

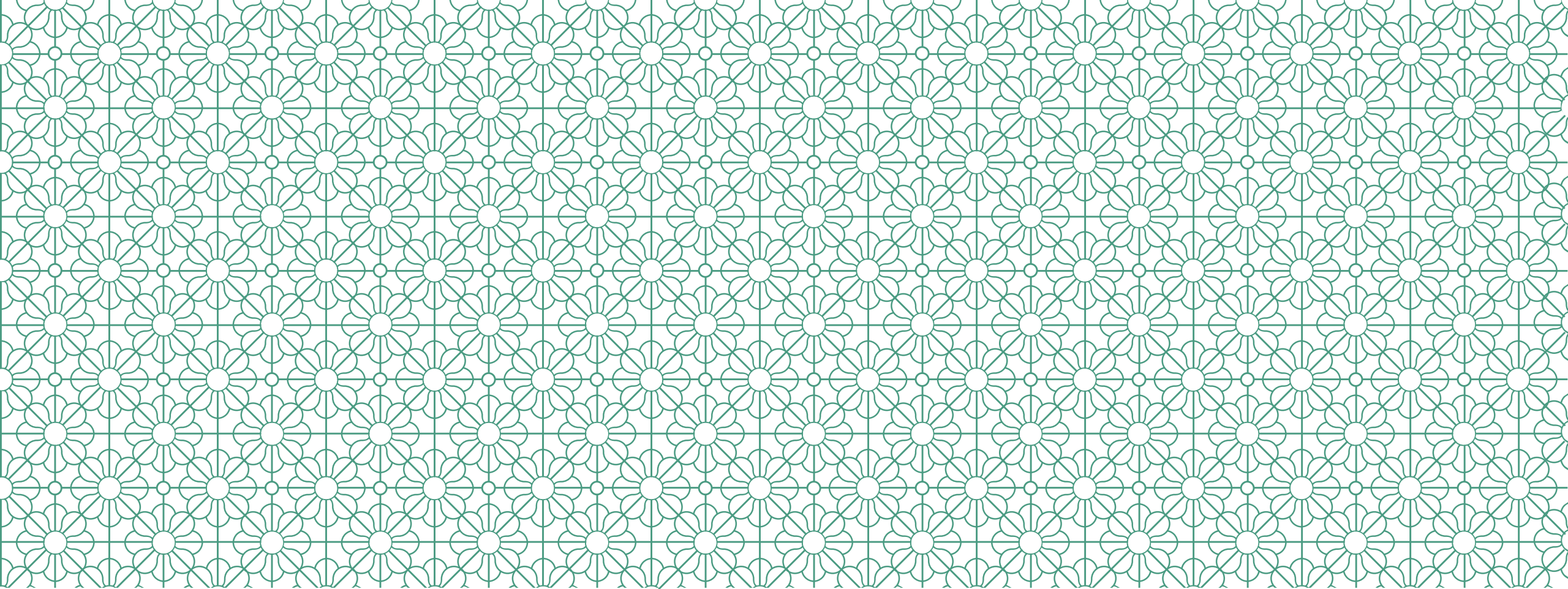
ARTS ISIT PRESENTS

CANVAS

Happy  Hour

6 MORE TOOLS IN 60 MINUTES

WELCOME



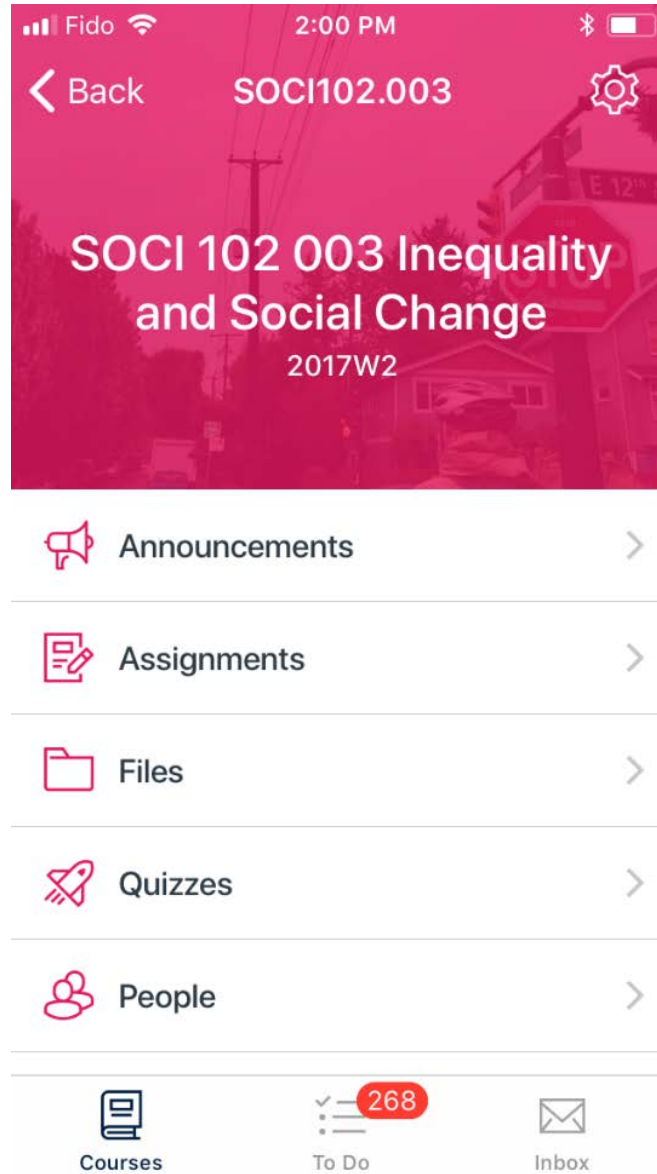
CANVAS MOBILE APP

Neil Armitage
Sessional Instructor
Department of Sociology



THE UNIVERSITY OF BRITISH COLUMBIA

MAIN PAGE



ASSIGNMENTS & SUBMISSIONS

Assignments
SOC1 102 003 Inequality and Social Cha...

All Grading Periods

Mid-Term: Short Answers

Activity 2

Activity 2
Due Feb 13, 2018 at 11:59 PM
2 NEED GRADING

Activity 3

TCPS 2: CORE Certificate
Due Mar 2, 2018 at 11:59 PM
164 NEED GRADING

Activity 3; Blog URL Submission
Due Apr 6, 2018 at 11:59 PM
13 NEED GRADING

Learning Evaluation

Learning Evaluation
Due Apr 10, 2018 at 11:59 PM

Courses To Do (268) Inbox

Assignment Details
SOC1 102 003 Inequality and So... Edit

Activity 3; Blog URL Submission
100 pts Published

Due
Due: Apr 6, 2018 at 11:59 PM
For: Everyone
Available From: --
Available Until: --

Submission Types
Online URL

Submissions

0 Graded 13 Need Grading 198 Not Submitted

Courses To Do (268) Inbox

Submissions
Activity 3; Blog URL Su... Filter (1)

Haven't been graded

GA **Submitted** NEEDS GRADING

AB **Submitted** NEEDS GRADING

LH **Submitted** NEEDS GRADING

JH **Submitted** NEEDS GRADING

JK **Submitted** NEEDS GRADING

Courses To Do (268) Inbox

BLOGS



Private: From UBC to a UBC Career

A current employee for AlumniUBC and a UBC alumni herself, Jessica has spent a considerable portion of her life on the UBC Vancouver campus. After high school graduation, she knew she wanted to stay close to home during her university education and chose UBC after she was admitted during



JH **Submitted** Done

Apr 4, 2018 at 11:05 AM

This submission is a URL to an external page. We've included a snapshot of what the page looked like when it was submitted.

<http://blogs.ubc.ca/2017w2soci102d3d/2018/04/04/having-your-own-mind-control-your-own-life/>



Campus-Wide Login Authentication

Login Name

Password

[Continue >](#)

[Forgot CWL Login Name?](#)

[Forgot CWL Password?](#)

Recover your CWL login or Reset your CWL password via Email

If you have a non-UBC email address associated with your CWL account you can either:

- Recover your CWL Login Name
- Reset your CWL Password

Protect Your CWL account!

- Watch out for sites or emails that pretend to be legitimate and ask for your CWL login name and password.
- Please report any suspicious requests for your CWL login name and password.
- Learn more about how to protect your devices.

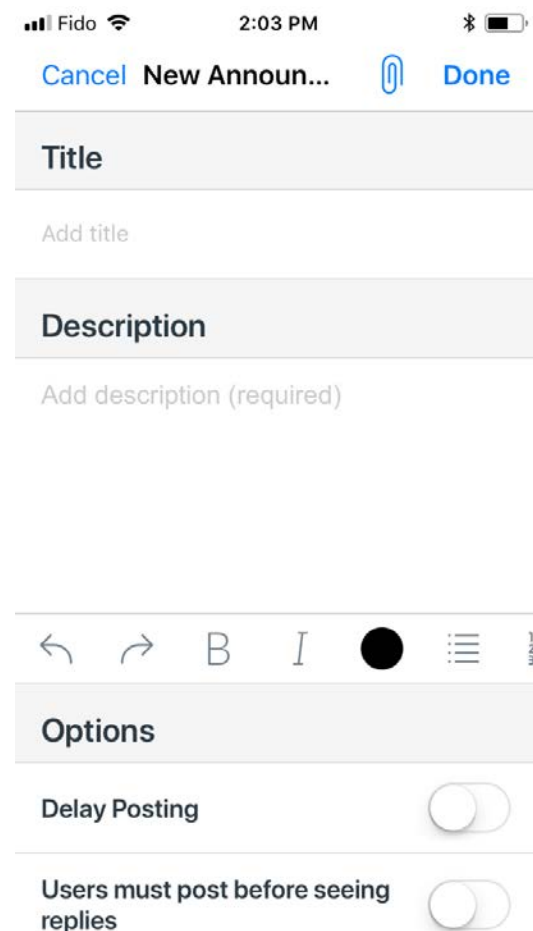
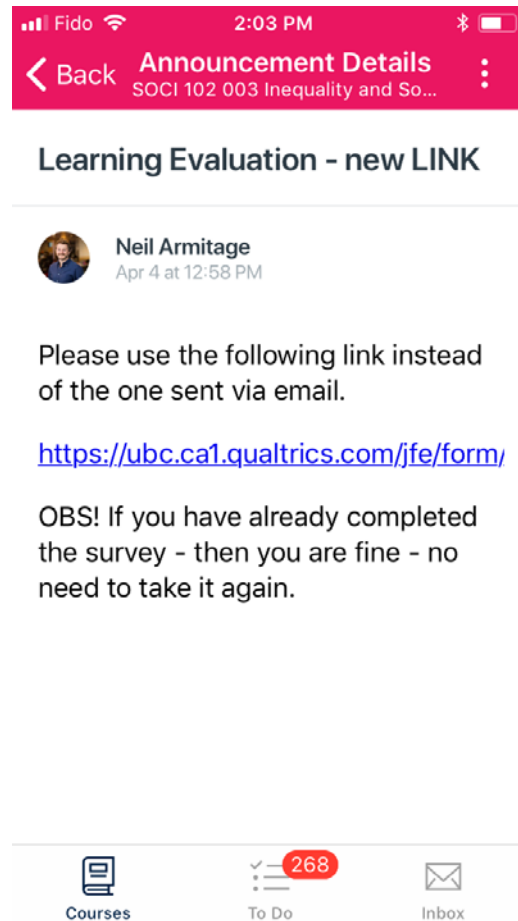
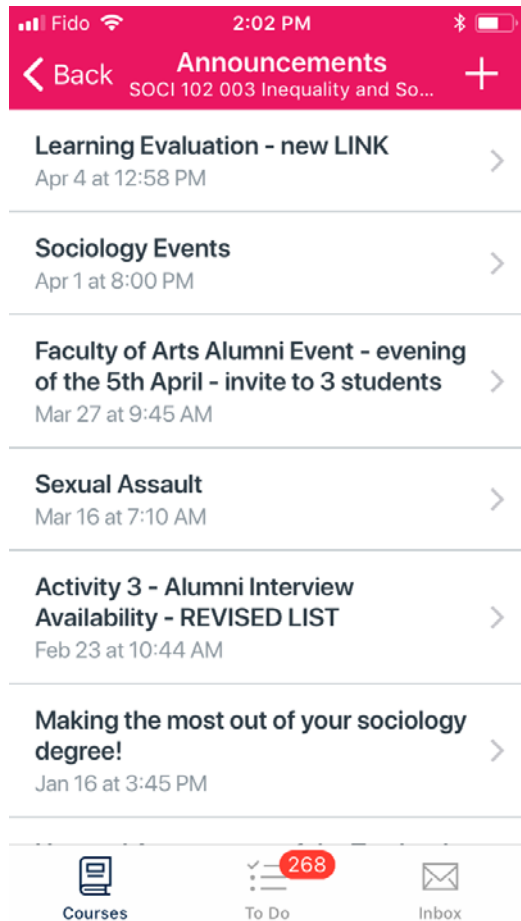
[Learn about the CWL Terms of Use <](#)

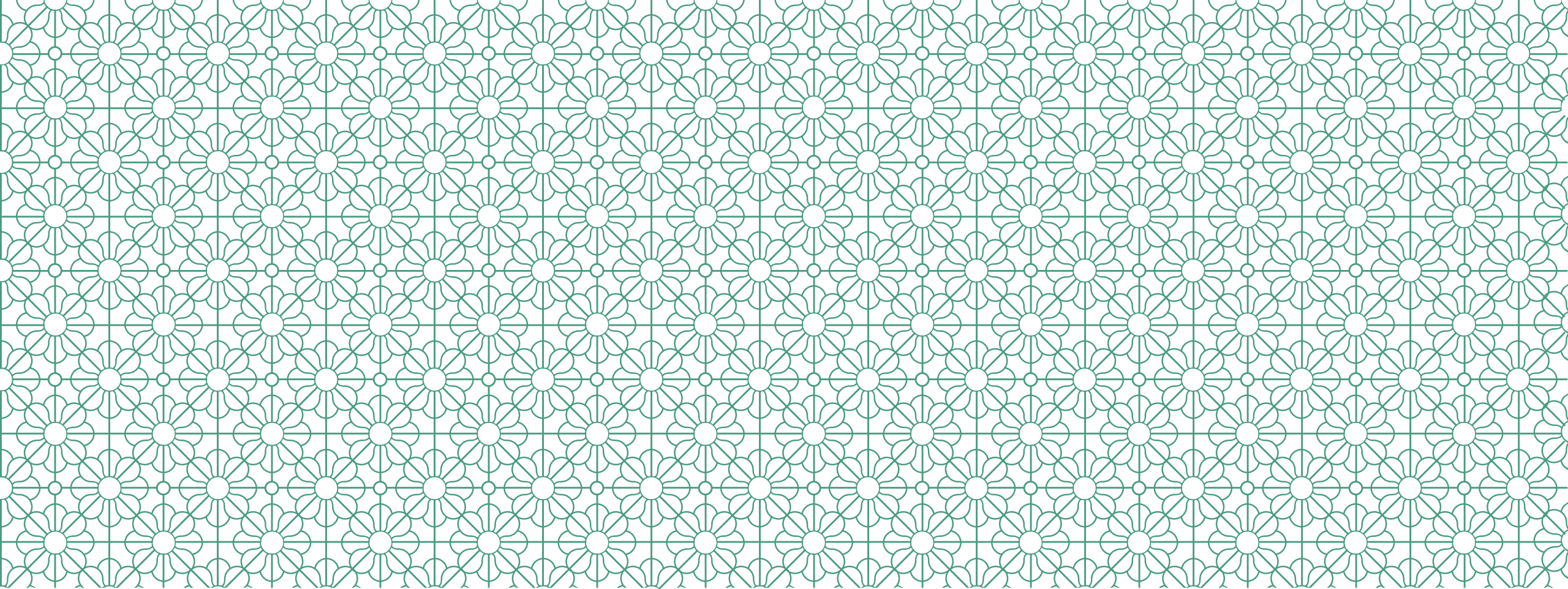
Grades

Comments

Files

ANNOUNCEMENTS



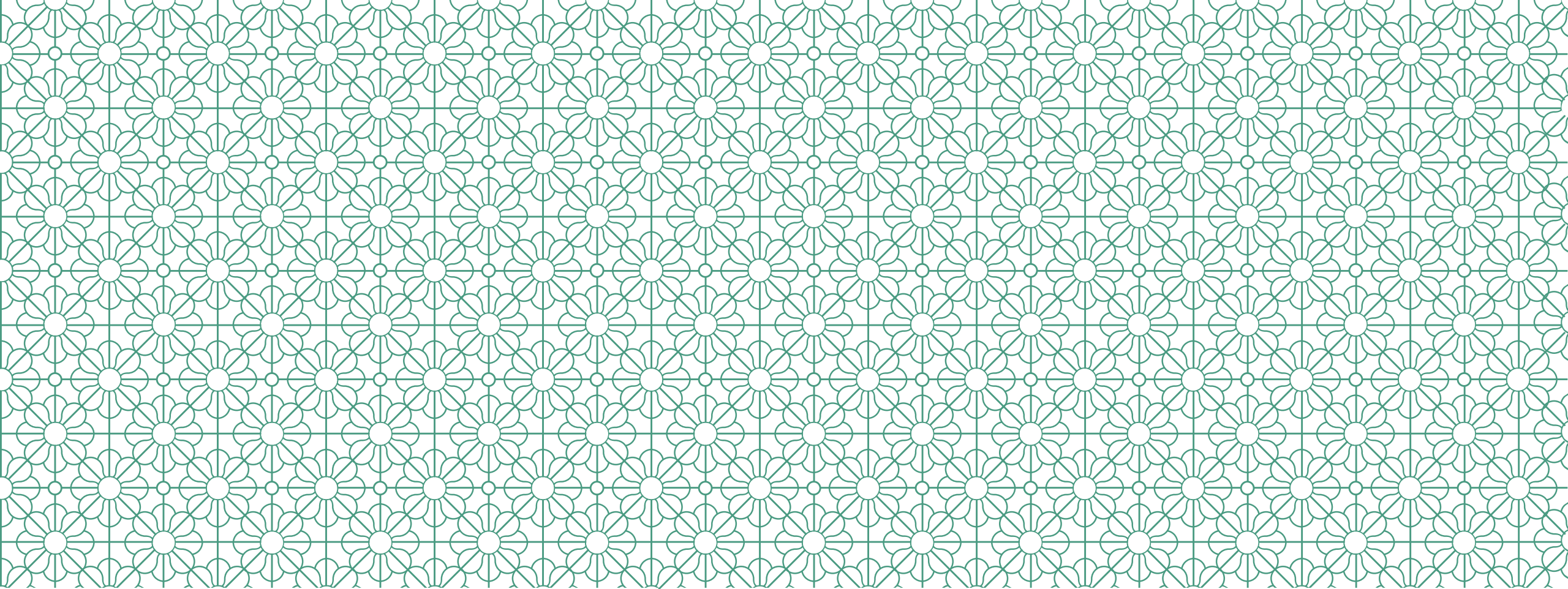


CANVAS GROUPS

Debbie Dergousoff
Sessional Instructor
Department of Sociology



THE UNIVERSITY OF BRITISH COLUMBIA



USING RUBRICS IN CANVAS

Making the most of it

Arlene Sindelar
Senior Instructor
Department of History



THE UNIVERSITY OF BRITISH COLUMBIA

Syllabus & Instructions

2. **All papers and assignments** completed outside of class must be **typed, double-spaced**, and submitted in class on the day they are due for full credit. If you have printing problems, you still have to submit a paper copy, but you may first email me your completed paper in an attached file (.docx, or .pdf) before class begins to meet the deadline; I will not mark it, however, until I receive the paper submission. Always put the course number (HIST 364) in the Subject line and sign the message of your email. Backup all your papers and written assignments on your computer and disk. Keep all your marked and returned work. Your papers will be judged on the basis of the specific assignment instructions and the style criteria explained online at Canvas and in *Writing in History*, by Alexander and Dixon.

- Article Reports and Thesis Assignments are due on the Thursdays in the week they are assigned to be read and discussed.
- The Research Essay (limited to 2500 words) is based largely on primary sources and focuses on people's daily life in medieval Europe. You will submit the essay in paper as well as electronically via Canvas where instructions will be posted.

3. Late papers are accepted up to one week after the due date for diminishing credit (after class on due date: -5%; and an additional -5% for every subsequent day, the maximum penalty = -30%).
4. Course withdrawal: Last day to withdraw without a W on your transcript is January 17, 2018. Last day to withdraw with a W instead of an F on your transcript is February 9, 2018.
5. Course Evaluation:

Class activity: participation, discussions, class activities	5%
Article Reports	20%
Article Thesis Assignments	10%
Midterm Map and Term Quiz	10%
Essay assignments	30%
Final Exam	25%

Grading Scale: 100 point scale [90-100 = A+], [85-89 = A], [80-84 = A-], [76-79 = B+], [72-75 = B], [68-71 = B-], [64-67 = C+], [60-63 = C], [55-59 = C-], [50-54 = D], [0-49 = F].

6. **Academic dishonesty** will immediately result in a failing grade. This includes plagiarism from the assigned readings as well as other sources. Whenever you borrow someone else's ideas or words, you must give them credit. When writing the various assignments, **use your own words. Do not just quote or paraphrase the text or introductions.** If you have any questions about what constitutes plagiarism, please review the UBC Calendar "Academic regulations"² for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit this [UBC Learning Commons Resource](#)³ for useful information on academic integrity and avoiding plagiarism.
7. **ATTENTIVE, COURTEOUS, AND APPROPRIATE BEHAVIOUR** is expected. **Silence your cell phone** before entering class and do not take any calls during class. Wear no earphones. **Please do not eat in class**, but since I will usually have a beverage at hand during class, so may you (but we each are responsible for any spillage we cause).
8. **Especially** we seek to maintain a learning environment that is respectful toward all, both in the classroom and online. Harassment of any kind is unacceptable. Concerns about harassment can be brought to me ([Prof. Sindelar](#)), or the History Department Head ([Prof. Eagle Glassheim](#)).
9. **CANVAS.** You are required to participate in this course on Canvas. All handouts, including schedules, assignment instructions, links, and announcements are available on Canvas. Some readings and articles assigned for this class may be **only available on Canvas**. Written assignments will be submitted on Canvas.

¹ UBC Calendar 2016/17, online <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0> (30 December 2017).

² UBC Calendar 2016/17, online <http://learningcommons.ubc.ca/academic-integrity/> (30 December 2017).

HIST 364 –Essay: Life in the Middle Ages

Instructor: A. Sindelar

REQUIREMENTS: about 7-8 pages, stapled, double-spaced, between 2000 and 2500 words (absolute limits, excepting footnotes and bibliography). Page numbers, a separate title page, and a bibliography are also required. Place word count on title page with your name, student #, course info, instructor's name, and the date. See example and help on Canvas.

DUE DATES: Each assignment must have been APPROVED before submitting the next assignment. Examples on Canvas.

Mar. 1 by noon	TOPIC & BIBLIOGRAPHY CITATIONS for two primary sources that launch your research.
Mar. 15 by noon	WORKING BIBLIOGRAPHY and RESEARCH QUESTION. Use all assigned primary sources that are applicable to your topic, but also find others to use. All sources must cite their origin, including translators or initial editors, whether found in books or online. On Canvas are links to primary sources that might be helpful. You may consult and cite secondary scholarship published after 1960 based on research in primary sources (cited in footnotes). Annotate sources if their use for your essay is not self-evident.
Thursday, April 3, a paper copy in class and a doc file uploaded on Canvas by 5 pm	ESSAY WITH FINAL BIBLIOGRAPHY.

SUBSTANCE: Your essay is about life in the Middle Ages based on your analysis of primary sources.

1. **Begin with the primary sources. Find documents and images** that interest you for evidence about peoples' daily life.
2. **Select a type of person or social group of a particular place or in a community or doing a particular activity** for which your sources provide evidence. Consider what the sources say about social rank and status in society, economic wealth, family, education or training, relationships, clerical or lay occupations, or how people were affected by institutions (government, universities, law, the church). Analyse what sources say – or **assume** – what they **betray**.
3. **Construct an appropriate research question** for your primary sources to answer. Examples: What was childhood like? How did monasteries contribute to communities? How did people prepare for war or soldiers live on campaign? How did religion shape daily life in the city? What happened when somebody died? Who were the poor? How did they live? or the peasants? labouring Londoners? Why did people go on pilgrimage and how did they manage? How did university students survive? What shaped the life of an apprentice? Or a priest? What did servants do? What was life like for a Jewish merchant – or his wife? What did people do for entertainment? Who was a knight of the shire – what did he do?
4. **Connect your "people" to their temporal, geographic and historical context.** Be specific.
5. **Quote sparingly and only from primary sources** for evidence. You must **interpret every quote** and explain its purpose in your analysis/argument. Do not let quotations substitute for analysis or narrative. **Secondary sources** can direct you to primary sources, help you interpret them, and provide their context, but do not quote from them or use them for significant parts of the argument without primary evidence support. Appropriately cite your sources in footnotes. Always **identify the specific document or image by its title** if you find it in a collection or compilation.
6. **Analyse the sources, draw conclusions, construct an argument, make your points, and pull it all together to drive home a logical, coherent thesis** (with no new information in your conclusion) in less than 2200 words. Your thesis is the answer to your research question. This is not a complete story, but a window on that world, supported by explicit evidence. **Highlight your thesis in your essay.**

STYLE: Write in a formal manner according to the style guide in Alexander and Dixon's *Writing in History*, chapter 3.

1. Use the skills practised in the article reports to write concisely and grammatically. Write in complete sentences, keep verbs active and in agreement with the subjects of clauses. Eliminate superfluous and wordy phrases.
2. **Write formally. Do not use slang or contractions, make first person references, or use direct address (second person).**
3. Cite your sources according to *Writing in History*, chapter 4, to avoid penalties.
 - o For this paper, cite the material reproduced on Canvas (such as the coroner's reports) and photo reproductions of published material as if you had used the original publication: that is, without reference to Canvas or URLs. Otherwise cite online sources according to, chapter 4 or [Turabian-Chicago style](#).
 - o After first citing a particular source completely, use **abbreviated forms for subsequent citations** (chapter 4.5).
 - o Remember, footnote numbers **follow** sentence punctuation.
4. Include page numbers, a separate title page as described above, and a bibliography.
5. Revise and edit. Don't merely rely on spellcheck. Read your essay out loud and **PROOFREAD**.



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HIST 101 001 World History to Oceanic Contact

Jump to Today

Edit



HIST101: World History to Oceanic Contact

Lectures: MW 9:00 – 10:00pm, BUCH B 213; Discussions on Fridays check your schedule

- **Instructor:** Professor Arlene Sindelar: 604-822-5162, (arlene.sindelar@ubc.ca); [Sindelar Office Hours](#)
- **Assistant Instructor:** Kylie Young: (kylie.young@alumni.ubc.ca); [Young Office Hours](#)

- [Course Schedule, Winter Session 2017, Term 2](#)
 - [Download the course schedule for term 2 in a PDF](#)
- [Course Schedule for Term 1 with live links to the online readings](#)
 - [Download the course schedule for term 1 in a pdf](#)
- [Read HIST 101 Course Policies in the syllabus](#)
 - [Download the complete Syllabus in a pdf](#)
- [Presentations \(to be posted at the end of the week\)](#)
- [Assignment instructions and materials](#)
 - [Discussion Sections: assignments and materials](#)
- [Exam Information](#)
- [Help! Resources, Readings, and Study Aids](#)
- [How to view comments and rubrics on marked assignments](#)

All changes in the course syllabus and schedule announced in class will be corrected in the files here on Canvas.

Import from Commons

Choose Home Page

View Course Stream

Course Setup Checklist

New Announcement

Student View

View Course Analytics

To Do

- Grade Revised Thesis/Outline ✕
40 points • No Due Date

March 2018						
25	26	27	28	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	29	30	31
1	2	3	4	5	6	7

Course assignments are not weighted.

Assignments

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HIST101.001 > Assignments

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Search for Assignment

+ Quiz/Test
+ Group
+ Assignment

Discussion

- Term 2
100 pts
- Term 1: Disc.
100 pts

Essays 1 and 2

- The First Essay, due Friday, October 6 in your discussion class and uploaded by noon on Canvas
Closed | Due Oct 6, 2017 at 12pm | 100 pts
- The Second Essay, due Friday, November 24 in your discussion class
Closed | Due Nov 24, 2017 at 2pm | 100 pts

Essay 3: Assignments for the Research Essay

- Research Question and Working Bibliography
Due Feb 2 at 4pm | 10 pts
- Thesis and Outline
Due Mar 9 at 4pm | 40 pts
- RESEARCH ESSAY
Available until Apr 9 | Due Mar 28 at 5:01pm | 100 pts

Create the Rubric

The screenshot shows a course management system interface. On the left is a dark blue sidebar with navigation icons and labels: UBC logo, Account, Dashboard, Courses, Calendar, Inbox (with a '2' notification), Commons, and Help. The main content area has a breadcrumb trail: HIST101.001 > Assignments > Final Essay. Below this is a sub-header '2017W1' and a list of course navigation options: Home, Syllabus, Announcements, Assignments (highlighted), Grades, Discussions, My Media, Library Online, Course Reserves, Files, Modules, Quizzes, People, Outcomes, Pages, CoursEval, and Settings. The main content area is titled 'RESEARCH ESSAY' and contains a large text box labeled 'Instructions'. To the right of the title are three buttons: 'Publish', 'Edit', and a menu icon. Below the instructions box are assignment details: 'Points 100', 'Submitting a file upload', and 'File Types doc, docx, and pdf'. At the bottom, there is a table with columns 'Due', 'For', 'Available from', and 'Until'. The table contains one row with values: '-', 'Everyone', '-', and '-'. Below the table is a button labeled '+ Rubric'.

HIST101.001 > Assignments > Final Essay

2017W1

RESEARCH ESSAY

Instructions

Publish Edit

Points 100

Submitting a file upload

File Types doc, docx, and pdf

Due	For	Available from	Until
-	Everyone	-	-

+ Rubric



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Dashboard



Courses



Calendar



Inbox



Commons



Help

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CoursEval

Settings

RESEARCH ESSAY

Publish Edit

Instructions

Points 100

Submitting a file upload

File Types doc, docx, and pdf

Due	For	Available from	Until
-	Everyone	-	-

Title: [Find a Rubric](#)

Criteria	Ratings	Pts
Description of criterion Range <input type="checkbox"/>	5 pts Full Marks 0 pts No Marks	<input type="text" value="5"/> pts
+ Criterion Find Outcome		Total Points: 5
<input type="checkbox"/> I'll write free-form comments when assessing students <input type="checkbox"/> Use this rubric for assignment grading <input type="checkbox"/> Hide score total for assessment results		
<input type="button" value="Cancel"/> <input type="button" value="Create Rubric"/>		

Title: [Find a Rubric](#)

Criteria	Ratings	Pts
Description of criterion Range <input type="checkbox"/>	5 pts Full Marks	0 pts No Marks
+ Criterion Find Outcome		5 pts
<input type="checkbox"/> I'll write free-form comments when assessing students <input type="checkbox"/> Use this rubric for assignment grading <input type="checkbox"/> Hide score total for assessment results		Total Points: 5
<input type="button" value="Cancel"/> <input type="button" value="Create Rubric"/>		

Title: [Find a Rubric](#)

Criteria	Ratings	Pts
Description of criterion	This area will be used by the assessor to leave comments related to this criterion.	5 pts
+ Criterion Find Outcome		5 pts
<input checked="" type="checkbox"/> I'll write free-form comments when assessing students <input type="checkbox"/> Use this rubric for assignment grading <input type="checkbox"/> Hide score total for assessment results		Total Points: 5
<input type="button" value="Cancel"/> <input type="button" value="Create Rubric"/>		

HIST 364 –Essay: Life in the Middle Ages

Instructor: A. Sindelar

REQUIREMENTS: about 7-8 pages, stapled, double-spaced, between 2000 and 2500 words (absolute limits, excluding footnotes and bibliography). Page numbers, a separate title page, and a bibliography are also required. Place word count on title page with your name, student #, course info, instructor's name, and the date. See example and help on Canvas.

DUE DATES: Each assignment must have been APPROVED before submitting the next assignment. Examples on Canvas.

Mar. 1 by noon	TOPIC & BIBLIOGRAPHY CITATIONS for two primary sources that launch your research.
Mar. 15 by noon	WORKING BIBLIOGRAPHY and RESEARCH QUESTION. Use all assigned primary sources that are applicable to your topic, but also find others to use. All sources must cite their origin, including translators or initial editors, whether found in books or online. On Canvas are links to primary sources that might be helpful. You may consult and cite secondary scholarship published after 1960 based on research in primary sources (cited in footnotes). Annotate sources if their use for your essay is not self-evident.
Thursday, April 3, a paper copy in class and a doc file uploaded on Canvas by 5 pm	ESSAY WITH FINAL BIBLIOGRAPHY.

SUBSTANCE: Your essay is about life in the Middle Ages based on your analysis of primary sources.

1. Begin with the primary sources. Find documents and images that interest you for evidence about peoples' daily life.
2. Select a type of person or social group of a particular place or in a community or doing a particular activity for which your sources provide evidence. Consider what the sources say about social rank and status in society, economic wealth, family, education or training, relationships, clerical or lay occupations, or how people were affected by institutions (government, universities, law, the church). Analyse what sources say – or assume – what they betray.
3. Construct an appropriate research question for your primary sources to answer. Examples: What was childhood like? How did monasteries contribute to communities? How did people prepare for war or soldiers live on campaign? How did religion shape daily life in the city? What happened when somebody died? Who were the poor? How did they live? or the peasants? labouring Londoners? Why did people go on pilgrimage and how did they manage? How did university students survive? What shaped the life of an apprentice? Or a priest? What did servants do? What was life like for a Jewish merchant – or his wife? What did people do for entertainment? Who was a knight of the shire – what did he do?
4. Connect your "people" to their temporal, geographic and historical context. Be specific.
5. Quote sparingly and only from primary sources for evidence. You must interpret every quote and explain its purpose in your analysis/argument. Do not let quotations substitute for analysis or narrative. Secondary sources can direct you to primary sources, help you interpret them, and provide their context, but do not quote from them or use them for significant parts of the argument without primary evidence support. Appropriately cite your sources in footnotes. Always identify the specific document or image by its title if you find it in a collection or compilation.
6. Analyse the sources, draw conclusions, construct an argument, make your points, and pull it all together to drive home a logical, coherent thesis (with no new information in your conclusion) in less than 2200 words. Your thesis is the answer to your research question. This is not a complete story, but a window on that world, supported by explicit evidence. Highlight your thesis in your essay.

STYLE: Write in a formal manner according to the style guide in Alexander and Dixon's *Writing in History*, chapter 3.

1. Use the skills practised in the article reports to write concisely and grammatically. Write in complete sentences, keep verbs active and in agreement with the subjects or clauses. Eliminate superfluous and wordy phrases.
2. Write formally. Do not use slang or contractions, make first person references, or use direct address (second person).
3. Cite your sources according to *Writing in History*, chapter 4, to avoid penalties.
 - o For this paper, cite the material reproduced on Canvas (such as the Coroner's reports) and photo reproductions of published material as if you had used the original publication: that is, without reference to Canvas or URLs. Otherwise cite online sources according to, chapter 4 or [Turabian-Chicago style](#).
 - o After first citing a particular source completely, use abbreviated forms for subsequent citations (chapter 4.5).
 - o Remember, footnote numbers follow sentence punctuation.
4. Include page numbers, a separate title page as described above, and a bibliography.
5. Revise and edit. Don't merely rely on spellcheck. Read your essay out loud and PROOFREAD.

Add Criterion

The screenshot displays the Blackboard LMS interface for a course titled 'HIST101.001'. The main content area shows the 'Scratch Essay' assignment page, which is currently empty with the text 'No Content'. The page includes a 'Publish' button, an 'Edit' button, and a 'Related Items' section. Below the main content area, there are details for the assignment: 'Points: 100', 'Submitting: a file upload', and 'File Types: doc, docx, and pdf'. A table below these details shows the assignment is due for 'Everyone' and is available from the start of the course until the end. The 'Add Criterion' dialog box is open in the foreground, allowing the user to create a new rubric criterion. The dialog box has a title bar 'Add Criterion' and a close button 'x'. It contains a 'Description' text area, a 'Long Description' text area, and a 'Pts' field with a value of '5'. At the bottom of the dialog box, there are 'Cancel' and 'Create Criterion' buttons. The background interface also shows a left-hand navigation menu with options like 'