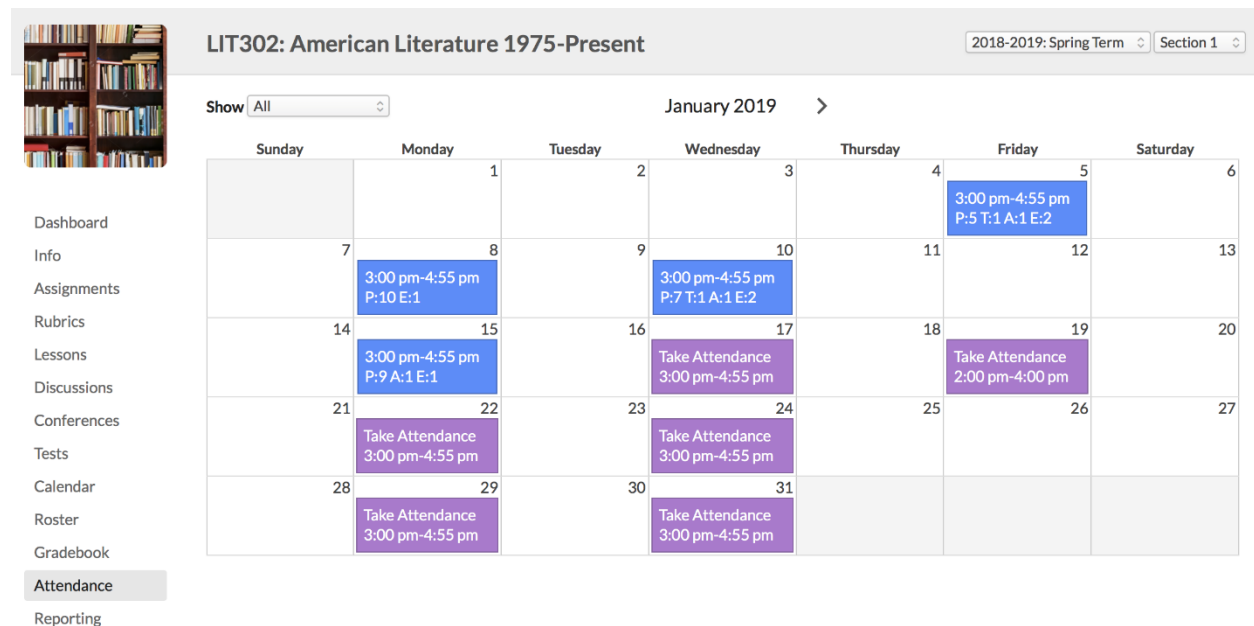
There are three ways to take attendance for Populi courses (if you're looking to record online course *participation*, have a look at this article):

- Your course Attendance view, which is covered in this article.
- Using Populi's mobile apps (iOS or Android).
- Letting students check in using the attendance kiosk.

You can use course attendance to affect a student's grade:

- You can factor attendance into the student's final course grade.
- If your school has a failure-for-non-attendance policy, the student's attendance grade (described in the above-linked article) will be used to calculate whether the student receives a failing grade for non-attendance (their assignment grades notwithstanding).

Course > Attendance

The Attendance calendar shows all of your course meeting times and any additional events you've added to your course calendar.

- **Purple** Attendance blocks indicate that you haven't taken attendance for that meeting time.
- **Blue** Attendance blocks indicate that you have taken attendance for that meeting time.
- Each blue block shows attendance stats:
  - **P:** Students marked present
  - **T:** Tardy
  - **A:** Absent
  - **E:** Excused
- You can select individual students from the drop-down to show only their stats in the calendar.

Taking Attendance

To take attendance:

1. Click an attendance block.

2. Next to each student, select the appropriate attendance status. You can also leave an attendance note.

3. When you're done, click **Save**.

After taking attendance, you can return to the same attendance event at any time to edit the records or even delete the records you entered.

4.3 Taking Attendance With Populi's Mobile Apps

Populi's mobile apps for iOS and Android let you take attendance for course meeting times by using your phone's Bluetooth beacon function.

Of course, you can also take attendance using the Course > Attendance view.

1. Get the app!
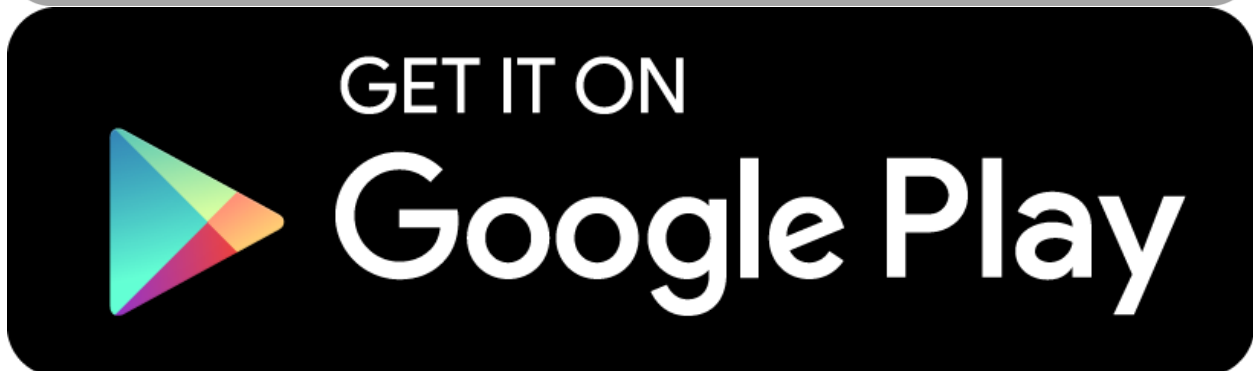
- Get the iOS app at the Apple App Store. The Populi app works on devices running iOS 9.0 or later.

- Get the Android app on Google Play. The app works on devices running Android 6.0 or later.

2. Allow location access

Populi uses your phone's Bluetooth radio to detect your students' own Bluetooth-enabled devices running a Populi mobile app. In order to do this, you need to grant the app access to your phone's location.

Today's Courses

American Literature 1975-Present

3:00 pm - 4:55 pm

Take Attendance

News

Terry t
Facul

The C ated

to ann is to

join th the

2018-

Allow "Populi" to access your location while you are using the app?

Required to use bluetooth attendance beacons.

Don't Allow | Allow

Old Easychair In The Rain

Read more...

Edgar Photography Exhibit to Display in Goodweight Hall February 28 to May 1

Today's Courses

American Literature 1975-Present

3:00 pm - 4:55 pm

Take Attendance

News

Terry

Facul

The C

to ann

join th

2018-

"Populi" would like to make data available to nearby Bluetooth devices even when you're not using the app.

Required to use bluetooth attendance beacons.

Don't Allow   OK

Old Easychair In The Rain

Read more...

Edgar Photography Exhibit to Display in Goodweight Hall February 28 to May 1

- When you first log in to the app, you'll be asked to allow Populi to access your location while you're using the app. Tap **Allow** to permit this.
- iOS will also ask you if you would like to make data available to nearby devices even when not using the app. Again, tap **Allow**.
- You can allow/disable this access at any time using your phone's settings:
  - In iOS, go to Settings > Privacy > Location and find the Populi app in the list.
  - In Android, go to Settings > Bluetooth and make sure Bluetooth is set to *On.*

Go to your course's attendance view in the app

There are two ways to do this:

- On the day of the course meeting time, you'll see a *Take Attendance* button on the app Dashboard view. Tap that to go to the course's attendance view.
- You can also tap ☰ to summon the app sidebar. Go to My Courses > Select the course > Attendance. Once there, tap the meeting time.

3. Start the beacon

LIT302 3:00 pm

Entire class	One at a time	ᛒ Beacon

ᛒ Start Beacon

Mark present until:

3:05pm

Then mark tardy until:

3:25pm

🟢   Then mark remaining students absent

◀   **LIT302 3:00 pm**

Entire class	One at a time	Beacon

❋ **Stop Beacon**

Mark present until:

3:05pm

Then mark tardy until:

3:25pm

🟢   Then mark remaining students absent

There are three ways to take attendance: *Entire class*, *One at a time*, and *Beacon*. Here's how to set up the beacon, which takes attendance automatically.

1. Tap **Beacon**.
   - The first time you do this on iOS, you'll be asked to allow the Populi app to share information with other devices even when you're not using the app. Tap **OK** to allow this. You'll only need to do this the first time you use the beacon!

- o The first time you do this on Android, you'll be asked to allow the app to use Bluetooth. Tap **Allow** to enable this.

2. Before students begin arriving to the class, tap **Start Beacon**.
3. Select how long you'd like to use the beacon to mark students *Present*. You can mark them present until you stop the beacon or until a specific time.
4. Then set a *Tardy* time.
5. Toggle to mark students *Absent* after that time.
6. As students with the Populi app arrive at your class, the beacon will automatically record their arrival time and mark them *Present*, *Absent*, or *Tardy*. Have your students read the instructions in this article to make sure they know how to set up the app to record their attendance.

You can also manually take attendance in the app

‹ **LIT302 3:00 pm**

Entire class	One at a time	🅱 Beacon

Mark All Present

Lane Baker

P	T	A	E

Sara Bande 🅱

P	**T**	A	E

Sylvia DiVecca

P	T	A	**E**

Fergus McFadden

P	T	A	E

Leigh Powell 🅱

P	T	**A**	E

Delia Silcott 🅱

P	T	A	E

Entire class | **One at a time** | Beacon

Fergus McFadden

Present

Tardy

Absent

Excused

If you're not using the Bluetooth beacon, you can take attendance using the *Entire class* or *One at a time* modes.

- **Entire class:** Just tap the appropriate symbol for each student. Their attendance is saved automatically.
- **One at a time:** This option takes you through the students in alphabetical order. Tap the appropriate status; it will automatically save and take you to the next student in the list.

4.4 Calendar

The course calendar shows you all the events that affect the course or students, including:

- Meeting times (including canceled meetings)
- Assignment due dates
- Test availability windows
- School closures
- Any additional events added by the course faculty

Besides adding events (see below), you have these options for the calendar:

- **Print:** Creates a PDF of the calendar
- **Settings:** Choose how to display test availability and how to show events on the course dashboard

Adding events

Course faculty and teaching assistants, academic admins, and registrars can add individual events or meetings.

1. Click **Add event**—or double-click the date on which you'd like to add an event.
2. Enter the event's details (Summary, From/to Times); click **More** for more options, including *Repeat*, *Alarm*, and resource scheduling.
3. Click **Save** when you're done.

After adding the event, it will be added to the course attendance calendar, as well as the calendars for any rooms, buildings, or resources mentioned in the event.

Editing events

Edit Event

Summary	HIS344: Lecture
All Day	☐
From	Jul 30, 2019 8:15am
To	Jul 30, 2019 10:05am

☐ Email faculty and students about changes to meeting times

Delete Cancel Meeting   More Save This and Future

29	30	31
8:15 - 10:05 Lecture	3p - 5p Guest Lecture:	

You can edit any meeting on the course calendar, including regular meeting times created when adding the course or on the Course > Info view.

1. Click the event you wish to change.
2. Edit the details and click **Save**. (If you edit a regular meeting time, you can also save the changes for all future events, too.)
3. You can also *Delete* the event or *Cancel* any regularly-occuring meeting time.

- Deleted events are simply removed from the calendar.
- Canceled events remain on the calendar, but display as *Canceled*. They are also removed from the Attendance view.

Chats are scheduled real-time discussions. More informal than regular Discussions (which provide a more structured setting, better-suited to long-form compositions), chats are meant more for conversations, quick thoughts, real-time replies, and so on.

The lifecycle of a chat:

1. The course's faculty or teaching assistant schedules the chat
2. Once the chat's start time has arrived, everyone in the course—teachers, students, auditors—can participate in the conversation
3. The chat ends when A) either a new chat begins or B) the instructor ends the chat session
4. After the chat has ended, it becomes a transcript which anyone in the course can review

The course instructor can...

Schedule a chat: Enter the **Start time** (needs to be *now* or sometime in the future) and give the chat a **Name**. Keep in mind that once this chat starts, any chat running at that time will be ended.

End a chat: When in the chat sessions, just click **end this chat session**. The Chat will be closed off to new comments and will be listed under Transcripts on the main Chat tab.

Delete comments: Just hover over any comment and click 🗑. Confirm your action and the comment will be hidden from students (you and the registrar can still see it).

Delete an upcoming chat: Click the chat session's name under Scheduled Chat Sessions, and then click **Delete**.

Delete a transcript: Click the transcript's name and then **Delete this transcript**. A transcript can't be deleted until the chat session has ended.

What can you do in a chat?

Obviously, you can write stuff and post it. Just type or copy-paste text and post it to the chat (either click **Send Message** or hit the Enter key on your keyboard). You can also...

- **Upload a file:** Just choose a file from your computer and click upload. If someone else posts a file, just click the filename to download it to your computer.
- **Use emoji:** Emoji are silly little cartoon-like characters. Use them to lighten up the chat.
- **Embed stuff:** Embed a URL from YouTube, Vimeo, Scribd, Instagram, or any image URL to post it directly into the chat.

5. Tests

5.1 Getting Started With Tests

Tests in your Populi courses let you design, administrate, and grade tests and quizzes. Here's the quick overview:

1. First, you'll set up your test. This is where you'll specify the administrative details— availability, time limit, and proctoring, to name a few. These items are covered below.
2. Next step will be to design your test: adding headings, instructional text blocks, and, of course, questions.
   - You can accomplish these two steps by cloning or syncing tests from other courses.
3. Your students will take the test, after which time it's time to handle grading. Some grading can be done automatically, and some has to be done by you.
4. Finally, test grades are automatically entered in your course gradebook.

Anti-cheating features

Tests include some features to help mitigate cheating. You can use any combination of these restrictions to hedge a student's access to any test:

- Proctoring requires that a third party enter a code in order for the student to access the test.
- IP Filtering requires students to take the test at a particular location (for example, your classroom).
- Test passwords require the student enter the correct password in order to access and take the test.

Creating a new test

To create a new test, you must create the corresponding assignment.

Add Assignment ✕

Name	Howells Ch. 10
Description	Quiz covering Chs. 1-10 of Howells with emphasis on last two chapters.
Type	Test
Points Calculation	Fixed points
Points	40
Extra Credit	☐
Group	Tests
Published	○ Yes ● No
Due	03/13/2020 📅 Time
Availability	Always available
	☐ Visible to students before available
Time Limit	30 Minutes
Retake Policy	Keep highest score
Retakes	1 allowed
Restrictions	☑ Require proctoring
	☐ Require password
	☐ Filter IP addresses ⓘ
Plagiarism	☐ Automatically check student submissions
	Plagiarism report visibility Reports are not visible to students

Save

1. Go to your course and click the *Assignments* view.

2. Click **add an assignment**.

3. Enter the name, description, and other assignment details.

4. For the assignment **type**, choose *Test*. New fields will open up when you do this.

5. *Points Calculation* lets you determine how the total number of points will be distributed among the test's questions:

   o *Fixed points:* You manually distribute the test assignment's points while you design or edit the test.

   o *Weight questions equally:* As you add questions, the tests points will automatically be evenly distributed among all the questions.

   o *Question points total:* The test (and assignment) points will add up whatever points you assign to individual test questions.

6. *Due date* is the date by which students must take the test. If you wish, you can change the availability (see below) to permit students to take a test past the due date.

7. *Availability* is the timeframe during which students may take the test. Enter dates and times in the appropriate fields. Read about the four different availability options here.

8. *Time limit* is the total amount of time the student has to take the test within the availability window. A few notes on the time limit:

   o Availability trumps the time limit! If a student begins a test with no time limit ten minutes before the availability ends, that student has only ten minutes to take the test.

   o When students take the test, they can see how much time they have remaining. If they time out, unanswered questions will be marked *incorrect*.

   o If students are logged out in the middle of taking the test, they can resume where they left off with any unused time remaining (unless the availability window closes).

   o If need be, you can add an availability exception on a by-student basis.

9. *Retakes* give your students multiple chances to take the test.

   o The three options—highest score, most recent score, and average score—refer to which *test score* will be used as the grade.

   o The number of retakes is not the same as the number of times students can take the test. If you want to let your students take the test a total of **3** times, enter **2** in the retakes field.

