



Populi Student Information System

Faculty User Manual

V3

April 28, 2021


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I. LOGGING IN FOR THE FIRST TIME



1. In order to access Populi and setup your course page, you need to first login to the SSO portal at <https://sso.les.edu>, a single sign-on (SSO) portal for the seminary community members to access multiple online application via single access credential which also can be managed by themselves, using your username (LES email address without the @les.edu extension or assigned by the seminary) and the account password (adjunct instructor's default password is "logoslogos123\$") to setup your profile then you can change the password afterward. Please check the seminary website under 資訊科技 for more info and details. If you forgot the password of your LES account or had trouble logging with your LES credential, please contact the helpdesk support at (626)571-5110 Ext 173 or 145 or logosithelp@les.edu.
2. After logging into the SSO portal, you can then access the Populi by clicking on the Populi SSO icon .
3. It also contains a unique link that lets you set a password and log in to Populi for the first time. This link will expire **seven** days from when the email is sent. Even if you don't need to use Populi right away, we recommend logging in as soon as you see the email just so it doesn't expire on you!

1.1 Review settings on the course syllabus view

Home My Profile My Courses Contacts Academics Campus Life Communications Advising Admissions

CHS510: Church History
Cross-listed with CHS510-S


2020-2021: 2021 Spring Semester (2021C)

Course: CHS510

Info

Course Number	CHS510
Term	2021 Spring Semester (2021C): 2020-2021
Dates	Jan 18, 2021 - May 7, 2021
Units	Credits: 3.00 Hours: 0.00

Faculty

 **Richard Cook** - Primary
✉ Send Email 📞 (626) 244-7530

Meeting Times

Monday 12:20pm-3:00pm
Room TBA

Add supplies

Links add

- Access Online Meeting Room

Add a book

Files add

- CookSyllabusChurchHist_Spring2021.pdf

Left Sidebar: Dashboard, Syllabus, Lessons, Files, Assignments, Discussions, Tests, Calendar, Roster, Gradebook, Attendance

The Syllabus view presents the information students need 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.

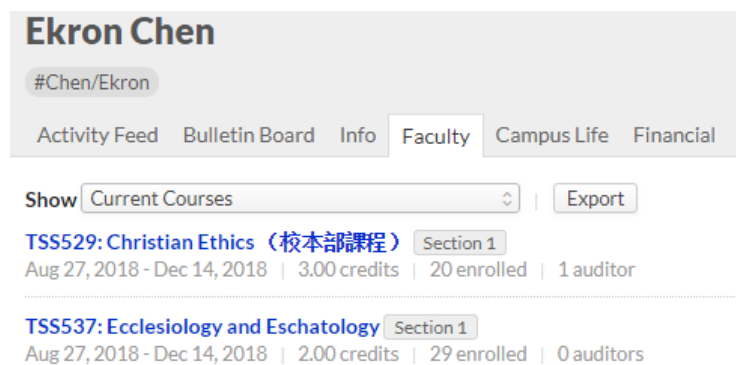
The Faculty panel gives students ways to contact you; it also shows your office hours (if you've entered them).

The Description comes from what's entered in the course's settings.

Assignment groups are derived from any you've set up in Assignments (see below at section II).

Syllabus displays the file or content you've entered (see below at 1.1.1).

To get started, find your course and click Syllabus. You can get to your courses a few different ways:



- 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 on the Info view, you can make the following changes by clicking the field name:

- Write or edit the course description.
- Change the *Progress* and *Student Access* settings.
- Add/edit supplies, links, reading list, and files.
- Clone or sync course content (see below at 1.1.5).

1.1.1 Adding a syllabus file or content

Syllabus

Add content or upload a file

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.

1.1.2 Adding 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.les.edu.
3. Type the display title, e.g. *Logos Website*.
4. Click **Save** to finish.

Hover over the link to edit or delete it.

1.1.3 Adding 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*.

1.1.4 Adding Files

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

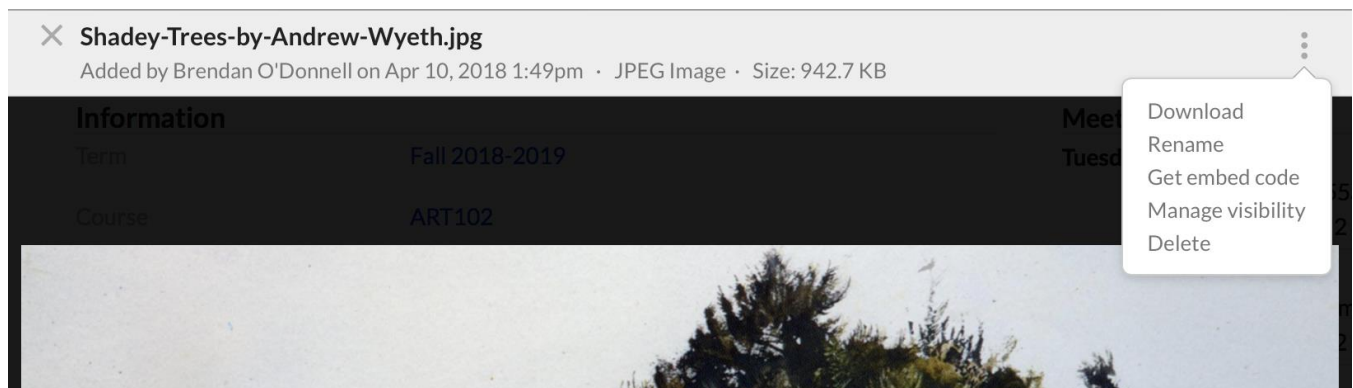
- Files added here will also appear in your [course files](#).

- 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...
 - Download the file to your computer.
 - Rename the file.
 - Grab the embed code so you can embed it elsewhere in your course—a lesson, for example.
 - Manage the visibility of the file.
 - Delete the file.

1.1.5 Cloning and syncing

There are a couple other ways to add content to your course, both of which are controlled using options on the Info view.

- **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.

1.2 Populi Support

Support hours are 6 AM to 5 PM Pacific Time, Monday through Friday (excluding major holidays).

If you need help using Populi or would like to report a problem, get a hold of Populi Support. Here's how we can help you:

Knowledge Base

The [Populi Knowledge Base](#) includes tutorials, how-to's, reference articles, and getting-started guides for every area of Populi for every kind of user—students, faculty, and staff.

Phone support: Call **877-476-7854**.

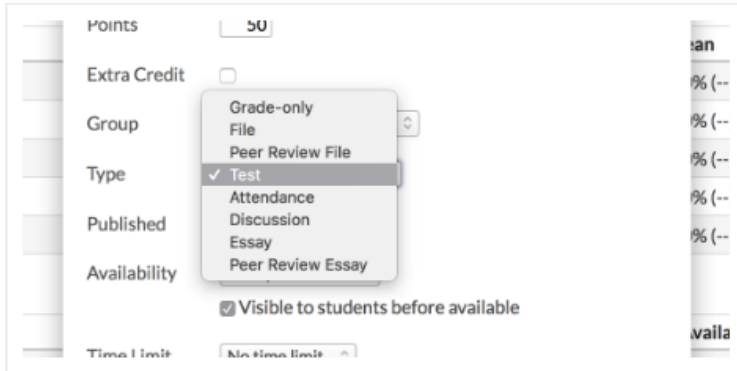
Or support@populiweb.com

II. ASSIGNMENTS

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.

2.1 Assignment types:



The screenshot shows a form for creating an assignment. A dropdown menu is open for the 'Type' field, displaying the following options: Grade-only, File, Peer Review File, Test (selected with a checkmark), Attendance, Discussion, Essay, and Peer Review Essay. Other visible form fields include 'Points' set to 50, 'Extra Credit' (unchecked), 'Group' (empty), 'Published' (checked), 'Availability' (checked), and 'Time limit' set to 'No time limit'.

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](#).

2.2 How do I set up assignments?



The screenshot shows the 'CHS525: Chinese Church History' course page. On the left is a sidebar with 'Dashboard', 'Info', and 'Assignments' (selected). The main content area has a header with the course name and links to 'Edit groups and assignments', 'Add an assignment group', and 'Add an assignment'. Below this is a table titled 'Assignment Groups'.

Name	Weight
Course Participation	10%
Final Exam	50%
Reading Evaluations	40%

Go to the Assignments tab in your course. Start by clicking **Add an assignment group** or **Add an assignment**.

2.2.1 Assignment groups

1. Click **add assignment group**.
2. Give the group a name (“Quizzes”, “Papers,” “Discussions,” 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.
 - a. 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.
 - b. If you use all 100%, *Other* will disappear.
 - c. 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.

2.2.2 Assignments

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.
 - *Available from* lets you pick a date range.
 - *Available after/until* asks you for a date to begin or end the availability period.
 - 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**.

2.3 Edit groups and assignments

MCS521: Introduction to Missiology

[Edit groups and assignments](#) | [Add an assignment group](#) | [Add an assignment](#)

Assignments

Group	Type	Name	Points
Missions Week	Grade-only	Missions Week	100
Moreau Assignments	Test	Moreau 1	100
Moreau Assignments	Test	Moreau 2	100
Moreau Assignments	Test	Moreau 3	100

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*.

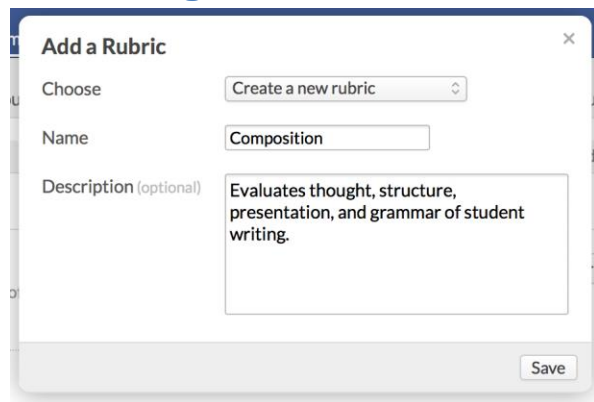
- Click **Edit groups and assignments**, which opens up all the fields for editing.
- You can change any field except for assignment *type* (you can change the type on an assignment on its page provided students haven't submitted any work to it yet).
- Click [to delete an assignment](#). This also deletes any grades, files, tests, discussions, or student submissions for this assignment!
- If you delete an assignment group, the group's assignments will be transferred to *Other*.
- Click **Save** to finish.
-

III. SETTING UP RUBRICS

Rubrics are standard guides for evaluating and grading student assignments and other coursework.

- Rubrics contain evaluative criteria and scoring levels the instructor uses to rate the student's performance in those criteria.
- The student's scores, in turn, are used to determine her grade for the assignment.
- When the student views her assignment grade and feedback, she'll also see how she performed on each criterion.
- Rubrics can exist at the "global" level—when created in Academics > Settings, they can be used in any course. They can also be created at the individual course level for use only in that course.
- A rubric can incorporate criteria created for other rubrics.
- To be used—whether for grading or for sharing criteria with other rubrics—a rubric must be *Published*.

3.1 Creating a new rubric



Academic Admins can create new global rubrics in Academics > Settings > Rubrics. Faculty can create rubrics for their own courses in the course Rubrics view.

(You can also create criteria first and then create rubrics—click the *Criteria* view and follow the instructions for adding criteria, below.)

1. Click **Add a rubric**.
2. Choose whether you wish to create a new rubric or duplicate an existing one.
 - If duplicating an existing rubric, choose the rubric you'd like to copy and then click **Save**.
3. Give the new rubric a name.
4. Enter an optional description.
5. When you're done, click **Save**.

Whether you add a new rubric or duplicate an existing one, after you save you'll be taken to the rubric's page, where you can start adding (or editing) its criteria.

3.2 Adding criteria

[< Rubrics](#)

Actions ▾

Composition edit

Published **No**

Description Evaluates thought, structure, presentation, and grammar of student writing.

This rubric does not have any criteria yet.

Add Criterion

A criterion gives you a framework for scoring a particular aspect of the student's work.

- Although created within rubrics, criteria are independent of them—when you create a global criterion, it can be used (or copied and modified) in any rubric at your school. (Criteria created within a course may be used in any rubric in that course.)
- A criterion contains multiple *levels* that explain the student's performance on that aspect of the assignment—e.g. *Good*, *Fair*, or *Poor*.
- When a student achieves a certain level, he earns a certain percentage of the assignment's grade points for that criterion. You assign each level a certain percentage or range.
- Each criterion in a rubric carries part of the weight of the assignment grade.

Add Criterion ×

Choose

Use an existing criterion
✓ Duplicate an existing criterion
Create a new criterion

Search

Weight % of total (max 0%)

Save

To add a criterion to the rubric:

1. Go to the rubric's page.
2. Click **Add Criterion**.
3. You have three options:
 - **Use existing:** Uses an existing criterion from a published rubric
 - **Duplicate:** Copies an existing criterion from a published rubric that you may then modify for this rubric
 - **Create new:** Lets you create a new criterion (see below)
4. Enter a weight. This is the percentage of the overall assignment grade that the criterion will carry. You can later change this as you add other criteria to the rubric.
5. When you're done, click **Save**.

Add Criterion

Choose: Create a new criterion

Name: Thought

Description (optional): How are the student's ideas organized and expressed?

Range (optional): ☒

Levels:

100 - 85 %	Excellent	Well-organized thought and interaction with the sources that is expressed with clarity, vigor, and originality.
84 - 35 %	Good	Ideas and interaction presented with competence.
34 - 0 %	Poor	Unclear thinking, poor organization of material, little to no interaction with sources, and/or muddled writing.

Weight: 35 % of total (max 65%)

Save

To create a new criterion:

1. Give it a name (required) and a description (optional).
2. Check if you'd like to use ranges for your levels.
 - If you don't, each level will be worth a set percentage, with the highest being 100%, the lowest 0%, and the remainder divided as you see fit.
 - If you use ranges, you can customize the percentages the student earns for achieving that level.
3. For each level, enter a name (e.g. Good, Excellent, Robust, Hilarious, whatever...) and a description (which is optional).
4. Add another level by clicking **+**. Delete a level by clicking **🗑**.

3.3 Publishing and modifying rubrics and criteria

< Rubrics

Composition edit

Published No

Description Evaluates thought, structure, presentation, and g

Actions

Duplicate this rubric
Retire this rubric
Delete this rubric

Edit Criteria Weights
 ×

Criteria	Weight	Weight
Grammar Chicago Manual of Style 18th Edition 100% - 90% Excellent Wide-ranging mastery of grammar & punctuation.	35 %	25% - 0% Poor Unsuitable for college-level writing; g&p errors impede communication and clarity of writing.
Thought How are the student's ideas organized and expressed? 100% - 85% Excellent Well-organized thought and interaction with the sources that is expressed with clarity, vigor, and originality.	35 %	
Citations Turabian, 9th Edition 100% - 51% Good All quotes and sources correctly cited in footnotes or endnotes.	30 %	14% - 0% Poor Unclear thinking, poor organization of material, little to no interaction with sources, and/or muddled writing.
Total 100 %		

Balance Weights Save

Before a rubric can be used in a course, it must be published!

1. On the rubric's page, click **Published**.
2. Check *Yes*.
3. Click **Save**.

Once you publish a global rubric, it will be available for faculty to import into any course. Once a course rubric is published, it can be added to any assignment in that course.

Here are the ways you can change a rubric and modify its criteria.

- **Criteria weights:** When editing a criterion (see below), you can change its weight. You can also click **Edit criteria weights** at the bottom of the rubric and adjust all the weights at the same time. The weights of a published rubric must add up to exactly 100%.
 - When you edit all criteria weights at the same time, click **Balance Weights** to give each criterion the same weight as the others.
- Click **Actions** to duplicate, retire, or delete the rubric. (You can only delete rubrics that have not been used to grade a student assignment.)
- Re-order the criteria in the rubric by clicking and dragging the elements.
- Remove a criterion from the rubric by clicking . Doing so does not delete the criterion altogether.
- Click to edit a criterion.
 - You cannot edit a criterion if it is used in another rubric or has been used to grade student work.

- If you cannot edit the criterion, you'll be given the option to replace it with a copy and edit that instead.

The screenshot shows the Academic Admin interface. At the top is a dark blue navigation bar with links: Home, My Profile, My Courses, Admin, **Academics**, Campus Life, Communications, Advising, and Admissions. A search bar is on the right. Below this is a light gray sub-navigation bar with links: Academic Term, Programs, Degrees, Course Groups, Course Catalog, Reporting, Course Evaluations, Transcript Requests, 1, and **Settings**. Under Settings, there are tabs: General, Grades & Attendance, **Rubrics**, Honors, Academic Years, Departments, Course Delivery Methods, Student Fields, and Term Student Fields. Below the Rubrics tab, there are sub-tabs: **Rubrics** and Criteria. The main content area shows two criteria: 'Citations' (Turabian 9th Edition, Added on Jul 26, 2018, 2 levels) and 'CMOS' (Chicago Manual of Style, 18th Edition). An 'Add Criterion' button is visible on the right.

Academic Admins can also work directly with criteria in Academics > Settings > Rubrics.

- Click **Add Criterion** to create a new criterion.
- Click a criterion to:
 - Edit it (if it has not been used)
 - Make a copy
 - Delete it (if it has not been used)
 - Retire it
 - Change its *Published* setting

IV. USING RUBRICS IN YOUR COURSES

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

1. Go to the course Rubrics view.
2. Click **Add a rubric**.
3. Choose whether to add a new rubric or duplicate an existing one.
4. 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.
5. If need be, change the rubric's name.
6. 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.

4.1 Adding rubrics to assignments

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 screenshot shows a dialog box for grading discussion comments. It has two sections. The top section is titled 'Grade Comments' and contains a 'Max Replies' field set to 'Unlimited', a 'Points' field set to '10', and a 'Rubric' dropdown menu set to 'Discussion Comments'. Below these fields are 'Save' and 'Cancel' buttons. The bottom section is titled 'Grade Replies' and contains a 'No' radio button.

- 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:

The screenshot shows the 'Peer Review' settings for an assignment. It includes a 'Published' checkbox (checked), a 'Peer Grade' checkbox (checked), a 'Grade Submissions' section with a 'Points' field set to '100' and a 'Rubric' dropdown set to 'Composition', and a 'Grade Reviews' section with a 'Points' field set to '10' and a 'Rubric' dropdown set to 'Student Comments'. There is also an 'Anonymous Reviews' checkbox (unchecked).

- 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.

4.2 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			0%	--
 Jack Dickel			0%	--

Edit Rubric Scores for Jack Dickel

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:

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

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 word 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.

V. CREATE LESSONS AND DISCUSSIONS

MCS521-EL: Introduction to Missiology - E Learning

Lessons Student Progress

Lesson 1 Introduction and Worship (Weeks 1-2)
Available Aug 27, 2018 12:00am

Lesson 2 Prayer (Week 3)
Available Sep 10, 2018 12:00am

Lesson 3 Suffering (Weeks 4-5)
Available Sep 18, 2018 12:00am

Lesson 4 Nations (Weeks 6-7)
Available Oct 2, 2018 12:00am

Add a Lesson

Name

Availability

☐ After the previous lesson is completed

Add a Lesson

Reorder Lessons

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.
4. Click **Save**.

You can also add lessons by [cloning them from another course](#).

Ordering lessons

Lessons Student Progress

Lesson 1 Introduction and Worship (Weeks 1-2)

Lesson 2 Prayer (Week 3)

Lesson 3 Suffering (Weeks 4-5)

Add a Lesson

Done Reordering

The order in which lessons appear is the one that students must follow—especially if you require students to complete one lesson in order to access the next one.

1. Click **Reorder lessons**.
2. Drag and drop the lessons into the desired order.
3. When you're done, click **Done Reordering**.

5.1 Designing your lesson

To start designing your lesson, click its name in the lessons list. Then, click the Design view.

Lesson 1 Introduction and Worship (Weeks 1-2)

View Design

Welcome to Introduction to Missiology

5.1.1 Adding materials to your lesson

Start by clicking the Add link for the material you wish to put in the lesson.

Lesson 1

View Design

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

Headings

Lesson 1










View Design

Introduction

Save Cancel

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

Content

B *I* U  16px        

大家好, 感謝主讓我們一起有學習的機會, 這是一門關於基督教教育的基礎課程, 一門以聖經, 神學, 教育理論為基礎, 在地方教會中實踐為目的的課程。因此您過去在這一方面的經驗非常的重要, 讓我們彼此也有分享和學習, 也一起經歷豐富和活潑的基督教教育!

By the end of this module, you will be able to:

1. Explain the definition of CE in church context.
2. Identify CE activities and structure in church context.
3. Discern the primary needs of CE in church context.

{EMBED:312558f0471db1a947141a0900956166}

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 (copy-pasting will probably alter the original formatting).
- Within the text editor, you can change the text size, add headings, some light formatting, create numbered or bulleted lists, and link to other sites.
- 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.
- Check out the different ways you can [embed audio, video, images, et. al.](#) in your lesson.

5.1.2 Assignments

Assignment Self-introduction

Require students to complete this assignment? ☒ Yes ☐ No

Save Cancel

After you've created [assignments](#), you can add them to your lesson. When students come across an assignment in the lesson, they'll be taken to the assignment's page, where they can submit their work and interact with you in the assignment feed.

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!

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 Links below.

5.1.3 Discussions

Discussion

New discussion

The Executioner's Song

In 1980, *The Executioner's Song*, Mailer's novel of the life and death of murderer Gary Gilmore, won the Pulitzer Prize for fiction. Joan Didion reflected the views of many readers when she called the novel "an absolutely astonishing book" at the end of her front-page review in the New York Times Book Review.


Show formatting guide

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

Published

☒ Yes ☐ No

Available

09/15/2018  Time

Comments Closed

No

Peer Rating

☒ Yes ☐ No

Post First

☒ Yes ☐ No

Max Comments

5

Max Replies

5

Allow students to add discussions?

☐ Yes ☒ No

Require students to participate in a discussion?

☒ Yes ☐ No

Save Cancel

This creates a *new* discussion linked to the lesson. To link an existing graded discussion, you can also use the *add an assignment* feature.

1. Click **Add a discussion**.
2. Enter the [discussion details](#).
3. Check to allow students to start discussions in this lesson; if you check *Yes*, you'll also have the option to *require* each student to start a discussion.
4. Check to *require* students to participate in the discussion to complete the lesson.

In the lesson's settings, you can set a date to close all discussions (after which no one can contribute to them). This does not over-ride any Comments Closed dates/times entered for individual discussions.

5.1.4 Links

A screenshot of a web interface for configuring an LTI link. It features several input fields and a dropdown menu. The 'URL' field contains 'http://norman.hrc.utexas.e'. The 'Title' field contains 'Harry Ransom Humanitie!'. The 'LTI Tool' dropdown is set to 'Blackboard', with subtext 'Manually enter LTI credentials' and 'Add custom parameters'. The 'Upload grades into' dropdown is set to 'Mailer Essay', with subtext 'You must have LTI set up to use this feature.' Below these is a 'Hide advanced options' link. At the bottom, there is a radio button selection for 'Require students to click this link?' with 'Yes' selected. The bottom right corner has 'Save' and 'Cancel' buttons.

URL

Title

LTI Tool
Manually enter LTI credentials
Add custom parameters

Upload grades into
You must have LTI set up to use this feature.

[Hide advanced options](#)

Require students to click this link? ☒ Yes ☐ No

Save | Cancel

5.1.5 Files

A screenshot of a web interface for configuring a file upload. At the top, a file 'William F. Buck... New Yorker.pdf' (112 KB) is shown as 'Complete' with a green progress bar. Below this, there is a link 'Or import a file from another course.' followed by three radio button options: 'Hide this file from students?' (No selected), 'Show embedded preview or media player if applicable?' (Yes selected), and 'Require students to view or download this file?' (Yes selected). The bottom right corner has 'Save' and 'Cancel' buttons.

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

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. If you upload a media file, after you save, click to retrieve the EMBED code for it.

Changing materials




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

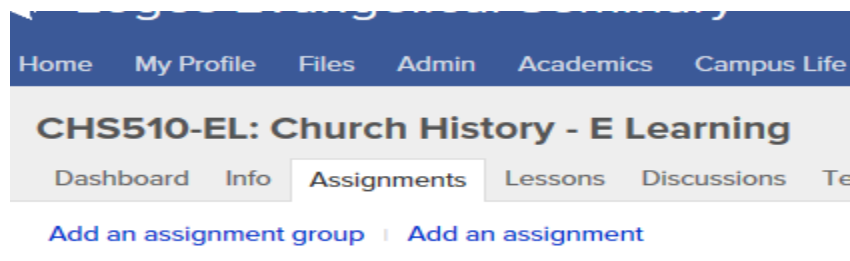
- Click  to edit the material.
- Click  to delete it.
- Click  to move the element to another page in the lesson.
- Click  to insert new material below this element.
- Click  to drag-and-drop the element to another part of the lesson.

Settings, pages, and materials

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.

VI. SET UP YOUR ONLINE TESTS



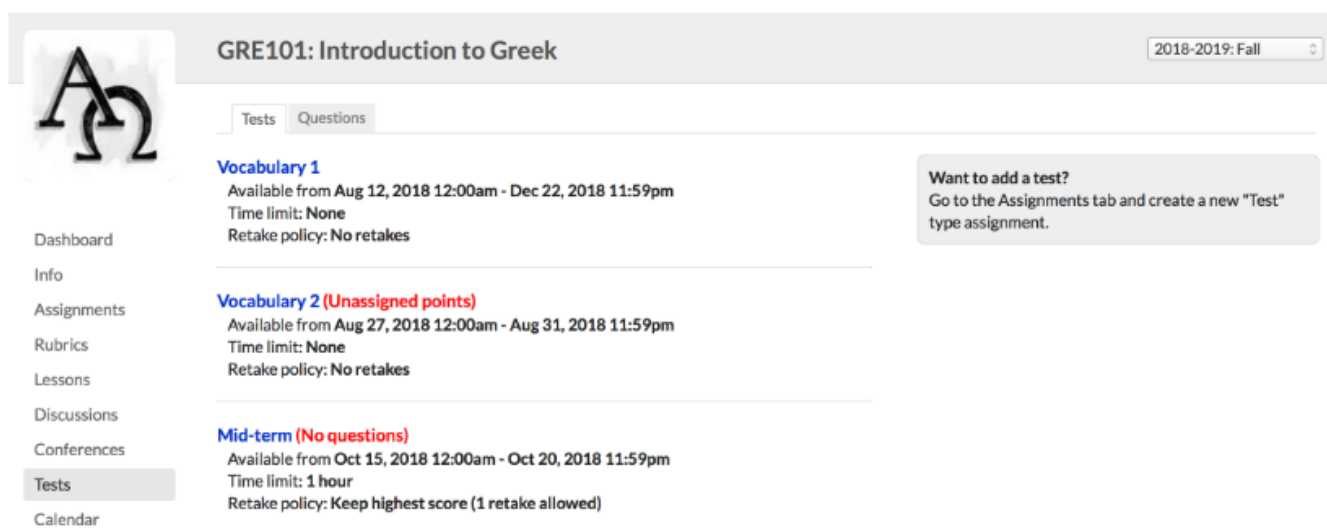
To create a new test, you must create the corresponding assignment.

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. *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](#).
6. *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:
 - 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.

- When students take the test, they can see how much time they have remaining. If they time out, unanswered questions will be marked *incorrect*.
 - 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).
 - If need be, you can add an availability exception on a by-student basis.
7. *Retakes* give your students multiple chances to take the test.
 - The three options—highest score, most recent score, and average score—refer to which *test score* will be used as the grade.
 - 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.
 8. *Answers* lets your students see the correct answers to the test after they've taken it. Select from not visible, available after completion, or available after window.
 9. Check *Proctoring* to require that every student take the test with a [proctor](#).
 10. Finally, click **Save**.

Now that you've created the test, it appears in the assignment list and in the list under the *Tests* view.

6.1 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

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)

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

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, add availability, time limit, and proctoring exceptions, and [start designing it](#).

If a test has not been set up yet, you'll see one of two notices next to the test's name:

- *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.

In either case, students will not be able to take the test until you finish designing it.

6.2 Proctoring

Proctor Check-In

A proctor is required in order to take this test.

Please have your proctor fill in the form below.

Sarah Dailey	
8051118765	
SMS will be used to verify the proctor's identity.	
sd@minipo.ps	
1322 Myrtle Avenue	
Baltimore	
Maryland	21217
United States of America	

☒ I, *Sarah Dailey*, agree to observe *Beau Melchior* during the entire administration of this test, and do my best to prevent and report cheating.

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

1. You set up your test to require proctoring, or you add an exception to an unproctored test to require proctoring for specific students (see [below](#)). Students may also be required by the registrar to be proctored for all online tests.
2. When the student takes the test, Populi asks the proctor for contact information, including a mobile phone number.
3. Populi sends the proctor a check-in code via SMS. After the proctor enters it, the student can take the test.
4. After the student submits the test, Populi sends the proctor a check-out code via SMS. The proctor must enter the code and check to verify that he 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 his identity.

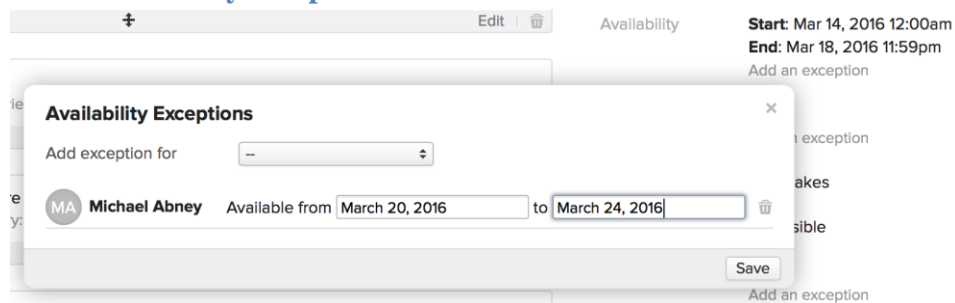
All you need to do is to require proctoring for the test or individual students.

- You can require proctoring for all students by checking the box when setting up the test assignment or by setting *Proctored* on the test's page to *Yes*.
- To require proctoring for individual students, add a [proctoring exception](#).

6.3 Exceptions

You can add exceptions for individual students for test availability, time limit, and proctoring by changing the settings on the right column of the test's page.

6.3.1 Availability exceptions

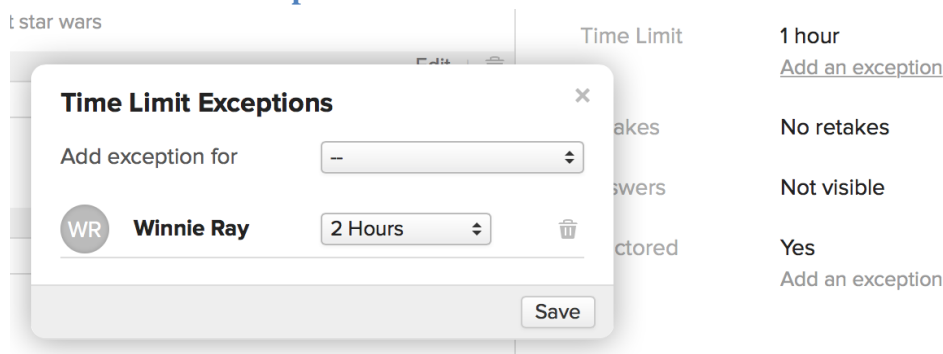


If a student needs to take a test outside the availability window—say, he missed it due to illness—you can open up a time for just him to take the test.

1. Under *Availability*, click **Add an exception**.
2. Select the student from the drop-down.
3. Enter the new availability dates/times.
4. Repeat the above steps as often as you need.
5. Click to remove a student's exception.
6. Click **Save**.
7. To edit these exceptions, click **manage exceptions**.

Once you save, Populi will email the student about the new test window; he'll also see an alert on his dashboard about it when the time comes.

6.3.2 Time limit exceptions

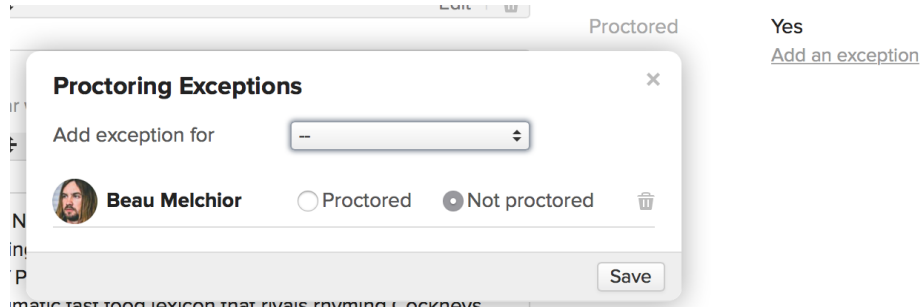


If a student needs a different time limit than what you've set up for the test, you can add a time limit exception. You can add exceptions whether or not you've set up a time limit for this test.

1. Under *Time limit*, click **Add an exception**.
2. Select the student from the drop-down.
3. Select the new time limit setting from the drop-down.
4. Repeat the above steps as often as you need.
5. Click to remove a student's exception.
6. Click **Save**.
7. To edit these exceptions, click **manage exceptions**.


Once you save, Populi will email the student about the new time limit.

6.3.3 Proctoring exceptions



The screenshot shows a web interface with a 'Proctored' label and a 'Yes' button. Below the 'Yes' button is a link 'Add an exception'. A modal window titled 'Proctoring Exceptions' is open. It contains a dropdown menu for 'Add exception for', a student profile for 'Beau Melchior' with a 'Proctored' radio button selected and a 'Not proctored' radio button unselected, and a trash icon. A 'Save' button is at the bottom right of the modal.

If you wish to require proctoring for certain students or would like to excuse other students from being proctored, add a proctoring exception. You can add exceptions whether or not you've required proctoring for this test.

1. Under *Proctored*, click **Add an exception**.
2. Select the student from the drop-down.
3. Check *Yes* to require proctoring for that student or *No* to excuse him from being proctored.
4. Repeat the above steps as often as you need.
5. Click  to remove a student's exception.
6. Click **Save**.
7. To edit these exceptions, click **manage exceptions**.

VII. 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**.

7.1 Email & export students

Use the Actions button to email your students or export them to spreadsheet or PDF.

7.1.1 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.

7.1.2 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*

VIII. FINALIZING STUDENTS AND COURSES

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.

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.

8.1 How to finalize

[Dashboard](#) [Info](#) [Assignments](#) [Lessons](#) [Discussions](#) [Tests](#) [Calendar](#) [Roster](#) [Gradebook](#) [Attendance](#) [Reporting](#) [Chat](#)

[Clone from another course](#) | [Import Common Cartridge](#) | [Finalize course](#)

[Dashboard](#) [Info](#) [Assignments](#) [Lessons](#) [Discussions](#) [Tests](#) [Calendar](#) [Roster](#) [Gradebook](#) [Attendance](#) [Reporting](#) [Chat](#)

[Edit grades](#) | [Export XLS](#) | [Import CSV](#) | [Finalize course](#)

[Dashboard](#) [Info](#) [Assignments](#) [Lessons](#) [Discussions](#) [Tests](#) [Calendar](#) [Roster](#) [Gradebook](#) [Attendance](#) [Reporting](#) [Chat](#)

[< Gradebook](#) | [Finalize course](#)

Final Grade & Attendance

1. Go to either your course [Info view](#), the [Gradebook](#), or the [Final Grade](#) page.
2. Click **Finalize course**; if any students have been finalized already, the link will say **Manage finalization**.

[Home](#) [My Profile](#) [Files](#) [Admin](#) [Academics](#) [Campus Life](#) [Communications](#) [Advising](#) [Admissions](#) [Search](#)

LIT102: American Literature 1800-1850 2015-2016: Spring Section 1

[Dashboard](#) [Info](#) [Assignments](#) [Lessons](#) [Discussions](#) [Tests](#) [Calendar](#) [Roster](#) [Gradebook](#) [Attendance](#) [Reporting](#) [Chat](#)

Manage Finalization

[Check all students](#) | [Uncheck all students](#)

Finalize	Name	Status	Final Attendance	Final Grade	Letter Grade	Course Comment
<input checked="" type="checkbox"/>	Dickson, Samuel	Enrolled	97%	87.25%	B	Good essays, middling test scores.
<input checked="" type="checkbox"/>	DiVecca, Sylvia	Auditor				
<input checked="" type="checkbox"/>	Lasorda, Samantha	Enrolled	88%	79.75%	C	Struggled with tests, but essays showed promise.
<input checked="" type="checkbox"/>	Moore, Thurston	Incomplete	0%	88.75%	B	Incomplete due to family emergency.
<input checked="" type="checkbox"/>	Polley, Ezra	Enrolled	75%	80.00%	B	Good work initially, but performance dropped off as term wore on.
<input checked="" type="checkbox"/>	Welsh, Otto	Enrolled	100%	75.50%	C	Fair work across the board.

☒ Finalize course and all students

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:
 - **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.
 - **Finalizing the course:** The course is closed down to all activity and updates. You can no longer add assignments, change settings, and so forth.
 - **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...
3. ...Check at the bottom to finalize both the course *and* any unfinalized students
4. **Check all students** lets you finalize all students without finalizing the course.
5. If you need to unfinalize a student, un-check his name.
6. 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.
- 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, you can come back at any time to [enter grades for him](#).
- If you finalize the course, you'll need to have the registrar unfinalize it should you need to make further changes.