10. *Restrictions* give you options for enforcing honest test-taking. Check the restrictions you wish to enforce:

    o *Proctoring* requires that every student take the test with a proctor.

    o *Password* requires that a password be entered before the student can take the test.

    o *Filter IP addresses* prevents students from taking the test unless their computer is located at the IP address you specify.

11. Finally, click **Save**.

Now that you've created the test, it appears in the assignment list and in the list under the *Tests* view. (The assignment will be in *Draft* mode until you publish it on the assignment's page in the *Info* section).

Next steps

GRE101: Introduction to Greek   2018-2019: Fall

Tests   Questions

Vocabulary 1
Available from **Aug 12, 2018 12:00am - Dec 22, 2018 11:59pm**
Time limit: **None**
Retake policy: **No retakes**

Want to add a test?
Go to the Assignments tab and create a new "Test" type assignment.

Vocabulary 2 (Unassigned points)
Available from **Aug 27, 2018 12:00am - Aug 31, 2018 11:59pm**
Time limit: **None**
Retake policy: **No retakes**

Mid-term (No questions)
Available from **Oct 15, 2018 12:00am - Oct 20, 2018 11:59pm**
Time limit: **1 hour**
Retake policy: **Keep highest score (1 retake allowed)**

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Calendar

In the *Tests* view, you'll find a list of all of the tests contained in this course. Click the test name to go to its page, where you can adjust its settings and start designing it.

If a test has not been set up yet, you'll see a notice next to the test's name. If a test has one of these notices, students will not be able to take it!

- *No questions* indicates that you have not yet added or imported any questions to that test.
- *Unassigned points* indicates that, while the test has questions, not all of the test's points have been distributed among those questions. This only shows for tests using *fixed-points* calculations.
  - You can fix this by editing the assignment/test's points, editing individual questions, or adding more questions to the test.
- *Overassigned points* indicates that the points given to the questions exceed the number of points in the test assignment. This only shows for tests using *fixed-points* calculations.
  - You can fix this by setting questions to *Extra Credit*, editing the assignment/test's points, or by deleting questions from the test.

Read more about your options for tests, including:

- Changing the test's default feedback settings.
- Requiring proctoring for the test.
- Adding exceptions for the test's availability, time limit, retake, and proctoring settings to accommodate special needs for specific students.

Add Assignment   ✕

Name	Howells Ch. 10
Description	Quiz covering Chs. 1-10 of Howells with emphasis on last two chapters.
Type	Test
Points Calculation	Fixed points
Points	40
Extra Credit	☐
Group	Tests
Published	○ Yes ● No
Due	03/13/2020 📅 Time
Availability	Always available
	☐ Visible to students before available
Time Limit	30 Minutes
Retake Policy	Keep highest score
Retakes	1 allowed
Restrictions	☑ Require proctoring
	☐ Require password
	☐ Filter IP addresses ⓘ
Plagiarism	☐ Automatically check student submissions
	Plagiarism report visibility Reports are not visible to students

Save

When [setting up a test](#), you have four options for setting when it's available for students to take...
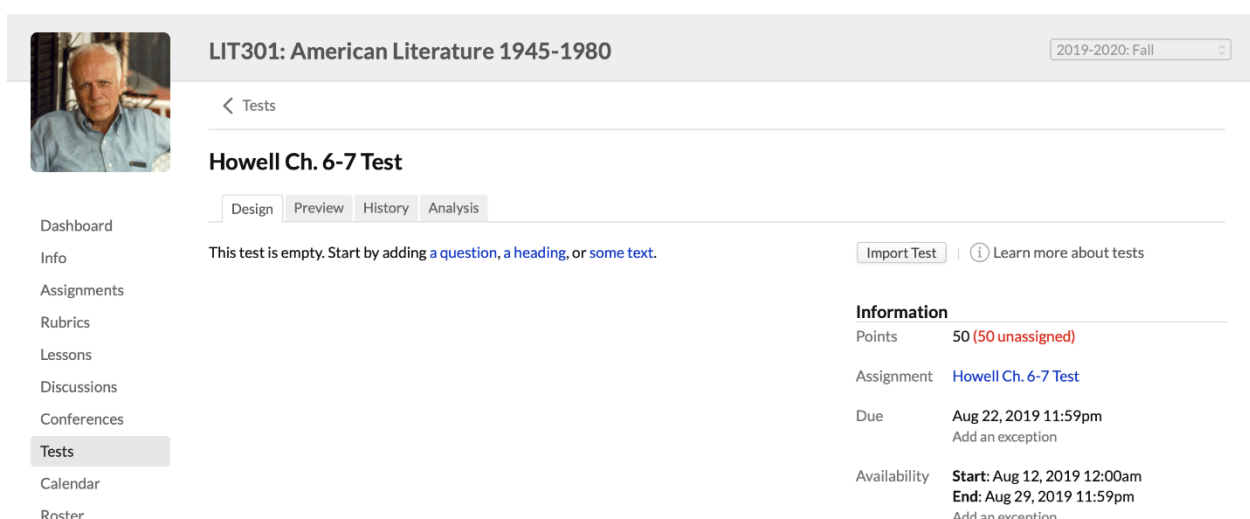
- **Available from:** Lets you enter regular start and end dates
- **Available after:** Lets you enter a start date; the test is then available until the end date of the course
- **Available until:** Lets you enter an end date; the test is then available starting at either A) the course's start date or B) the time you set up the availability, until the date you entered
- **Always available:** The test is available the entire time the course is in session (according to its start and end dates)

You can also set a due date for the test that's different from the end of the availability period you set up. For example:

- You set up a due date of April 5, 5:00 PM for the test and make the test available until April 8, 5:00PM.
- Students who *start* the test after the due date/time will be shown as being *Past due time* in the test's History view.

5.3 Designing Your Test

In this article, you'll learn how to add the three kinds of test elements: headings, text, and questions.

1. After setting up your test, click its name in the Tests view of your course.

2. Each test has three views: Design, Preview, and History. You will rightly surmise that test design occurs in the *Design* view.

3. To get started, click to add one of the three elements.

   o You can also import test sections from another section or term of this course, or from any other course for which you are listed as faculty.

4. After adding the first element, click to see the links to add more elements.

5. If you need to move elements around, click .

‹ Tests

Howell Ch. 7-8 Quiz

| Design | Preview | History | Analysis |

This test is empty. Start by adding a question, a heading, or some text.

To whom is Joel's prophecy initially addressed?
Points: 40 | Type: Multiple Choice | Categories: Joel | Minor Prophets | OT

↕

• • •

Add Question
Add Heading
Add Text

Headings & Text

Headings separate your test into different sections. For example: *Essay Questions*, *Extra Credit*, *Hamlet*, *King Lear*, etc. Text blocks help you provide explanation or context for your questions. For example, you might use one to sketch out a scenario to which the next few questions refer.

> Norman Mailer was an American novelist, journalist, essayist, playwright, film-maker, actor, and liberal political activist. His novel The Naked and the Dead was published in 1948 and brought him renown. His 1968 nonfiction
>
> Save | Cancel

Adding these elements is excruciatingly difficult:

1. Click **Add Heading** or **Add Text**.
2. Enter the text.
3. Click **Save**

Questions & Answers

Questions are a combination of the question and its answers/options. When you create a question, it is then available...

- For use in the same course in future terms
- In other sections of that same course
- If enabled (by an Academic Admin), to be shared with other courses

You have a lot of options when adding questions to a test. In any case, you start by clicking **Add Question**.

Choose how you would like to add the question. You have four options:

- Create a new question (if you're new to tests, have a look at this article to learn about all the options available for test questions)
- Create a new question based on an existing question
- Import an existing question
- Add a group of questions from a category

After you've finished designing your test, your students can start taking it as soon as it's available.

As soon as the first student has submitted her test, you can start grading.

5.4 How To Create A New Test Question

In this article, you'll learn how to create a new test question. Questions are a combination of the question and its answers/options. When you create a question, it is added to the test Questions view. This lets you use the question...

- When adding existing questions to another test in your course.
- In other sections or future instances of that same course.
- If enabled (by an Academic Admin), to be shared with other courses.

Here's how to add a new question:

1. In the Design view of the test, click **Add question**.
2. Fill in the question details and settings (described below).
3. Click **Save**.

Choose	Create a new question ⇕

Type Multiple choice ⇕

Question

| **B** | *I* | U̲ | S̶ | X₂ | X² | **A** ▾ | 🔗 | 🔗̸ | <> |

Where did Raymond Carver's (first) wife work during the early years of their marriage? Look for the reference in this interview from *The Paris Review*.

File

📎 To upload a file drag & drop here or click to choose

Answer

◯	Her job was at a clothing store.	0% Credit ⇕
⦿	She worked at the telephone company.	100% Credit ⇕
◯	The medical transcription office employed her.	0% Credit ⇕
◯	She studied at night school.	0% Credit ⇕
◯		0% Credit ⇕

Randomize ☐

Categories

Literature

Press return to create a new category

| Short Stories | 🗑 |
| Carver | 🗑 |

Points 5 (max 50.00)

Extra Credit ☐

Save | Cancel

1. Select the question type

You have seven question types:

- **Multiple Choice:** Your students choose one answer from several. Simply type the answers in the fields. Use the radio button to designate the correct (100%) answer, and use the drop-downs to mark partial credit (e.g. 50%) for incorrect answers.

- **Short Answer:** Your students enter free-form text answers. Leave the answer field blank if you wish to manually grade all answers to this question. You may also type

certain common answers (correct or incorrect) and assign full, partial, or no credit so Populi can automatically grade them for you.

- o Check *Use case-sensitive grading* to require students to correctly capitalize (or not) their answers.
- o Automatic grading on short answers only works with *exact matches*. You'll have to manually grade non-matching answers in To Be Graded.

- **Put in Order:** Your students put a jumbled list in the correct order; full and partial credit are both automatically graded. Type the options in the correct order; Populi automatically jumbles the options.

- **Multiple Answer:** Your students check off all correct answers; these are automatically graded. Type the options and then check all that are correct.

- **Essay:** Your students submit essay-length answers in a large text area. Essay questions can only be manually graded. You can also select a rubric and whether to automatically check for plagiarism (if enabled).

- **True/False:** Your students check whether a statement is true or false. These are automatically-graded.

- **Matching:** Your students match terms to one another. Simply enter matching terms next to each other in their respective columns. You can also enter additional "dummy" terms in the right column. Both columns will be randomized.

2. Type your question

You can use text formatting in Questions and Answers.

You can also include a media file in the question:

1. Copy the EMBED code from any media file.
2. Paste it into the text of the question or text block.
3. In Design mode, the file may appear improperly sized; for an accurate view of what your students will see, check the Preview tab.

3. Add a file (optional)

Click to choose a file or drag and drop one onto the file upload area.

4. Enter answers

See above for details about what options you'll have for each question type. For automatically-graded questions, make sure you designate which options get full credit and which get partial credit (75%, 50%, 25%...).

5. Choose whether to randomize

Check to randomize the answer display for multiple choice and multiple answer questions. This presents the answer options in a different order to each student.

6. Enable partial credit scoring (optional)

Check to enable partial credit scoring for multiple answer, put in order, and matching questions (partial credit is particularly useful for matching questions with a lot of terms).

7. Categories (optional but *highly recommended*)

Categories are like tags for questions. Use them to distinguish questions from one another (i.e. "Easy" vs. "Hard"; "Iliad" vs. "Odyssey"; "Algebraic Geometry" vs. "Algebraic Combinatorics"; and so on). Among other things, categorizing question gives you the option to later include a group of questions from a category on another test.

- Type a new category name and press Enter/Return on your keyboard to save it.
- If the category already exists, select by clicking (or use your keyboard's up/down arrows and Enter/Return).
- You can add as many categories as you wish.
- Delete a category from the list by clicking .

8. Points & extra credit

Enter the number of points and check if the question is extra credit. Unless the question is extra credit, you can't enter more points than are left from the test's total points.
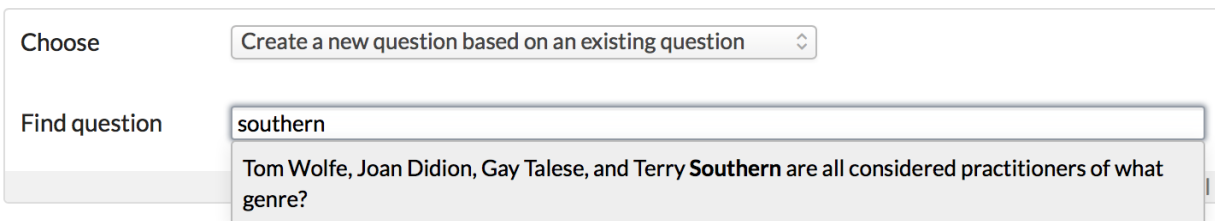
5.5 Three Ways To Include Existing Questions In A New Test

While designing a test, you can re-use questions already created for other tests. There are four ways to do so (the first three are covered below):

- You can create a new question based on an existing question.
- You can import an existing question.
- You can add a group of existing questions from a category.
- You can also import sections from another test.

After including an existing question in your test, you can then edit it.

Create a new question based on an existing question

Choose	Create a new question based on an existing question ⇕
Find question	southern
	Tom Wolfe, Joan Didion, Gay Talese, and Terry **Southern** are all considered practitioners of what genre?

1. Type a word or phrase and select from the suggested results.
2. Click *Continue* to modify the selected question.
3. Change any of the question's details to suit your needs. The only item you cannot change is *question type*.
4. Click **Save**.

Import an existing question

Choose	Import an existing question	⌄
Find question	Tom Wolfe, Joan Didion, Gay Talese, and Terry Southern are all considered practitioners of what gen	
Points	3 (max 20)	
Extra credit	☐	
	Save	Cancel

1. Type a word or phrase and select from the suggested results.

2. Enter the number of points.

3. Click **Save**.

Add a group of questions from a category

Choose	Add a group of questions from a category	⌄
Category	Autho	
	Authors 5 questions available	(max 20)
Points		
# Questions	3	
Extra credit	☐	
	Save	Cancel

1. Begin typing a category name and select from the suggested results.

2. Enter the total number of points and questions. The points will be evenly divided among the questions you import.

5.6 How To Edit Question Points

After designing a test, you may find a need to adjust the question points. Here are all the ways you can do that.

Individual questions

> **What years did William Maxwell serve as fiction editor of** *The New Yorker*?
> Points: 3 | Type: Multiple Choice | Categories: Maxwell Writing

To edit the points for an individual question:

1. Click to edit the question.

2. Change the points.

3. Click **Save**.

If the test uses *Fixed points* calculation, you may end up with over- or under-assigned points. If so, fix it by editing the points on another question, changing the points calculation, or [adjusting the test's points](#).

All questions at once

Howell Ch. 7-8 Quiz

| Design | Preview | History | Analysis |

Short Answer

Import Test Sections | Edit All Question Points

(i) Learn more about tests

Howell Ch. 7-8 Quiz

| Design | Preview | History | Analysis |

Question	Points	Extra Credit
What are some of the genres William Maxwell worked in?	4	☐
Where was Maxwell born, and in what year?	2	☐
What year did his mother die? What was significant about her cause of death?	3	☐

Save or Cancel

Points 18

You can edit all the questions' points at once.

1. Click **Edit all question points**.

2. Adjust the points for the questions you'd like to change. You can also check to mark questions *Extra Credit*.

3. When you're done, click **Save**.

Editing the test's points

Edit Points   Import Test Sections | Edit All Question Points

es?

2 unassigned points   (i) Learn more about tests
○ Adjust assignment points
○ Adjust question points
● Don't automatically adjust points   **Information**

       Points   25 (2 unassigned)

Points Calculation   [Fixed points ⇕]   Assignment   Howell Ch. 7 - 8

Points   [25]   Due   Aug 13, 2019 11:59pm
                                                                   Add an exception
             Save
                                                          Availability   **Start**: Aug 9, 2019 12:00am
                                                                   End: Dec 21, 2019 11:59pm
   • • •   Add an exception

When you edit the test's points, you get several options for changing the test's points to fit the number of question points.

1. In the right column under the *Information* heading, click **Points**.

2. Depending on how the test is already set up, you'll have some or all of the following options:

   o *Adjust assignment points*: Changes the *assignment's* points to match the total number of points you've given to your questions.

   o *Adjust question points*: Automatically redistributes any over- or under-assigned points proportionally over all the test's questions.

   o Change the *Points calculation*: This lets you change the calculation to one of the other two settings.

   o Change the *Points*: This lets you enter a new number of points for the assignment.

3. After you've made your choice, click **Save**.

5.7 Online Tests: How To Grade Them

Populi automatically grades several question types:
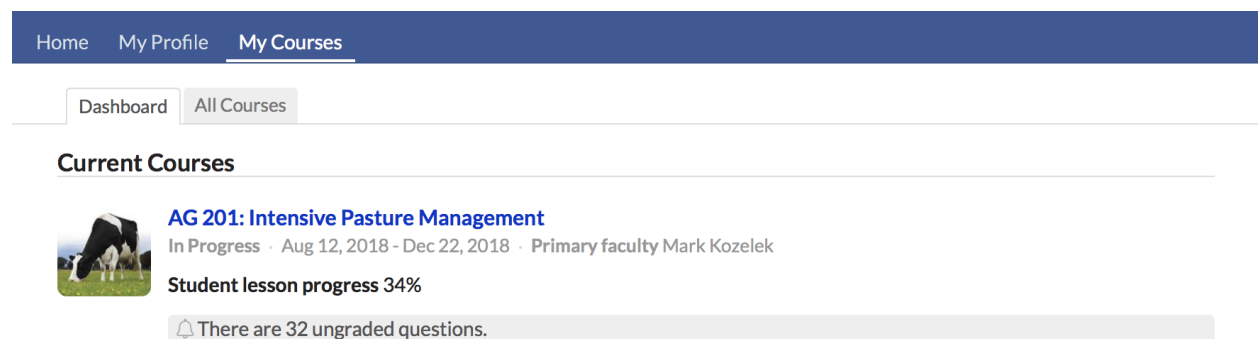
- Multiple choice

- Multiple answer

- Put in order

- True/false

- Matching

- Short answer questions for which you have entered automatic-grading options.

If you compose a test entirely of such questions, Populi will grade the whole test for you as soon as the student submits it. If you have any essay questions and/or short answers for which you've *not* entered any answers, those questions will be *ungraded*. You'll need to grade ungraded questions manually.

To see how to regrade questions in the Test > Analysis view, jump down here.

How to get to ungraded questions:

Click the alert for ungraded questions on your Populi Home page, My Courses, or the course dashboard. This takes you to the *To Be Graded* view in Tests:

You can also navigate straight to the Tests > To Be Graded view from within your course. If there are any ungraded questions, you'll see a number indicating such in the navigation view:

AG 201: Intensive Pasture Management

Tests   Questions   To Be Graded 32

Grangers Quiz   Refresh

Name one of the railroads absorbed by Chicago & Northwestern between 1950 and 1980.

Sho Byrne Minneapolis and Saint Louis

Add comment   ___ / 5 ○0% ○25% ○50% ○75% ○100%

Duk Kim Minneapolis & Saint Louis

Add comment   ___ / 5 ○0% ○25% ○50% ○75% ○100%

Jole Penny Omaha Road

Add comment   ___ / 5 ○0% ○25% ○50% ○75% ○100%

Delia Silcotta Omaha Road

Add comment   ___ / 5 ○0% ○25% ○50% ○75% ○100%

Dashboard
Info
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Calendar

On any test, click *History*. Select one of the student tests by clicking the start time. Ungraded questions will be marked with :

AG 201: Intensive Pasture Management

< Test History

Grangers Quiz

✔ 1) Allowing for the regulatory climate in the late 1960's and early 1970's, what does Breckman say would have been the best option for the granger roads?
5/5 Points

○ Conrail-style merger

○ BN-CNW

○ Rock Island breakup, Milwaukee to BN, CNW consolidation

◉ Five western systems: SP, UP, ATSF, DRGW-WP, BN

○ Merging Eastward

Add comment | Edit points

Ungraded

❓ 2) Name one of the railroads absorbed by Chicago & Northwestern between 1950 and 1980.
--/5 Points

Minneapolis and Saint Louis

Add comment | Edit points

Dashboard
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Reporting

On the test's assignment page, you can find all of a student's test attempts (and ungraded questions) on the student assignment detail view:

How to grade questions

Grangers Quiz

Name one of the railroads absorbed by Chicago & Northwestern between 1950 and 1980.

Sho Byrne Minneapolis and Saint Louis

Saved [5] / 5 ○0% ○25% ○50% ○75% ●100%

Technically, it's "St. Louis", but I'll let it go...|

[Save Comment]

Duk Kim Minneapolis & Saint Louis

Add comment [   ] / 5 ○0% ○25% ○50% ○75% ○100%

Under each question, you'll see the answers submitted by individual students. After evaluating their answers...

1. To score the answer, type a number of points in the field or click a percentage in the radio buttons to auto-fill the number field.
2. To give extra credit, simply type in more points than the question is worth. You can enter up to twice the point-value of the question.
3. Grades are auto-saved while you work.
4. To leave comments, click **Add comment**. After entering the comment, click **Save comment**. Comments are *not* auto-saved!
   - As you work through student answers on the *To be graded* view, click **Refresh** in the right column to hide your graded questions and display any new questions that came through while you were working.
5. When you're done working, just navigate elsewhere. As soon as you've graded all of a student's answers for a particular test, the test assignment is automatically graded and entered in your gradebook.

Test history

The History view for each test lets you review how each student performed on the test and gives you some other important statistics, including duration, IP address, and proctor information.

AG 201: Intensive Pasture Management

2018-2019: Fall

< Tests

Grangers Quiz

Design   Preview   History   Analysis

| Student	Start Time ▲		Duration	Grade	Letter	IP(s)	Proctor	Delete
Sho Byrne	Aug 30, 2018 3:58pm		2 minutes, 29 seconds	91.67	A-	76.97.191.222	Jorgé Delacruz ⚠	🗑
Duk Kim	Aug 30, 2018 4:03pm		37 seconds	79.17	C+	74.87.190.202	Donald Pleasance	🗑
Vann Moore	Aug 30, 2018 4:06pm		27 seconds	83.33	B-	76.97.191.222		🗑
Daniel Parris	Aug 30, 2018 4:07pm		41 seconds	83.33	B-	74.87.190.202		🗑
Embay Parsons	Aug 30, 2018 4:10pm		47 seconds	93.33	A-	76.97.191.222		🗑
Jole Penny	Aug 30, 2018 4:15pm		1 minute, 11 seconds	85.00	B	74.87.190.202		🗑
Sando Prinath	Aug 30, 2018 4:18pm		44 seconds	85.00	B	74.87.190.202		🗑
Mira Selkirk	Aug 30, 2018 4:19pm		24 seconds	85.00	B	74.87.190.202		🗑
Delia Silcotta	Aug 30, 2018 4:20pm		30 seconds	85.00	B	74.87.190.202		🗑
Toppenish Simcoe	Aug 30, 2018 4:22pm		20 seconds	93.33	A-	74.87.190.202	Jenny Tellico	🗑
Rotasha Sinclair	Aug 30, 2018 4:23pm		22 seconds	76.67	C	74.87.190.202	Donna Laroux	🗑
Jaclyn Sorento	Aug 30, 2018 4:28pm		30 seconds	110.00	A+	74.87.190.202		🗑
Zara Tamsen	Aug 30, 2018 4:29pm		29 seconds	101.67	A+	74.87.190.202		🗑
Tamika Sorrel	Aug 30, 2018 4:31pm	Past due time	22 seconds	110.00	A+	74.87.190.202		🗑
Sho Byrne	Aug 30, 2018 4:33pm	Past due time	26 seconds	110.00	A+	74.87.190.202		🗑
Mira Selkirk	Aug 30, 2018 4:34pm	Past due time	21 seconds	85.00	B	74.87.190.202		🗑

Sidebar: Dashboard, Info, Assignments, Rubrics, Lessons, Discussions, Conferences, **Tests**, Calendar, Roster, Gradebook, Attendance, Reporting, Chat, Evaluation

- Click the student's name to go to his student course summary page.

- As mentioned above, you can click a start time to look at an individual student's answers. If the student started the test after the test's due date (but still within the availability window), you'll see a badge to that effect.

- If you see -- in the grade columns, that test has ungraded questions and so cannot be graded.

- The IP address tells you "where" the student was when he submitted the test. By looking at IP addresses, you might find out that a student retook a test four times from four different computers, or that a group of students all took a test, one after the other, from the same computer.

- Click the proctor's name to see his contact information. appears when the proctor did not enter the check-out code; this could indicate that something about the student's test is not above-board.

- To delete a student's test, click . This automatically recalculates the student's final grade. If you do this on a test for which no retakes are permitted, you'll need to add an availability exception for that student if you want him to take the test again.

Test analysis

AG 201: Intensive Pasture Management

2020-2021: Fall

< Tests

Grangers Quiz

Design Preview History **Analysis**

Dashboard
Syllabus
Files
Assignments
Lessons
Discussions
Conferences
Tests
Calendar
Roster
Gradebook

Categories: Railroads (AG 201)

Name one of the railroads absorbed by Chicago & Northwestern between 1950 and 1980.
Short Answer · Average score: 88.64% · Offered: 68.75%
Categories: Chicago (AG 201) Grangers (AG 201) Midwest (AG 201) Railroads (AG 201)

	% of Responses	Average Score	Rescore
Chicago Great Western	54.55%	100.00%	
Omaha Road	18.18%	50.00%	
Minneapolis & Saint Louis	9.09%	75.00%	
Minneapolis and Saint Louis	9.09%	100.00%	
Minneapolis & St. Louis	9.09%	100.00%	

Test Statistics

|	
16 total attempts	
1.14 attempts per student	
14.29% of students took the test more than once	
5 minutes average test duration	

After your students have started submitting their tests, the Analysis view aggregates their answers so you can see how they performed as a group. Each question type displays all the answers given by students and the answers' distribution (except for essay questions, which show only distribution of grades). You can also see how many times students took the test and the average duration.

Here are some of the things you might find out:

- The students more or less aced the questions from Chapter 3, but bombed the questions from Chapter 4. Looks like you'll need to review Chapter 4 with them.
- The True/False questions are just too easy. You might consider some more challenging multiple choice or multiple answer questions.
- Almost everyone got the 8th question wrong... because you misspelled a key term you wanted them to define.
- The variation in the short answers reveals that your questions need to be more specific.

- Among many other things...

If you determine that an automatically-graded question has proved too hard or too easy, you can regrade it. Here's how:

1. Click next to the answer you'd like to regrade.
2. Select the percentage for the *New Score*.
3. Click **Save** to finish.

After you regrade a question, Populi will recalculate test scores for all affected students.

5.8 How To Use IP Filters To Restrict Student Access To Tests

In this article, you'll learn how to use the IP Filter option on tests to restrict test access to students who are on computers at a specific location.

Basics

An Internet Protocol (IP) address is a number assigned to an Internet-connected device. It serves to identify the device and give the device an "address". Because devices are generally connected to networks in a particular location (e.g. your college campus, your home office, the local coffee shop, etc.) IP addresses can be used to identify where a device is located.

IP Filtering for tests works as follows:

1. You specify that only devices from certain IP addresses may access the test.
2. When students go to take the test from the correct IP address, they can access the test.
3. If they go to take the test from the wrong IP address, they are locked out of the test. Here's what they'll see when that happens.

The typical use for IP Filtering is to ensure that only students in a particular location (perhaps surveyed by a proctor) can access a test. You should not use this tool in online-only courses where your students are located all over the place—it'd be a tremendous hassle keeping track of all the IP addresses you'd need.

Setup

Retakes   0 allowed

Restrictions   ☐ Require proctoring
                    ☐ Require password
                    ☑ Filter IP addresses ⓘ
                    ┌─────────────────────────┐
                    │ 00.502.1034.5   │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │ 127.0.0.1   │
                    └─────────────────────────┘

Plagiarism   ☐ Automatically check student submissions
                    Plagiarism report visibility Reports are not visible to students ⇕

                                                                    Save

When adding a new test assignment, you can add an IP filter restriction.

1. Follow the instructions for [setting up a test assignment](#).
2. Under *Restrictions*, check next to **Filter IP addresses**.
3. Enter the IP address(es) from which you wish to permit access to this test. Consult with your school's IT department if you need help determining what to enter in these fields.
4. When you're done, click **Save**.

5.9 How To Use Passwords To Let Students Access And Take Tests

In this article, you'll learn how to use the password option on tests to restrict test access to students.

- Before starting the test, students must enter the correct password. Without the password, they simply can't start the test. Here's what they'll see.
- If a student must be proctored, the password will be sent to the proctor when the test is available. The proctor can then provide it to the student or enter it himself.
- Among other situations, test passwords can help you administrate tests taken in a particular location. For example, you could announce the password at the beginning of the class—any student not present will need to make other arrangements to take the test.

Setup

When adding a new test assignment, you can add a password restriction.

1. Follow the instructions for setting up a test assignment.
2. Under *Restrictions*, check next to **Require password**.
3. Enter the password.
4. When you're done, click **Save**.

To view or change the test password:

1. Go to the test's Design view.
2. In the *Information* column on the right, click **Password**.
3. In the dialog, you can copy the password to send to your students or change it.

5.10 How To Edit Questions That Are Used On More Than One Test

After you including existing questions on your test—whether by adding individual questions or importing test sections, you can then edit them (if necessary).

Step 1. Edit the question

Click to edit the question.

What years did William Maxwell serve as fiction editor of *The New Yorker*?
Points: 3 | Type: Multiple Choice | Categories: Maxwell Writing

Step 2. Choose what to edit

Since the question is used on other tests, you'll be given two options:

- *Replace it with a copy:* This creates a duplicate of the question that's used elsewhere which you can then edit without affecting any of the other tests in which it is found.
- *Edit the original question:* The changes you make here will change the question everywhere it's used except for test attempts that have already been submitted by students.

ⓘ This question is used on 7 other tests.

Replace it with a copy · Edit the original question

Question	What years did William Maxwell serve as fiction editor of _The New Yorker_?

Answer

⊙	1936 - 1975	100% Credit ⬍
○	1946 - 1990	0% Credit ⬍
○	1930 - 1955	0% Credit ⬍
○	1957 - 1982	0% Credit ⬍
○	None of the above	0% Credit ⬍
○		0% Credit ⬍

Randomize ☑

Categories
Maxwell
Writing

Points 3

Extra Credit ☐

Save | Cancel

Step 3. Make your edits

After deciding which version—the duplicate or the original—to edit, go ahead and make whatever changes you see fit. You can change any aspect of the question except its *type*.

> ⓘ This question is used on 7 other tests. Editing it here will change it everywhere.
>
> Question | What years did William Maxwell serve as fiction editor of _The New Yorker_?

5.11 How To Use And Embed Files In Tests

In this article, you'll learn how to embed media files—images, audio, video, and documents—in test questions and text blocks.

Get the EMBED code for the file.

1. Find the file you'd like to embed in the test. You can grab the EMBED code from files you've uploaded to:
   - The [Course > Syllabus](#) view.
   - The [Course > Files](#) view.
   - You can also look for files you've included in [Lessons](#).
2. Click the file name to open the file viewer.
3. Click and select *Get embed code.*
4. **Recommended (but optional):** Enter `alt` text for the image—this helps assistive technology describe the image for visually-impaired users. Be as detailed as you wish!
5. When you're ready, click to copy the code.
6. Click the X to close the file viewer.

## Go to the test you're designing or editing

1. Go to the test's [Design view](#).
2. Add a question or add/edit a *Text* block.

3. Click **< >** in the editing menu to open the code editor.

4. Paste the embed code in the field.

5. Click **Save** in the code editor.

6. After finishing the question/text, click **Save**.

You can see how the file embed will look to your students by clicking *Preview*:

5.12 The Test Question Bank

After you create a test question, you can find it in the course question bank, which is located in the main Tests view under *Questions.* The view shows you all of the questions associated with the course.

- The questions in this view include:
    - Those you've created for tests in this course
    - Questions attached to this course from past terms
    - Imported questions and those created from existing questions
    - Questions shared with other courses in the catalog
- Click a category to see only the questions in that category. (Remember that questions can have multiple categories.)
- Click **Add a Question** to create a new test question. These questions will be available for use on your tests whenever you use an add-question option that relies on an existing question.

- Click **Import Questions** to add questions created for courses in which you are listed as faculty or which an admin has permitted to share questions with this course.
- To edit a question, click .
    - When you edit the question, it will change everywhere it is used, including in past tests (it will not change what appears on past student test attempts).
    - If you do not want the above to happen, you could try adding a new question and using the *Create a new question based on an existing question* option.

After you create a test question, you can find it in the course question bank, which is located in the main Tests view under *Questions.* The view shows you all of the questions associated with the course.

- The questions in this view include:
    - Those you've created for tests in this course
    - Questions attached to this course from past terms
    - Imported questions and those created from existing questions
    - Questions shared with other courses in the catalog
- Click a category to see only the questions in that category. (Remember that questions can have multiple categories.)

- Click **Add a Question** to create a new test question. These questions will be available for use on your tests whenever you use an add-question option that relies on an existing question.
- See below to learn about your options for importing questions.
- To edit a question, click .
  - When you edit the question, it will change everywhere it is used, including in past tests (it will not change what appears on past student test attempts).
  - If you do not want the above to happen, you could try adding a new question and using the *Create a new question based on an existing question* option.

Importing questions
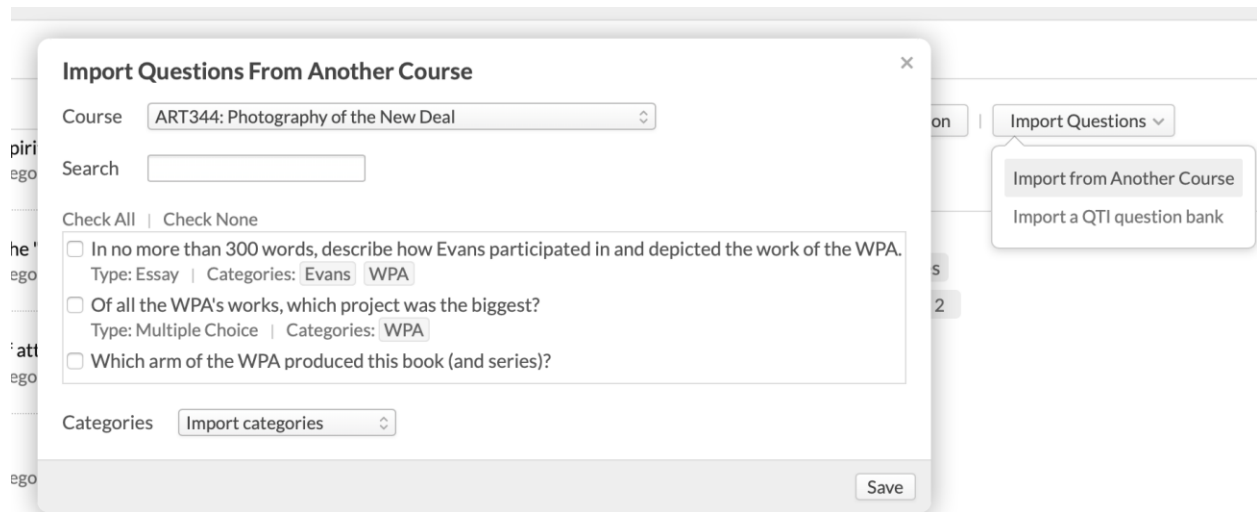
The *Import Questions* button lets you add questions to the course's bank in bulk, either from other courses or via a QTI import. (QTI files can be exported from most systems that export Common Cartridge files).

- Click **Import Questions** and select the option you'd like to use.
- To *Import from another course*:

1. Choose the course from the drop-down. These are courses that you have taught or which an admin has permitted to share questions with this course.
2. Check the questions you'd like to import.
3. Choose whether to import the categories for these questions or create new ones.
4. Click **Save** when you're done.

- To *Import a QTI question bank*:

  1. Upload a QTI file. These usually have the `.zip` extension, but Populi also accepts files with `.imscc` and `.qti`.
  2. After Populi sifts through the file, it presents what it has found. (Invalid entries are listed at the bottom of the page and will not be imported). Check next to the records you'd like to import and click **Import records**.
  3. When you're done, click *Go back to what you were doing* to return to the Questions view.

5.13 How To Import A Test From Another Course

In this article, you'll learn how to import a test—or sections of a test—from a past course into the course that you're currently conducting.

You can import tests from another section or term of this course, or from any other course in which you were listed as faculty. You can then edit that test— adding or editing elements or creating new questions—or leave it as-is.

Import Test Sections

Course	WRI252: American Literature II
Term	Fall 2019 2019-2020
Test	Howell Ch. 9 -10
Import	Selected sections

Check All | Check None

☑ Short Answer
Title
☑ Write just a few words in answer to these questions.
Text
☑ What are some of the genres William Maxwell worked in?
Question | Type: Short Answer | Points: 3
☑ Where was Maxwell born, and in what year?
Question | Type: Short Answer | Points: 3
☑ What year did his mother die? What was significant about her cause of death?
Question | Type: Short Answer | Points: 3
☑ Where did Maxwell attend college?
Question | Type: Short Answer | Points: 3
☐ Essay Questions
Title
☐ Please answer the following questions with approximately 250 words.
Text
☐ Describe Maxwell's relationship with one of the writers from Ch. 9.

Save

Import Test Sections | Edit All Question Points

ⓘ Learn more about tests

Information

Points	9 (Question points total)
Assignment	Howell Ch. 7-8 Quiz
Due	Aug 16, 2019 11:59pm
Add an exception
Availability	**Start**: Jun 3, 2019 12:00am
End: Jan 13, 2020 11:59pm
Add an exception
Time Limit	None
Add an exception
Retakes	No retakes
Add an exception
Feedback	**After Taking Test**
Grade, response scores & feedback
Test End Date
Grade, response scores & feedback, corred
Proctored	No
Add an exception

1. Click **Import Test Sections**.

2. Choose the term/course/section with the test you'd like to import.

3. Choose the test.

4. Check next to the elements you wish to import.

5. Click **Save**.

The imported test sections will populate your test below the last element on your test. If you need to edit any of the imported questions, have a look at this article.

## 5.14 Using The Feedback Options In Tests

In this article, you'll learn how to change the default feedback options on a test.

Your test's *Feedback* settings let you control what your students get to see after they have taken the test. When you first create a test, Populi sets these default feedback options:

- **After taking test:** Grade, response scores & feedback.

- **After test date:** Grade, response scores & feedback, correct answers.

You can change the feedback settings under the Information panel on a test's Design view:

- In the main Course > Tests view, click the test's name. You'll land on the test's Design view.

- Or, on the assignment page associated with the test, click the test's name, which takes you to the Design view.

To change the feedback settings:

1. In the right column under *Information*, you'll find the Feedback settings. Click the word **Feedback**.

2. Next to each time period, select a feedback option from the drop-down. (See below for explanations of the time periods and options.)

3. Click **Save**.

There are two periods:

- **After taking test:** After the student has pressed the *Submit* button on a test, she'll get the feedback you specify.
- **After test date:** After the availability window for the test has passed, students will be able to get the feedback you specify by viewing their own test's History view.

There are three feedback options:

- **Grades:** The student can see her grade (as soon as it's available).
- **Response scores & feedback:** The student can see what she got right (and wrong), together with the points or partial credit for each question, as well as any comments you wrote while grading the test.
- **Correct answers:** The student can see the correct answers you entered for question types that can be automatically graded.

5.15 How To Require Proctoring For Online Tests

Test proctoring lets you require your students to take tests with an observer present as a guard against cheating. Here's how it works:

Proctor Check-In

A proctor is required in order to take this test.
Please have your proctor fill in the form below.

Dean Starrick

Verification Method
○ Text Message   ● Email

dean.starrick@corwith.edu

22 West 12th Street

Boxton

Iowa   55902

United States of America

☑ I, *Dean Starrick*, agree to observe *Mira Selkirk* during the entire administration of this test, and do my best to prevent and report cheating.

Next
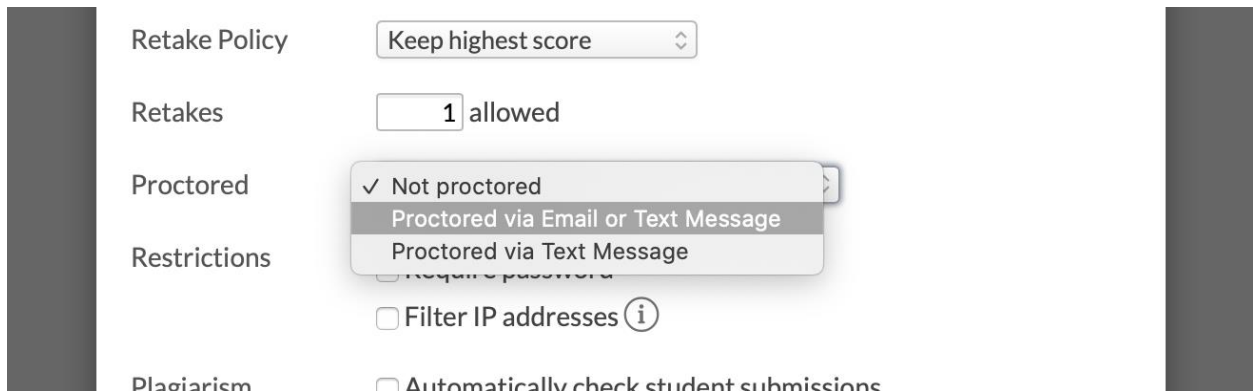
1. You set up your test to require proctoring.

- o You can choose to allow proctoring codes to be sent by text/email or by text only.

- o You can also [add an exception](#) to an unproctored test to require proctoring for a specific student.

- o Academic Admins can also be required by the registrar to be proctored for all tests.

2. When the student takes the test, Populi asks the proctor for contact information—including a mobile phone number or email address.

3. Depending on the proctor's selection, Populi sends her a check-in code via text or email. After the proctor enters the code, the student can take the test.

- o If the test is [password-protected](#), Populi will also send the proctor the password.

4. After the student submits the test, Populi sends the proctor a check-out code via SMS or email. The proctor must enter the code and check to verify that she did not observe any cheating.

5. If the proctor doesn't check out, the test is flagged for your review in the [test history](#).

6. Proctored tests show you the contact info for the proctor and links it, if possible, to people already entered in Populi. This helps you contact the proctor to verify her identity.

There are two ways to require proctoring for all students who take a particular test:
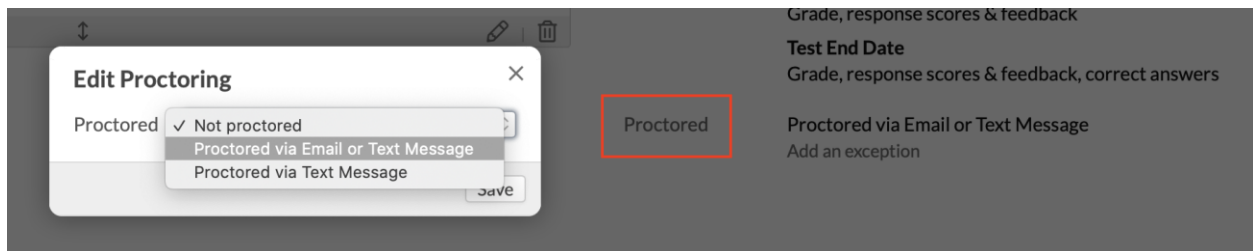
When setting up the assignment

When you're adding the new test assignment, check the box in the *Add Assignment* dialog next to *Require proctoring*.

In an existing test's *Information* **panel**

1. Go to the test's Design view:
   - o In the main Course > Tests view, click the test's name. You'll land on the test's Design view.
   - o Or, on the assignment page associated with the test, click the test's name, which takes you to the Design view.
2. In the *Information* panel in the right column, click the **Proctored** setting name.
3. Check *Yes*.
4. Click **Save**.

Proctoring for individual students

To require proctoring for an individual student on an otherwise unproctored test, add a proctoring exception for that student.

5.16 How To Give Your Students Exceptions For Availability, Time Limit, # Retakes, And Proctoring

In this article, you'll learn how to use exceptions on tests. Exceptions let you adjust the test's availability, time limit, retake, and proctoring settings to accommodate special needs for specific students. For example, if you make a test available for one day only, you can add an availability exception for a student who missed the window due to illness (while the remaining students will only be able to take the test in the regular availability window).

You can add exceptions under the Information panel on a test's Design view:

- In the main Course > Tests view, click the test's name. You'll land on the test's Design view.

- Or, on the assignment page associated with the test, click the test's name, which takes you to the Design view.

Proctoring Exceptions

Add exception for   -- ⇕

Jory Clemenza   ◉ Proctored   ◯ Not proctored   🗑

Leshawna Dyell   ◯ Proctored   ◉ Not proctored   🗑

Email students about changes ☑

Save

1. In the right column under *Information*, you can add exceptions for availability, time limit, the number of retakes, and whether to require proctoring. Find the appropriate field and click **Add an exception**.

2. In the dialog, select a student from the drop-down. As soon as you make a selection, his name will appear in the dialog.

3. Enter the exception information—a new time limit, new due date, number of retakes, whether to require proctoring.

4. Check whether to email the student about the exception.

5. The dialog lets you add exceptions for multiple students: just repeat the above steps as often as you need.

6. Click to remove a student's exception.

7. When you're done, click **Save**.

After you've added exceptions, you can edit or delete them:

1. Under the appropriate field where you've added an exception, click **Manage exceptions**.

2. Change the exception or delete it by clicking .

3. When you're done, click **Save**.

6. Discussions

6.1 How To Set Up Auto-Grading For Graded Discussions

In this article, you'll learn how to set up your graded discussion so that it will automatically grade your students' participation. (You can also manually-grade these assignments.)

To set up auto-grading, you'll need to pay attention to these items:

- The graded discussion's *Due Date* on the assignment page
- The discussion's grading requirements
- The *Comments Closed* setting on the discussion page
- The *Auto Grade* setting on the discussion page

Due date

Type	Discussion
Published	Yes
Due	Nov 15, 2019 11:59pm Add an exception
Availability	**Start:** Nov 1, 2019 12:00am **End:** Nov 22, 2019 11:59pm Visible to students before available

First make sure that the discussion assignment has a due date. There are three ways to do that:

- You can add the due date when you first create the assignment.

- You can add (or edit) the due date on the assignment's page.

- You can add or change the due date when you edit all groups and assignments on the course Assignments view.

Grading requirements

Auto grading will refer to your grading requirements when it calculates the grade. You'll need to set up at least one grading requirement in order for auto grading to work!

Comments Closed and Auto Grade

Settings

Published	Yes
Available	Nov 1, 2019 12:00am

Comments Closed | Date ⇕

Nov 22, 2019 📅 11:59PM

Save or Cancel

Peer Rating	Yes
Post First	Yes
Max Comments	Unlimited
Max Replies	Unlimited
Grade Comments	Out of 5 points
Grade Replies	No

Auto Grade | Nov 25, 2019 📅 Time

Save or Cancel

After the due date and grading requirements are nailed down, you can put in the final two details for auto-grading:

- **Comments Closed:** You'll need to set a date/time at which the discussion will automatically close for new comments/replies.

1. Click **Comments Closed**.
2. Select *Date* from the drop-down.

3. Enter the date/time. The date must be on or after the assignment's due date!

4. Click **Save**.

- **Auto Grade:** Enter the date/time at which you wish the assignment to be automatically graded. The time must fall on or after the *Comments Closed* date/time.

Now that you've set up auto-grading:

- On the date/time you've entered in the Auto Grade settings, Populi will tally each student's discussion contributions, compare them to your grading requirements, and assign each student a grade for the assignment. This grade will automatically push to the course gradebook and be figured into the student's final grade.

- You can disable auto-grading by editing the setting and deleting the date you entered.

6.2 How To Grade Comments, Replies, And Discussions

In this article, you'll learn how to grade comments and replies on graded discussions, as well as your options for grading the discussion itself. Don't forget that you can also set up your graded discussion to use auto grading.

Grading comments and replies

Delia Silcotta · less than a minute ago
A Good Man is Hard to Find takes a rather codger-y approach to the modern world. Flannery found it disheartening that Evangelical culture was on the rise ("John Wesley") and that the celebrity world was becoming an obsession ("June Star"). In the story's family portrait, the mother and father are disengaged, the children are brattish, and the family is abandoning their community ties in Tennessee to search out leisure and pleasure in Florida. Into this impasse steps the grandmother, a good woman who cares about tradition, about community, about manners and propriety and the mythic old south.

4.25 / 5 Save × | ♥ | Reply

Graded discussions give you the option of grading individual comments and replies from students.

These comment grades can then be used as a grading requirement for the whole discussion.

1. First, make sure you've entered something in the **Grade Comments** and/or **Grade Replies** settings. If you don't enter anything in these settings, you can't grade comments or replies!
2. If you're using rubrics, you can also assign a rubric to graded discussion comments.
3. Find the comment or reply you wish to grade. Click **Enter grade**.
4. Enter the grade (or use the rubric).
5. Finally, click **Save**.

If you need to change the grade later, click the grade to edit it.

Grading the discussion

To grade a discussion, you'll go to the assignment page. There you'll find a number of grading and review options.

1. Go to the assignment's page. You can find that via the course Assignments view, the gradebook, or by going to the discussion's page and clicking **Assignment page**.
2. Click a student's name to go to his assignment detail page.
3. On that page, you'll have the following options:

- The *Feedback* view lets you and the student interact regarding the assignment.
- Review the student's contributions on the *Discussion* view.

- *Stats* tallies up the student's contributions—number of comments, peer ratings given, etc.

- Click **Enter Grades** to give the student a grade. If you've set up grading requirements for the discussion, you'll see how the student scored on each one.
- You can edit the grade generated by the requirements or use the assignment rubric.
- When you're done grading this student, click **Save** or **Save and go to the student**.

6.3 How To Handle Reported Comments

Students can report other students' inappropriate comments, replies, and even entire discussions. Here's how that works:

1. A student reports the item

The student uses the *Report* action by the comment, reply, or discussion topic. After giving a reason for why they feel the item should be removed, they submit it. (More than one student can report an item.)
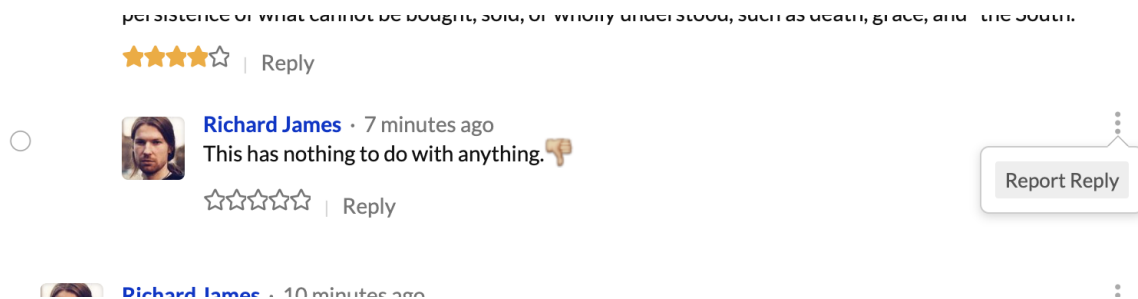
2. You are notified of the report

You receive an email with the report linking you to the item. You can also look at the main Discussions list to see if there are any unresolved reports.

You review the reported item

You go to the discussion, locate the item, and click its *# Report(s)* indicator. You'll see who reported the item and their reason for doing so.

You review the item, and either delete it or mark it **OK**.

6.4 Managing Grading Requirements and Settings For Your Graded Discussion

When you first create a graded discussion:

- It isn't published; it's in *Draft* mode.
- It doesn't have a topic.
- It doesn't have any grading requirements.

In this article, you'll learn how to use the settings and grading requirements in your graded discussion.

Publishing a discussion

If the discussion is *not* published, it is a *draft* and students can neither view it nor comment on it. If it *is* published then students can make comments and view it (students can view published discussions even after comments are closed). There are two ways to publish a graded discussion:

- You can **edit the discussion topic**(and title) right up until someone (including you) posts a comment. After editing the topic, you can either **Save** it or **Save and publish** the discussion.
- Under Settings, set **Published** to *Yes*.

Before publishing a discussion, make sure you've entered a topic and filled in all the settings and grading requirements you wish for this assignment!

Settings

You can change any of the discussion's settings by clicking the setting name, making your changes, and saving. Your selections for the following settings will affect your options for grading requirements.

- **Comments Closed:** If set to *No*, then the discussion is open to new comments and replies. If set to *Yes*, then the discussion can only be viewed by you and your students.
  - You can also enter a date on which the discussion will automatically close. You must enter a date if you wish to use the *Auto Grade* setting. This date must be *after* the assignment due date.

- **Peer rating:** If set to *Yes*, then students can rate other students' comments/replies with one to five stars. You can then see the average peer rating next to each item. You can use peer rating as a grading requirement (see below).

- **Max Comments/Replies:** Limit the number of comments/replies a student can contribute to the discussion. Keep these settings in mind if you decide to require a minimum number of comments/replies in the grading requirements.

- **Grade Comments/Replies:** You can enter grades next to individual student comments/replies. Enter the maximum number of points that an individual comment/reply can earn. If rubrics are available, choose one from the drop-down. Keep these settings in mind if you decide to require a minimum comment/reply grade in the grading requirements.

- **Auto Grade:** Read more about auto-grading in this article.

Grading requirements

Grading requirements help you determine what grade to give an individual student for their performance on the discussion. If you use the Auto Grade setting, it will refer to these grading requirements when it calculates the grade.

1. Click **Add requirements** in the assignment info panel in the right column of the discussion page.
2. Next, select the requirements you wish for this discussion and enter the appropriate values. Depending on your selections in the discussion's settings (see above), your requirement options will vary. Here are *all* the options:

- **Number of comments/replies/posts is at least:** Students must enter a certain minimum number of comments/replies. If you select *posts*, then this will look at the total of comments *and* replies.
- **Total comment/reply/words is at least:** Student comments and replies (and total words) must have a certain minimum word count.
- **Average comment/reply peer rating:** Translates the average rating the student receives on comments/replies from other students into a score.
  - For example, if you enter 5 points, and the student's average peer rating is 4, she'll get 4 out of 5 points.
- **Average comment/reply peer rating is at least:** Ratings the student receives on comments/replies from other students must be at least this number.
- **Number of replies to my comments:** The student must reply to *your* (the course faculty's) comments *at least* this number of times.
- **Number of posts rated is at least:** The student must rate at least this number of comments/replies from other students.

- Check to make a requirement *Extra credit* or to enable *partial credit* for it.
- Click to remove a requirement.
- Click **Save** when you're finished.

Now that you've set up your discussion, you're ready to publish it and let your students have at it.

After that, you'll review their contributions and give them grades...

6.5 Publishing And Managing Settings For Your Course Discussion

On the discussion's page, you can adjust its settings and edit the title or topic (before any comments are posted). You should review these items before publishing it and letting the discussion commence.

Publishing a discussion

If the Published setting is set to *No*, the discussion is still a draft and students can neither view it nor comment on it. If set to *Yes*, then students can make comments and view it (students can view published discussions even after comments are closed). There are two ways to publish a discussion:

- You can **edit the discussion topic**(and title) right up until someone (including you) posts a comment. After editing the topic, you can either **Save** it or **Save and publish** the discussion.
- Under Settings, set **Published** to *Yes.*

Other settings

- You can **edit the discussion topic**(and title) right up until someone (including you) posts a comment.

- You can change any of the discussion's settings by clicking the setting name, making your changes, and saving.

- To delete a discussion, click **Actions** and select *Delete Discussion*. This lets you delete the discussion and all its comments and data. (Graded discussions can only be deleted by deleting the associated assignment.)

- **Peer rating:** If set to *Yes*, then students can rate other students' comments/replies with one to five stars (see the picture below). Each comment will then display the *average* peer rating. You can use peer rating as a grading requirement in graded discussions.

Delia Silcotta · 4 minutes ago
Unlike Tom Wolfe and Hunter Thompson, who helped kick-start the "new journalism" in the 1960s, McPhee produced a gentler, more literary style of journalism that more thoroughly incorporated techniques from fiction. McPhee avoided the streams of consciousness of Wolfe and Thompson, but detailed description of characters and appetite for details make his writing lively and personal, even when it focuses on obscure or difficult topics. He is highly regarded by fellow writers for the quality, quantity, and diversity of his literary output

★★★★☆ | Reply

Delia Silcotta · 4 minutes ago
Unlike Tom Wolfe and Hunter Thompson, who helped kick-start the "new journalism" in the 1960s, McPhee produced a gentler, more literary style of journalism that more thoroughly incorporated techniques from fiction. McPhee avoided the streams of consciousness of Wolfe and Thompson, but detailed description of characters and appetite for details make his writing lively and personal, even when it focuses on obscure or difficult topics. He is highly regarded by fellow writers for the quality, quantity, and diversity of his literary output

Enter grade | ★ ◄ 4.00 | Reply

6.6 Adding A New Discussion To Your Course

There are three ways to create new discussions in your course:

- In the Course > Discussions view, start by clicking **Add a course discussion**(see below for instructions).
- In the Course > Assignments view, you can add a discussion-type assignment.
- In a lesson, you can add a new discussion that's connected to a lesson; you can also add existing discussions (both graded and non-graded).

How to add a new non-graded discussion

This lets you create a *non-graded* discussion that is attached to the *course.* If need be, you can later connect it to an assignment or a lesson.

Add a Course Discussion   ✕

am

lic

Paths to Human Maturity

We'll be discussing David Field's _Paths to Human Maturity_, particularly its intriguing integration of the ascetic disciplines of the Desert Fathers with Freudian psychoanalysis.

Show formatting guide

19-12-31 - Path... - Syllabus.pdf   307 KB · Complete   ✕

Author   Gemma Frye (Primary) ⇕

Published   ⦿ Yes   ◯ No

Available   Mar 30, 2020   📅   Time

Comments Closed   No ⇕

Peer Rating   ⦿ Yes   ◯ No

Post First   ⦿ Yes   ◯ No

Max Comments   5

Max Replies   5

Attached to   Course

                                                            Save

1. Click **Add a Course Discussion**.

2. Enter the discussion title. The title should be a brief description of what you want the discussion to focus on.

3. Enter the discussion topic. The topic can be as detailed and lengthy as you wish. You can use text formatting in the topic.

4. Attach an optional file.

5. Choose the discussion's author—your choices are limited to anyone who is listed as course faculty.

6. Check whether this discussion is published or not. Students cannot participate in a discussion until it is published.

7. Enter a date for when this discussion will first be available.

8. Choose how to close the discussion to comments:

- *Yes* means this discussion is now closed to new comments/replies.
- *No* means this discussion is now open to new comments/replies.
- *Date* lets you set the end date/time, at which time the discussion will automatically be closed to new comments/replies.

- Check whether to allow Peer Rating.
- Check whether to require a student to submit a post before being able to see other students' comments.
- Enter the maximum number of comments and/or replies that an individual student can make in a discussion.
- When you're done, click **Save**.

Now that you've created this discussion, it will show up either under current or future discussions. It is not graded, but if need be, you can later link it to a discussion-type assignment.

6.7 Setting Up Discussions

Discussions let you conduct online conversations with your students on course-related subjects in various places in your course. You can find all your course's discussions—in all their different statuses—in the Discussions view:

- Available, future, closed, and deleted discussions

- Graded and non-graded discussions

- Draft and published discussions

- Discussions attached to lessons

In the image above:

- You can filter the Discussions view to **Show** *all discussions*, *course discussions*, or discussions attached to individual lessons.

- Click the link at the bottom to **show deleted discussions** (if you've deleted any).

- *Drafting, Editing, and Revising (Week Twelve)* is currently open. It has a total of 39 comments and/or replies. The discussion symbol is blue, which indicates that it has comments you've not read yet. It is a graded discussion due on February 7. One comment has been reported.

- *Creative Non-Fiction and New Journalism* is in draft mode. If published, it will be available on April 25. It is attached to the *Creative Non-Fiction* lesson. It is a graded discussion.

- *Welcome to the Creative Writing Workshop* has been closed for comments. At the time it closed, there were 102 comments. One comment has been reported.

Who can start a discussion?

Different kinds of users can create discussions:

- o **Course faculty and teaching assistants:** Faculty and TA's listed for the course have full access to all discussions, settings, permissions, and grading requirements (for graded discussions).
- o **Academic Admins and Registrars:** Likewise, so do Academic Admin and Registrar users.
- o **Students and auditors:** If you have allowed students to start discussions (in the *Discussions* setting on Course > Info view), then both enrolled and auditing students can start discussions (setting only the title and topic).

How to start a discussion

There are three ways to create new discussions in your course:

- In the Course > Discussions view, start by clicking **Add a course discussion**.
- In the Course > Assignments view, you can add a discussion-type assignment.
- In a lesson, you can add a new discussion that's connected to a lesson; you can also add existing discussions (both graded and non-graded).

6.8 Graded Discussions

Graded discussions are attached to an assignment. As an assignment, they can be graded and factored into your students' final grade for your course. As a discussion, they operate much like a regular discussion, but with additional options for grading.

How to create a graded discussion

Add Assignment   ✕

Name   Short Stories 1950-1980

Description   The period following World War II saw a great
                flowering of literary short fiction in the United States.

Points   50

Extra Credit   ☐

Group   Participation

Type   Discussion
                New discussion

Rubric   Student Comments

Due   12/08/2018   Time

Availability   Available after
                11/27/2018   Time
                ☑ Visible to students before available

                                                            Save

This lets you create a *graded* discussion that is attached to the *course.* If need be, you can later connect it to a lesson.

1. Go to the Course > Assignments view.

2. Click **Add an assignment**.

3. Enter the assignment details.

4. When you get to the **Type** field, choose *Discussion*.

5. A new drop-down will appear, letting you choose either to create a *New discussion* or to select from any existing (non-graded) discussions.

- If you create a new discussion, the discussion will have the same name as you give the assignment.

- If you choose an existing discussion, the assignment's name will change to match the discussion's name.

- You can choose a rubric for the discussion assignment; you can also choose a rubric if you enable grading for comments and replies.

- When you're done, click **Save**.

After creating a graded discussion:

- You'll need to adjust its settings and add grading requirements for it on its page.

- An entry will appear for it in the course Gradebook.

Now that you've set up your discussion, you're ready to publish it and let your students have at it. After that, you'll review their contributions and give them grades...

Grading the discussion

The assignment detail in discussion and peer review assignments includes a few more review options:

- The *Feedback* view works just as it does on any other assignment.
- Review the student's contributions on the *Discussion* view.
- *Stats* tallies up the student's contributions—number of comments, peer ratings given, etc.
- When you click **Enter Grades**, you'll see how the student scored on each of the grading requirements you set up for the discussion (if any).
- You can edit the grade generated by the requirements or use the assignment rubric.

6.9 Conducting Discussions

Discussions are pretty straightforward. You and your students leave posts—both comments and replies—and can even attach files to them.

- You and your students can comment, reply to comments, and reply to other replies.

- Anyone who starts a discussion can delete it. Users can also delete their own comments and replies.

- Course instructors and the registrar can delete any discussion, comment, or reply.

- The blue circle indicates an *unread* comment. A gray circle indicates a *read* comment. Click the circle to toggle it to the other status.

- Use the filter to sort the discussion by Oldest/Newest, Unread posts, those with Recent activity, or those with the most activity (a comment with a lot of replies, for example).

A couple other things you might encounter in discussions:

Peer rating

Peer rating lets your students rate one another's comments and replies. In graded discussions, you can make peer rating one of your grading requirements. In the image below, the top part shows you what the student sees: one to five stars with which to rate the comment. The bottom part shows you what you'll see: an average of all the ratings on this comment.

Delia Silcotta · 4 minutes ago
Unlike Tom Wolfe and Hunter Thompson, who helped kick-start the "new journalism" in the 1960s, McPhee produced a gentler, more literary style of journalism that more thoroughly incorporated techniques from fiction. McPhee avoided the streams of consciousness of Wolfe and Thompson, but detailed description of characters and appetite for details make his writing lively and personal, even when it focuses on obscure or difficult topics. He is highly regarded by fellow writers for the quality, quantity, and diversity of his literary output

★★★★☆ | Reply

Delia Silcotta · 4 minutes ago
Unlike Tom Wolfe and Hunter Thompson, who helped kick-start the "new journalism" in the 1960s, McPhee produced a gentler, more literary style of journalism that more thoroughly incorporated techniques from fiction. McPhee avoided the streams of consciousness of Wolfe and Thompson, but detailed description of characters and appetite for details make his writing lively and personal, even when it focuses on obscure or difficult topics. He is highly regarded by fellow writers for the quality, quantity, and diversity of his literary output

Enter grade | ★ ‹ 4.00 | Reply

Reported comments

Students can report other students' inappropriate comments, replies, and even entire discussions. This article describes how that works.

Let's start with *A Good Man....* There are varying opinions of the story. Most of this discrepancy centers on the grandmother's act of touching The N

Reply

Dorian Sillmo · 36 minutes ago

I'm intrigued by the argument that how, something to ignore, forget, package, or persistence of what cannot be bought, s

Enter grade | ⭐ 4.00 | Reply

Reply Reports ✕

Mira Selkirk · 21 minutes ago
In study groups, Richard really has it in for Dorian. And this reply doesn't help anything with the discussion. He's just being rude to her whenever he can.

Delete Reply   Mark OK

Richard James · 30 minutes ago
This has nothing to do with anything.👎

⭐ 0 | Reply | 1 Report

Delete Reply

Richard James · 34 minutes ago

Grading comments and replies

Graded discussions give you the option of grading individual comments and replies from students. These comment grades can then be used as a grading requirement for the whole discussion. This article describes how to grade comments, replies, and discussions.

Delia Silcotta · less than a minute ago
A Good Man is Hard to Find takes a rather codger-y approach to the modern world. Flannery found it disheartening that Evangelical culture was on the rise ("John Wesley") and that the celebrity world was becoming an obsession ("June Star"). In the story's family portrait, the mother and father are disengaged, the children are brattish, and the family is abandoning their community ties in Tennessee to search out leisure and pleasure in Florida. Into this impasse steps the grandmother, a good woman who cares about tradition, about community, about manners and propriety and the mythic old south.

4.25 / 5 Save ✕ | ♡ | Reply

7. Common Tasks

7.1 Working With Incomplete Students

Incomplete students are those who have not finished the work for your course, but rather than failing or withdrawing, are given some sort of extension to complete the work after the course's end date. Here's how to handle incomplete students—from when they're first marked as incomplete to when they finish the course. The storyline:

1. You (or the registrar) mark the student *incomplete* by changing her status on the course roster.

2. The course is finalized; the student's incomplete status is reflected on her transcript, degree audit, grade report, and anywhere else course grades are shown in Populi.

3. As the student completes her coursework, you enter grades for it on her Student Course Summary page.

4. When she has completed all of the coursework, you switch her from *incomplete* to *enrolled* by changing her roster status.

5. Her enrolled status, together with her assignment and final grades, are finalized; her transcript, etc. are automatically updated.

Marking a student *incomplete*

To mark a student *incomplete*:

1. Go to the course roster.

2. Click next to the student.

3. In the dialog, select *Yes* next to Incomplete.

4. Click **Save**.

5. Go to the Course > Info view.

6. Click **Finalize Course**.
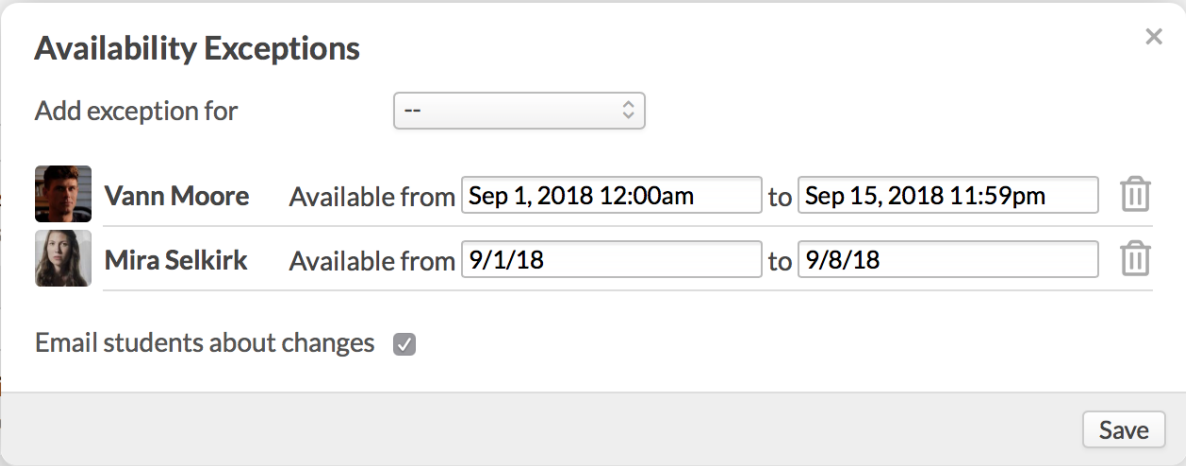
7. Follow the instructions for finalizing an individual student found in this article(you can also finalize the course and all students...).

Students

	Student	Status	Retake	P/F	Credits
☐	🔒 Richard James Undergraduate: Freshman	🔒 Enrolled	No		4.00
☐	Jane Mireaux 🔒 Undergraduate: Sophomore	🔒 Incomplete Mark Complete			4.00
	Vann Moore				

The student is now listed as *incomplete* for the course on her transcript, degree audit, and all other reports. Her GPA and earned credits/hours will not include this course in their calculations.

Grading an incomplete student's coursework

Availability Exceptions

Add exception for   --

| | Vann Moore | Available from | Sep 1, 2018 12:00am | to | Sep 15, 2018 11:59pm | 🗑 |
| | Mira Selkirk | Available from | 9/1/18 | to | 9/8/18 | 🗑 |

Email students about changes ☑

Save

While not required, it would be helpful to give the student availability exceptions for her incomplete assignments. Doing so lets her submit work after the course end date.

As she begins to submit her coursework, you can grade it on the assignment page or use the grading interface on the student course summary page:

| | Roster | | Jane Mireaux | | | Actions ⌄ |

Jane Mireaux
Undergraduate Sophomore
🔒 AFA: Associate of Fine Arts - Pursuing as of 09/03/2014

Change status to Enrolled and lock grades & attendance

Assignments | Atte

Save Grades or Cancel ☐ Mark Complete ⓘ   Fill empty grades with zeroes

Grade
86.92% B

Info

Advisor	Hank Spoon
Status	🔒 Incomplete / Mark Complete
Pass/Fail	No
Credits	4.00
Note	Incomplete due to illness.
Transcript Note	--

Assignment	% of Course	Points		Grade
Editorial Worksheet	8.33%	23	25	92%
Everything That Rises Must Converge	10.00%	10	10	100%
Flannery O'Connor: Short Fiction	16.67%	47	50	94%
Howell Ch. 4 Quiz	8.33%	23	25	92%
Howell Ch. 5-7 Test	16.67%	39	50	78%
Mystery and Manners	5.00%	5	10	50%
Norman Mailer Essay	13.33%		100	0%
O'Connor Essay	13.33%		100	0%
Short Story Essay	13.33%		100	0%
Final Grade				86.92 B ⇕

1. Go to the course roster.
2. Go to the student's course summary page—there are two ways to do that:

- Click the student's name
- Click **Mark Complete** under the red *Incomplete* notice and then **Enter Grades** in the dialog.

- On the course summary, click **Edit Grades** under the assignments graph (if you got here via *Mark Complete*, the grading fields will already be opened).
- Grade her assignment(s).
- Click **Save Grades** when you're done.
- Repeat these steps as often as you need to.
- If the student has submitted all her work (or her time is up), check **Mark Complete** to switch her to *Enrolled* and finalize her grades and attendance.

Don't forget:

- Any assignments you leave ungraded will be counted as *excused*—they will not be counted in her final grade calculation!

- If you do not wish to excuse an assignment that has not been submitted, you need to enter "0" for the grade (use the *fill all empty grades with zeroes* function to accomplish this in one fell swoop).

Marking the student complete

When the student has completed the work—or the extension time you've granted her is up—you'll want to mark her as *complete*:

1. Make sure you've graded or excused her assignments as appropriate.
2. Go to the course roster or the student's course summary page.
3. Click **Mark Complete** under the red *incomplete* notice.
4. After verifying her final grade and attendance, click **Mark Complete**.

After you mark her *Complete*, her roster status will switch to *Enrolled*. She will remain finalized in the course, and her grade will appear on her transcript, degree audit (and other reports), and her GPA and earned credits/hours will be updated.

7.2 Finalizing Students And Courses

This article covers how to finalize your course or individual students.

- Both you and the registrar can finalize the course. In case you need to make changes after that happens, the registrar will need to first *unfinalize* the course.
- You finalize a course when it is finished—typically at the end of the term, though there are plenty of situations where you might need to finalize at a different time. When you finalize a course, this action also finalizes all the students in that course.
- You finalize individual students when it is time to make the course and a student's grade(s) part of his permanent academic record. Again, this usually happens at the end of the term. Some cases in which you'd finalize an individual student include a withdrawal after the course add/drop date or an *Incomplete*.
- You can finalize the course or a student at any point in the course's lifecycle.

When you finalize your course or individual students:

- You submit your students' grades as part of their permanent academic records.
- You lock the course to any further changes—both to course content and to student coursework.
- If you finalize a student (and not the course), you lock that student's coursework to any further changes.

How to get to the finalize page

ART451: The Rhetorics and Poetics of Film

2019-2020: Fall

Settings   Rubrics   External LTI Tools

Clone from another course | Finalize course | Common Cartridge ⌄

Term   2019-2020: Fall
Course   ART451
Start/End   Jun 23, 2019 - Dec 21, 2019

Meeting Times   add
Days   TU, FR
Time   05:00PM-09:00PM
Repeats   every week
Location Barstow Hall: 3

Reporting
Chat
Settings

1. Go to any of the pages from which you can finalize the course. These pages are:
   o The Course > Settings view
   o Gradebook
   o The Final Grade page
2. Click **Finalize course**. (If any students have been finalized already, the link will say **Manage finalization**.)
3. You'll be taken to the Manage Finalization page.

The finalization page

ART451: The Rhetorics and Poetics of Film

2019-2020: Fall

Manage Finalization

Check all students | Uncheck all students

Finalize	Name	Status	Final Attendance	Final Grade	Letter Grade	Course Comment
☑	Johnny Adams	Enrolled	88%	79.00%	C+	Strong papers, good contributions to class discussion.
☐	Spilly Arndt	Enrolled	88%	85.00%	B	Insightful papers but had problems with timeliness.
☑	Michelle Eckson	Incomplete	85%	84.00%	B	Good papers and discussion contributions, but was consistently late with readings. Incomplete.
☑	Roger Frame	Enrolled	98%	89.00%	B+	Excellent papers offset by lack of attention to reading.
☑	Joella Loclane	Enrolled	98%	88.00%	B+	Good, insightful work by the end of the term after a fairly weak start.
☑	Embay Parsons	Enrolled	95%	87.00%	B+	Strong papers and good contributions to class discussion.
☑	Loren Reven	Enrolled	95%	98.00%	A+	Remarkable work all around. A true pleasure to have in class.
☑	Mira Selkirk	Enrolled	100%	96.00%	A	Superb papers, insightful analysis, and perceptive contributions to class discussion.
☐	Zara Tamsen	Enrolled	100%	97.00%	A+	Absolutely excellent work.
☑	James Yeager	Enrolled	89%	87.00%	B+	Strong papers, good contributions to class discussion.
☑	Paula Zerott	Enrolled	96%	94.00%	A	Strong papers, excellent contributions to class discussion.

Dashboard
Syllabus
Files
Assignments
Lessons
Discussions
Conferences
Tests
Calendar
Roster
Gradebook
Attendance
Reporting
Chat
Settings

☐ Finalize course and all students

Submit | By clicking "Submit" I acknowledge the above information for the selected students is complete and accurate.

1. You can finalize the entire course, or individual students:

    o **Finalizing individual students:** The student's grades are submitted to his permanent academic record, updating his transcript, grade report, and statistics like earned credits and GPA. It also closes him out of the course, so he can no longer submit assignments, take tests, and so on.

        ▪ When you finalize an *Incomplete* student, you can add [exceptions](#) for availability dates for the coursework, which permits him access to those assignments after he is finalized.

    o **Finalizing the course:** The course is closed down to all activity and updates. You can no longer add assignments, change settings, and so forth.

    o **Finalizing all students, but not the course:** You can continue to update the course content, settings, and details.

2. Check the boxes next to individual students you wish to finalize, OR...

    o ...Check at the bottom to finalize both the course *and* any unfinalized students

    o **Check all students** lets you finalize all students without finalizing the course.

    o If you need to unfinalize a student, un-check his name.

3. When finished, click **Submit**.

Now that you've finalized the course or students...

- Finalized student grades are now part of their grade reports, transcripts, and other academic records.

- appears in various places in the course pages (next to certain settings on Course > Settings, for example) or next to the student's name.

- If you've only finalized students, you can come back to this screen at any time to finalize other students or the entire course.

- If you've finalized an incomplete student, read this article to learn how to enter grades for her or mark her *complete*.

- If you finalize the course, you'll need to have the registrar unfinalize it should you need to make further changes.

7.3 Student Course Summary

The student course summary shows you detailed information about a student's grades and attendance in the course. It is available to Academic Admins, Registrars, the course faculty and teaching assistants, and the advisors assigned to individual students. You can find it one of two ways:

- Go to the course Roster and click a student's name.

- For those with access to the student's advising view, click the course name in the transcript interface.

You can also get insight into student performance in the Course > Reporting view.

Navigation and actions

- The course summary has two views, one focusing on assignments, the other on attendance.
- Use the drop-down and back/forward buttons to toggle from one student to the next.
- Click the student's name to go to his profile.
- The Actions menu lets you email the student or flag him.
- You can perform a number of actions for incomplete students; follow the link for details.

Assignments
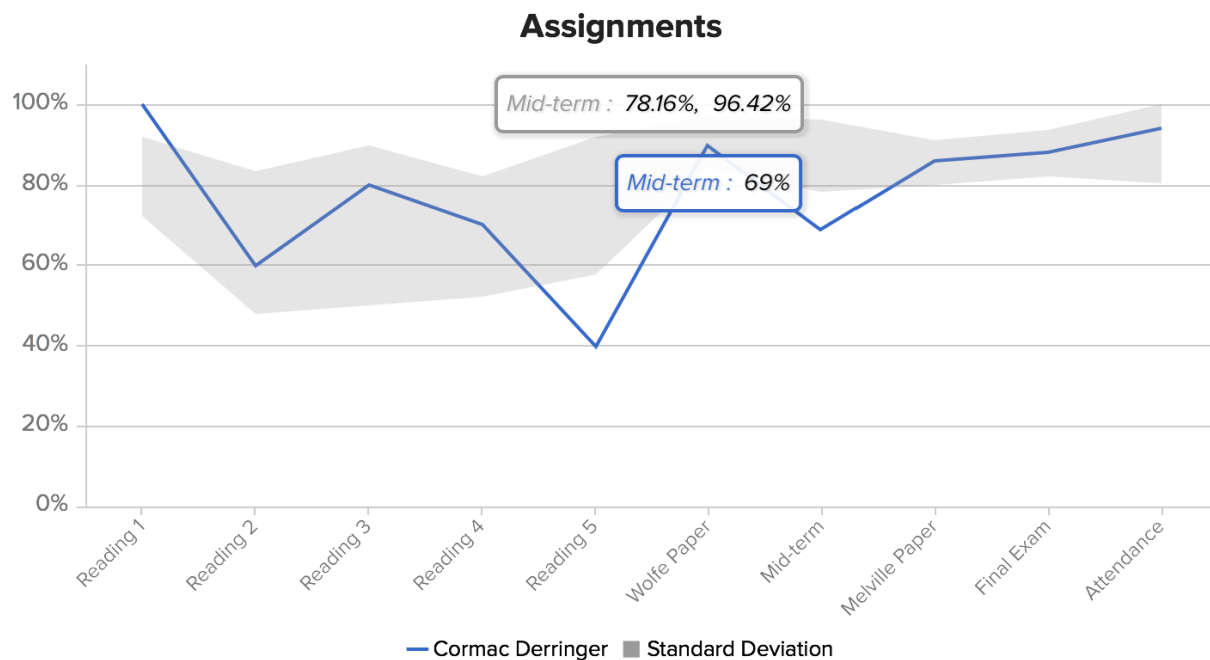
Assignments

The assignments view...

- Lets you compare the student's assignment grades to the class' performance as a whole
- Lets you view and edit the student's individual assignment grades

The grade graph charts the student's percent grades (the blue line) and compares them to the standard deviation calculated from grades from all of the course's students (the gray area). Hover

over the blue line to see the student's grade, or over the gray area to see the standard deviation values.

Below the grade graph you'll see a list of the course assignments, what percentage of the final grade each assignment is worth, the actual points the student earned on the assignment, and the percent grade.

- Click the assignment name to go to its page, where you'll find, among other things, the student's assignment detail.
- Likewise, you can go to the final grade/attendance page.
- Click **Edit Grades** to change any assignment grade or the final grade. If you're using rubrics, you can use the rubric to grade the assignment or review the student's rubric scores .

Attendance

The attendance view...

- Lets you compare the student's attendance stats to those of the class as a whole
- Lets you view and edit the student's attendance for individual meeting times for which attendance was already taken

Like the grade graph, the attendance graph charts the student's attendance percentage (the blue line) and compares them to the standard deviation calculated from the attendance stats of all of the course's students (the gray area). Hover over the blue line to see the student's attendance figures as of that date, or over the gray area to see the standard deviation values.

Below the graph you'll see a list of the meeting times for which attendance has been taken and a running attendance percentage.

- Click the meeting time to go to its attendance page.

- Likewise, you can go to the final grade/attendance page.

- Click **Edit Attendance** to change any attendance status for any meeting time.

Lessons
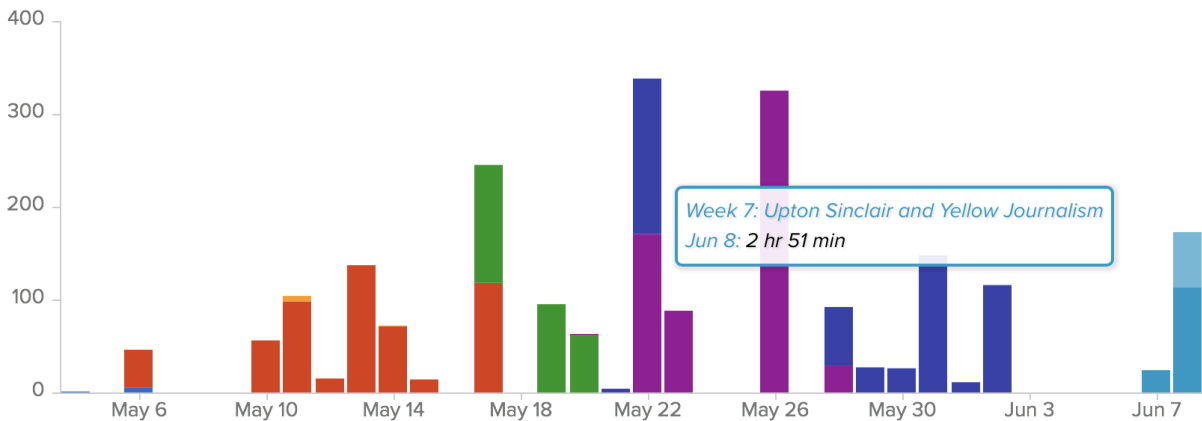
Lesson	% Completed	Time Spent
Week 1: New England's Novelists	100%	6 minutes
Week 2: 19th Century Essayists	100%	7 minutes
Week 3: Melville	100%	9 hours, 10 minutes
Week 4: European Influences	100%	4 hours, 44 minutes

The Lessons view shows you how much time the student spent on lessons on particular dates. Hover over a bar to see how much time he spent on a given lesson on that date.

Below the graph you'll see a list of the lessons together with a completion percentage and a tally of time spent on the lesson.

- Click the lesson name to go to its page.

- The percentage takes you to the lesson progress view.

Discussions

May 23: *1,874 words*
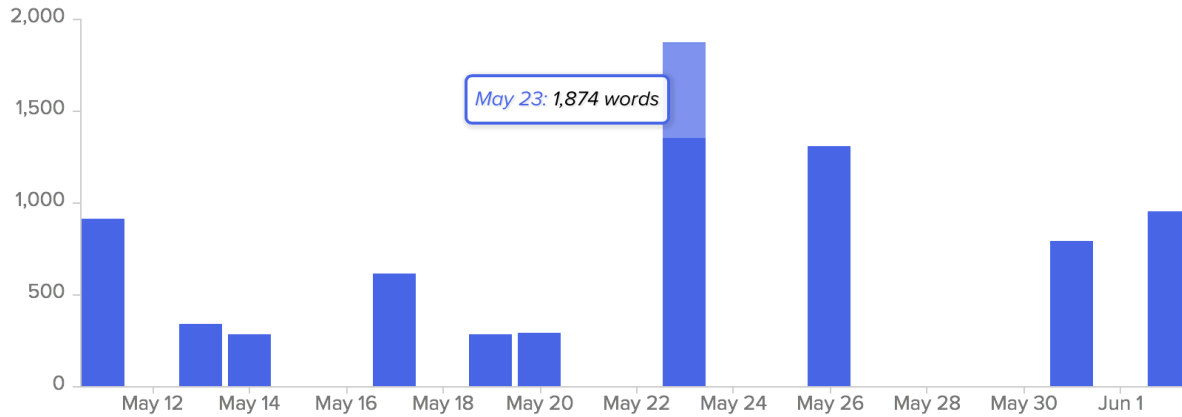
Topic	Lesson	Comments	Replies	Word Count	Avg. Word Count
Getting Started: Discussion (I...	Getting Started	1	2	527	176
Wk1: Discussion	Week 1: New England's Novelists	1	2	1,002	334
Wk2: Discussion	Week 2: 19th Century Essayists	1	2	1,189	396

The Discussions view shows you how many words the student contributed to course discussions on particular dates.

Below the graph you'll see a list of the discussions together with stats for comments and replies.

- Click the discussion name to go to its page.
- Click the lesson name to go to its page.

Info

The Info panel gives you the basic roster information for this student— enrollment status, whether the student is getting a Pass/Fail grade, how many credits she'll earn if she passes, and any general notes on the student.

- Academic Admins and Registrars can edit any of these fields by clicking the field name (save for *credits/hours*—see below).
- Hours and credits can be edited depending on what you've permitted in Academics > Settings > General under the *Course units by student* setting.

- Course Faculty and Teaching Assistants can change a student's status between *enrolled* and *incomplete*.
- If the *Enrollment* setting on the Course Info view is set to allow Faculty to manage enrollment, then course Faculty can change the enrollment statuses to *auditor*, *withdrawn*, etc.
- Advisors cannot change any of this information.

Flags

Flags

Show all ⇕ **flags**

▼ **Oct 4, 2018**   Mark resolved | Edit | 🗑
Average assignment grade: 70%
Low assignment grade: 40%

Added by: System
Based on attendance and assignment grades for the last 30 days.

■ **Sep 10, 2018**   Mark resolved | Edit | 🗑
Fell behind after missing two consecutive class meetings.

Added by: Lita Mayhew

■ **Aug 10, 2018**
Delia was late handing in the first three assignments.

Added by: Lita Mayhew
Resolved by: Gemma Frye on Aug 18, 2018

Flags may have been triggered by flag thresholds or were manually-added here on the student course summary. This interface lets you see current and past flags.

In the above image...

- The selector is set to *show all flags*; you can also set this to see only *active* flags.
- The red flag was triggered by the flag thresholds established in Advising > Settings. Delia's performance in ths course is worrisome. If she fixes things up, the red flag can transition to a yellow flag and then even a green flag.
- The yellow flag from September 10, 2018 was added by the professor, Lita Mayhew.
- The yellow flag from August 10, 2018 was added by the professor, Lita Mayhew. It was marked *resolved* by Delia's advisor, Gemma Frye, and is considered a part of Delia's academic history.

Dig that yellow flag from September 10...

- Delia's advisor, as well as any Academic Admin or Registrar, can click **Mark resolved** on any active red or yellow flag.
- Likewise, they can also **edit** any active flag. They can change the flag color and the reason given for the flag.
- If need be, they can click to delete an active flag altogether.

7.4 Using The Gradebook

Gradebook collects all of your assignment grades for all of the course section's students. You can use it to enter and adjust grades, link to individual assignment pages, and link to the Final Grade page.

LIT302: American Literature 1975-Present — 2016-2017: Spring

Edit grades | Export XLS | Import CSV | Finalize course

Sidebar: Dashboard | Info | Assignments | Rubrics | Lessons | Discussions | Conferences | Tests | Calendar | Roster | Gradebook | Attendance

Student	Final Grade	Attendance 100pts		Percy Essay 100pts		Ivan Doig 100pts		Wolfe Topic 10pts		Wolfe Essay 50pts		Extra Reading 10pts	
John Ahurn	88.95 B+	77.78	77.8%	80.07	80.1%	85	85%	8	80%	45	90%	8	80%
Lane Baker	92.66 A-	89.63	89.6%	89	89%	87	87%	8	80%	42	84%	8	80%
Therese D'Anna	94.86 A	100	100%		E	80	80%	8	80%	48	96%	9	90%
🔒 Cormac Derringer	81 B-	88.89	88.9%	72.31	72.3%	73	73%	5	50%	40	80%	8	80%
Samuel Dickison	90.22 A-	97.22	97.2%	86	86%	70	70%	8	80%	49	98%	8	80%
Richard James	94.01 A	100	100%	83.1	83.1%	89.6	89.6%	6	60%	40	80%	10	100%
Sarai Mello	95.5 A	88.2	88.2%	85	85%	87	87%	9	90%	49	98%	10	100%
Jane Mireaux	91.24 A-	100	100%	83	83%	96	96%	8	80%	41	82%	6	60%
Jole Penny	95.49 A	100	100%	86	86%	92	92%	8	80%	48	96%	6	60%
Timothy Silceaux	81.25 B-	96	96%	84	84%	79	79%	9	90%	42	84%		
Vincent Staples	96.4 A	88.89	88.9%	91	91%	91	91%	7	70%	50	100%	9	90%
Zara Tamsen	86.1 B	88.89	88.9%	81	81%	93	93%	7	70%	47	94%		
Sue Vlaki	85.21 B	96.32	96.3%	82	82%	91	91%	8	80%	39	78%		
Otto Welsh	94.07 A	96.32	96.3%	97	97%	95	95%	8	80%	48	96%		

Get oriented

- The leftmost column lists the course's active enrolled students. If you've enabled graded assignments for auditors, they'll be there, too.
- Each student's current final grade (as calculated according to your assignment weighting) displays in the next column.
- In between, the assignments display in due-date order going left to right. Extra credit assignments are shown in green.
- Scroll left/right through the assignments using the scroll arrows. If this is a cross-listed course, some of the grading fields for some students may be blank. Read more about cross-listing here.
- Grades for test and attendance assignments automatically appear here as soon as they've been graded elsewhere.
- At the top you'll find actions for finalizing the course, editing grades, and exporting/importing the gradebook (see below).

Grading assignments

LIT302: American Literature 1975-Present 2016-2017: Spring

Save Grades or Cancel   Fill empty grades with zeroes

Student	Final Grade		Attendance		Percy Essay		Ivan Doig		Wolfe Topic		Wolfe Essay		Extra Re
			100pts		100pts		100pts		10pts		50pts		
John Ahurn	88.95	B+	77.78	77.8%	80.07	80.1%	85	85%	8	80%	45	90%	8
Lane Baker	92.66	A-	89.63	89.6%	89	89%	87	87%	8	80%	42	84%	8
Therese D'Anna	94.86	A	100	100%	E	0%	80	80%	8	80%	48	96%	9
🔒 Cormac Derringer	81	B-	88.89	88.9%	72.31	72.3%	73	73%	5	50%	40	80%	8
Samuel Dickison	90.22	A-	97.22	97.2%	86	86%	70	70%	8	80%	49	98%	8
Richard James	94.01	A	100	100%	83.1	83.1%	89.6	89.6%	6	60%	40	80%	10
Sarai Mello	95.5	A	88.2	88.2%	85	85%	87	87%	9	90%	49	98%	10
Jane Mireaux	91.24	A-	100	100%	83	83%	96	96%	8	80%	41	82%	6
Jole Penny	95.49	A	100	100%	86	86%	92	92%	8	80%	48	96%	6
Timothy Silceaux	81.25	B-	96	96%	84	84%	79	79%	9	90%	42	84%	
Vincent Staples	96.4	A	88.89	88.9%	91	91%	91	91%	7	70%	50	100%	9
Zara Tamsen	86.1	B	88.89	88.9%	81	81%	93	93%	7	70%	47	94%	
Sue Vlaki	85.21	B	96.32	96.3%	82	82%	91	91%	8	80%	39	78%	
Otto Welsh	94.07	A	96.32	96.3%	97	97%	95	95%	8	80%	48	96%	

Sidebar: Dashboard, Info, Assignments, Rubrics, Lessons, Discussions, Conferences, Tests, Calendar, Roster, Gradebook, Attendance

Here's how to grade assignments (or adjust already-entered grades):

1. Click **Edit Grades**.

2. Enter the *number of points* the student earned in the appropriate grading field.

- Gradebook automatically calculates your entry into a percent grade. So, if the student earned 42 points on a 50-point test, enter *42*, not *84.* You can enter up to two decimal places.

- To excuse a student from an assignment, you can type *E* in the grading field or leave it blank.

- A grade of 0 gives the student *no credit* for the assignment—this will count against his final grade!

- You can navigate around the fields using your keyboard's arrow keys.

- So you don't lose your work, Populi automatically saves your grades every five minutes and warns you if you attempt to leave the page without saving your work.

- When you're done, click **Save Grades**.

Exporting

Before the course is finalized, the *Export* function creates a spreadsheet of the gradebook including:

- Student names
- Individual assignments and any number grades already entered

After the course is finalized, this creates a spreadsheet of the entire gradebook including:

- Basic course info (Course name and abbreviation, section, term, faculty)
- Student names
- Individual assignments and any number grades already entered
- Final Grade

Import CSV

Before the course is finalized, you can upload a .CSV (MS Access) database into your gradebook. This is useful, for example, when you need to import grades from another grading system (say, a Scantron exam).

1. Export a gradebook CSV from the other system. Consult that system's documentation to ensure the CSV is formatted thusly:

- The encoding is one of these formats: Unicode (UTF-8), Western Latin 1 (ISO-8859-1), or Plain Text (ASCII).
- The assignment names and student names in the CSV match those in the Gradebook *exactly*(including spelling and order).
- Your CSV columns must read thus: First Name, Last Name, Assignment name(s).

- In Gradebook, click **Import CSV**.
- Upload the file and review the grades.
- Click **Import** to finish.

7.5 Course Rosters (Faculty)

The Roster lists all the students associated with the course section together with some basic enrollment information (credits/hours, attendance, etc.).

- **Students** shows those who are registered in the course (including enrolled, auditing, withdrawn, and incomplete students).

- If the course has multiple course names, **Students** will be further grouped by course name.

- **Waiting List** shows those waiting to be enrolled in the course if the maximum enrollment number has already been met.

Roster basics

Here's a brief overview of the information you'll find on the Roster.

- Click the student's name to go to their course summary, which collects assignment, attendance, and other data about how the student is performing in the course.

- **Status** shows the students' enrollment status.

- **Retake** indicates whether this course is counted as a retake on the student's transcript.

- **P/F** indicates whether the student is taking this course as Pass/Fail.

- **Attendance** and **Grade** summarize the student's performance in the course.

- **Notes** lets you leave general course comments about a student.
- **Manage** lets you change the student's status, date, and course name/description.

Enrollment status

Use the **Status** selector to instantly filter the roster to show students of a particular status (e.g. *Withdrawn*...). Faculty have the ability to change a student's status from *Enrolled* to *Incomplete*:

1. In the *Manage* column, click next to the student's name. If you see , the student is finalized and you cannot change her status.
2. Select the appropriate status from the drop-down.
3. Edit the date, if necessary.
4. Click **Save**.

Auditing, Withdrawn, and Waiting List students are typically managed by the Registrar. However, if the course's *Enrollment* setting permits faculty to manage enrollment, then the course faculty will be able handle all enrollment changes up until the course's add-drop date.

To learn how to work with incomplete students, have a look at this article.

Roster notes

Roster notes are general comments and notes about individual students. They are visible to Academic Admins, Registrars, and course Faculty and Teaching Assistants. They are not visible to students. These notes will be available to faculty when determining the student's final grade.

To leave a note, click , enter your note, and **Save**.

Email & export students

Use the Actions button to email your students or export them to spreadsheet or PDF.

Everyone

Click **Actions** and select what you'd like to do:

- **Email this section** or—for courses with multiple sections— **Email my/all sections**.
- **Export this section** or—for courses with multiple sections— **Export my/all sections**; this creates a spreadsheet of the students you're exporting.
- **Export roster PDF**: This creates a PDF of the entire roster for this section; check if you want to include photos.

Selected students

You can select students from the Roster and Email or Export those you've selected. Here are a couple ways to select different groups of students:

- Simply check the students you want to work with, one by one.
- Use some combination of the **Course Name** or **Status** selectors to show only particular students.
- Check individual students or click **Check all**.

Say you want to email the Auditors in one section of an English course:

1. Select *English 202: Creative Writing* and *Auditors* from the drop-downs.
2. Click *Check all*.
3. Click Actions and select *Email selected students*

Course names

Each section of a course can have multiple course names and descriptions. This is handy when, for example, you're offering the same Directed Study course to a number of music students, some of whom are learning guitar, others of whom are learning piano. Additional course names will not affect the default course name/description, which is inherited from the course catalog.

In order to add or change course names, the Enrollment setting (on Course > Info) must be set to allow faculty to edit enrollment for the course.

Individual students

1. Click next to the student's name (under the manage column).
2. In the **Course name** drop-down, select an existing course name (if any) or select *New...* to create another one.
3. If you select *New...,* enter the new course name below the drop-down, and an optional course description.
4. Click **Save** and the student will list under the new course title heading.

Multiple students

1. Click Actions and select **Add new course name**.
2. Enter the new course name, and then the course description (which is optional).
3. Check off the students to whom you want to add this course name.

4. Click **Save** and these students will list under the new course title heading.

Changing course names

To change or delete a course name or description:

1. Click the gear next to the course name
2. Select *Change* or *Delete*
3. Make your changes and **Save**

Credits/Hours

You can manually adjust the Credits and/or Hours an individual student will earn for passing this course.

1. Next to Students (near the top of the screen), click **edit**.
2. The credits and hours fields for all unfinalized students will open up for editing.
3. Make your changes in the individual fields, and then click **Save**.

Attendance Hours

A column for **Attnd. Hours** appears if your school has enabled Clinical Hours. Attendance Hours are automatically calculated according to a student's attendance and the total number of hours listed for the course. If you need to change the automatic calculation, just follow the above steps.

7.6 Entering Final Grades

At the end of the term—or whenever a particular student completes the coursework—it's time to review final grades before finalizing the course or student. Here are the instructions for enrolled students; to handle grades for incomplete students, have a look at this article.

Start in the gradebook

LIT302: American Literature 1975-Present 2016-2017: Spring

Edit grades | Export XLS | Import CSV | Finalize course

| Student	Final Grade		Attendance 100pts		Percy Essay 100pts		Ivan Doig 100pts		Wolfe Topic 10pts		Wolfe Essay 50pts		Extra Reading 10pts	
John Ahurn	88.95	B+	77.78	77.8%	80.07	80.1%	85	85%	8	80%	45	90%	8	80%
Lane Baker	92.66	A-	89.63	89.6%	89	89%	87	87%	8	80%	42	84%	8	80%
Therese D'Anna	94.86	A	100	100%		E	80	80%	8	80%	48	96%	9	90%
🔒Cormac Derringer	81	B-	88.89	88.9%	72.31	72.3%	73	73%	5	50%	40	80%	8	80%
Samuel Dickison	90.22	A-	97.22	97.2%	86	86%	70	70%	8	80%	49	98%	8	80%
Richard James	94.01	A	100	100%	83.1	83.1%	89.6	89.6%	6	60%	40	80%	10	100%
Sarai Mello	95.5	A	88.2	88.2%	85	85%	87	87%	9	90%	49	98%	10	100%
Jane Mireaux	91.24	A-	100	100%	83	83%	96	96%	8	80%	41	82%	6	60%
Jole Penny	95.49	A	100	100%	86	86%	92	92%	8	80%	48	96%	6	60%
Timothy Silceaux	81.25	B-	96	96%	84	84%	79	79%	9	90%	42	84%		
Vincent Staples	96.4	A	88.89	88.9%	91	91%	91	91%	7	70%	50	100%	9	90%
Zara Tamsen	86.1	B	88.89	88.9%	81	81%	93	93%	7	70%	47	94%		
Sue Vlaki	85.21	B	96.32	96.3%	82	82%	91	91%	8	80%	39	78%		
Otto Welsh	94.07	A	96.32	96.3%	97	97%	95	95%	8	80%	48	96%		

Go to the course gradebook. You'll find the *Final Grade* column next to the student's name in the leftmost column.

- Final grades are automatically calculated throughout the life of the course whenever you grade an assignment.
- Click **Edit grades** to change any grade in your gradebook—including the final grade.
- Click the column name to go to the Final Grade page.

The final grade page

LIT301: American Literature 1945-1980 2018-2019: Fall

‹ Gradebook | Finalize course

Final Grade & Attendance

Edit Final Grades & Attendance

Name	Attendance	Grade	Letter Grade	Comment
Byrne, Sho	96.15%	82.84%	B-	
Moore, Vann	81.82%	89.85%	P	
Parris, Daniel	90.38%	86.64%	B	
Parsons, Embay	100%	87.81%	B+	
Prinath, Sando	79.17%	91.95%	A-	
Selkirk, Mira	100%	89.4%	B+	
Silcotta, Delia	88.46%	96.22%	A	
Simcoe, Toppenish	92.31%	95.29%	A	
Sorrel, Tamika	90.38%	94.84%	A	
Tamsen, Zara	83.33%	90.48%	A-	

Statistics

Grade	# Students	Percent
A	3	30%
A-	2	20%
B+	2	20%
B	1	10%
P	1	10%
B-	1	10%

Mean	90.5% (A-)
Median	90.2% (A-)

The final grade page collects course statistics and notes to help you evaluate the student's coursework.

- The attendance scores are calculated from when you took attendance. If you've set up an attendance assignment, its grades correspond to these scores.
- Click **Edit Final Grades & Attendance** to open the grading fields for editing. You can enter number grades (0-100, with up to two decimal places) in the attendance and grade columns, or select a letter grade from the drop-downs.

Course Comments

Course Comment for Zara Tamsen   ✕

After a somewhat weak, inconsistent start, Zara's work really improved mid-term, culminating in some terrific papers and contributions in the final weeks.

This comment will appear on Zara Tamsen's grade report.

Course Notes

Her contributions were valuable, but there weren't quite enough of them. Hate to ding for technicalities...
Short Stories 1950-1980 comment by Hank Spoon on Sep 5, 2018 3:23pm

Superb work!
Mailer comment by Hank Spoon on Sep 5, 2018 3:22pm

Submitted late and insufficient citations, but some good ideas.
Short Story Essay comment by Hank Spoon on Sep 5, 2018 3:22pm

Course Grades

Assignment	Grade	
Blankenship	78%	C+
Didion	70.67%	C-
Editorial Worksheet	84%	B
Everything That Rises Must Converge	70%	C-
Flannery O'Connor: Short Fiction	86%	B
Howell Ch. 4 Quiz	80%	B-
Howell Ch. 6-7 Test	92%	A-
Mailer	100%	A+
Mailer Essay	93%	A-
Mystery and Manners	100%	A+

Save

Click to add course comments for a student.

- To help you determine the student's final grade and comments, the dialog shows you course notes and assignment grades. This includes roster notes and assignment notes marked *private* on the student's assignment detail.
- Enter your comments in the text area. When you click **Save**, these comments will be ready to print on the student's grade report.

After finishing up with final grades, it's time to finalize the course.

Finalizing the course submits student grades to the registrar. You can finalize the course on Course > Info view or Gradebook.

8.FAQs

8.1 How Do I Drop The Lowest-Graded Assignment From My Course?

Here's how to set up your gradebook to drop the lowest-graded assignments from the final grade calculation.

https://vimeo.com/104054039

8.2 How Do I Email My Students?

Populi gives you several ways to email your students, whether in a group or individually.

Emailing groups of students

Emailing all of your students in all of your current courses

This emails all of your enrolled, incomplete, and auditing students in your current courses—that is, courses that have already started and have not ended yet.

1. Click My Profile

2. Under your picture, click **Email students**

Emailing students in a specific course

You have a few options for emailing students in one of your courses.

Dashboard

On the course Dashboard tab, click **Email this section** to email all enrolled, incomplete, and auditing students in this section of the course.

Roster

On the course Roster, click **Actions** and select from your options:

- You can email students in *this section* or email students in *all sections*
- If you check student names in the Roster, you can email *selected students*

Emailing individual students

To email an individual student:

1. Go to their profile; you can do this by clicking their name wherever you see it (say, on the Roster) or by entering their name in the search bar
2. Under their picture, click **Send Email**.

You can do this for any of your current students. However, if a student is not enrolled in or auditing one of your courses, you can only email him if his email address is set to *Public*.

## 8.3 How Do I Factor Course Attendance Into The Final Grade?

Here's how to set up an assignment that factors course attendance into your students' final grades...

Create an attendance assignment group

1. Go to Assignments and click **Add an assignment group**.

2. Give it a name and an appropriate weight.

3. Generally, you'll want to leave the extra credit and drop lowest options empty.

Create an attendance assignment

Add Assignment   ✕

Name   Attendance

Description

Points   30

Extra Credit   ☐

Group   Attendance ⬍

Type   Attendance ⬍

                                                        Save

1. In Assignments, click **Add an assignment**.

2. Enter the appropriate details; in the example above, we gave the assignment 30 points to match the course's 30 meeting times in the term.

3. Select your Attendance assignment group.

4. For **Type**, select *Attendance*. This tells Populi to tie the assignment's grade to course attendance.

Take attendance

July 2014

Wednesday	Thursday
2	3
	1:00 pm-3:00 pm P:11, T:1, A:1, E:1
9	10
	1:00 pm-3:00 pm P:11, T:1, A:1, E:1

Attendance

Enter Grades | Download All Assignment Files

Student Assignments		Grade/Percent		Letter Grade
Ahurn, John		30	100%	A
Arndt, Spilly		26.4	88%	B
D'Anna, Jane		26.7	89%	B
D'Anna, Miles		16.8	56%	F

As the term progresses, take attendance as normal. As you do, Populi will automatically calculate the assignment's grade, which in turn feeds into the Final Grade.

A few notes:

As you take attendance, Populi calculates an attendance percentage. This percentage is then converted to a percent grade for the assignment; in turn, the percent grade is converted to assignment points.

Your school may count a certain number of tardies as equal to one absence—for example, four tardies may equal one absence. This can be set up at the global level or the course level by an Academic Admin.

The percentage is calculated based on the number of meeting times for which you've taken attendance—*not*the total number of meeting times! Say you have thirty meeting times but have taken attendance for only ten...

- A student marked absent twice gets 80%
- Assuming that four tardies equals one absence, a student with three tardies gets 92.5% (assuming that four tardies = one absence...)

If your school fails students for non-attendance, you may notice students with a sufficient number of absences or tardies receiving a Failure for Non-attendance grade (often shortened to *FN*). Check with a school administrator about any such policy.

8.4 What Can Auditors See And Do In Courses?

Normally, auditors are restricted from participating in anything that gets a grade. So, no tests or assignments for auditors (they can, however, see that they exist).

Otherwise, auditors can participate in Bulletin Board, Discussions, Lessons, and Chat, as well as view the Roster (only the student view, of course!), Info, and Calendar. They can also submit course evaluations.

If the [course catalog](#) permits auditors to submit assignments, then they can participate in assignments (and receive grades for them) just like enrolled students. However, their grade reports and transcripts will still display *AUD* in place of a grade.

8.5 Why Can't My Students See Their Assignment Grades?

Question?

I have a student who wants to view her grades for a course that's still in process. She has completed a couple of assignments, and I (as well as others) were under the impression that she could view her grades for an individual assignment by going to the Course information page, then click on Assignments, then click the Assignment she wishes to view. This should take her to a page where they can see their grade (though not necessarily the actual test). However, this is not showing up for her. Any ideas? Here's the Course Number, if you wanna check it out: ENG101...

Answer!

The Course Section she's in has the **Progress** setting set to *Not visible to students*. As it is now, none of the students in that section will be able to see their grades. You can change this by clicking **Progress** on the Course Info page and changing the setting to *Visible to students*. Once you do that, she (and all her classmates) will be able to see her Assignment Grades just fine.

8.6 Where Do I Finalize My Course? And Can I Unfinalize It?

When you finalize your course, you submit course grades and comments to the Registar and commit them to students' permanent academic records. Additionally, you lock the course down so that further changes can't be made to it.

You can finalize your course...

- By clicking the Action gear on either the Info or Gradebook tab and selecting *Finalize Course*
- By clicking *Finalize Course* on the Final Grade/Attendance page (accessible through the Gradebook)

After the course is finalized, you can still do two things:

- You can export the course Gradebook
- You can enter assignment and final grades for Incomplete students on the course Roster

Unfinalizing

Can you unfinalize your own courses? No.

For the most part, unfinalizing a course is (and should be) very rare and/or unnecessary. But in cases where it is deemed necessary, contact a Registrar or Academic Admin; users with those roles can unfinalize courses.

8.7 Can I Turn Off Those Assignment Submission Notification Emails?

Yes, you can!

Actually, we went and turned them off for you. Populi now lets individual faculty users enable/disable the email notifications for when a student submits and assignment. The default for this setting is **No**—so if you're tired of those emails, you don't need to do anything: they're already turned off! But if you want to turn them back on, follow these steps...

- Click your name in the upper right of the screen (by the help link)
- Choose *Settings*
- On the Settings screen, click the **Notifications** tab
- There's a setting there called *Notify me about assignment submissions*. Check **Yes** and Save your settings...
- ...and voilá, assignment submission emails are turned back on

But if you don't want those emails any more, you don't need to do anything!

8.8 What Do My Students See?

Your students can see the course Dashboard, Info, Assignments, Lessons, Discussions, Tests, and Chat tabs.

They have enough interactive ability to upload assignments, go through lessons, engage in discussions and chats, take tests, download course files, and so on.

To get more of an idea of what your students can see, check out the Student Forum in the Knowledge Base.

8.9 How Does Partial Credit Work In Online Test Questions?

Partial credit is available in some form for each answer type. You can set up your questions so that Populi will automatically assign partial credit for certain answers; you can also give partial credit if you're grading answers manually.

Remember that if you *don't* check Partial Credit on a given question, your students will need to enter the correct answer—no more, no less—to receive credit for that question.

Here's how Populi approaches automatic partial credit for put in order, multiple answer, and matching questions:

Put in Order

7) Arrange these centuries in chronological order:
5 Points

1. 1600's
2. 1200's
3. 1700's
4. 1400's
5. 1500's
6. 1300's
7. 1800's

Partial credit for put-in-order questions is really tricky. We describe Populi's process in detail on the Populi Blog.

Multiple Answer

6) Which of these were written by Wendell Berry?
5 Points

☐ Sex, Economy, Freedom, and Community

☐ Jaws: The Revenge

☐ A Timbered Choir: The Sabbath Poems

☐ Hannah Coulter

☐ Jobs: A Biography

Multiple answer checks which answers the student marked/didn't mark. If he marks (or doesn't mark) something correctly, he gets a portion of the question's point value. If he does so incorrectly, that portion of the question's point value is *deducted* from his score.

Put another way, an incorrect option cancels out a correct option.

In this example, a 5-point question has five options, three of which are correct. Here's how it would be scored:

Correct √	Student	Points
A √	√	+1
B	√	-1
C √		-1
D √	√	+1
E		+1

So the student, having marked three options correctly and two incorrectly ends up with 1/5 of the question's point value: the two incorrect selections cancel out two of the three correct selections.

Matching

2) Match the president to the year of election:
5 Points

Abraham Lincoln :
1860

George H.W. Bush :
1988

Ronald W. Reagan :
1984

Franklin Delano Roosevelt :
--

Barack Hussein Obama :
--

George W. Bush :
--

Matching questions act much the same as multiple answer: the student simply has to match the correct terms together.

Correct	Student	Credit?
A	A	Yes
B	F	No
C	B	No
D	D	Yes
E	E	Yes

So the student, having matched 3 of 5 answers, gets 3/5 of the credit. Pretty straightforward.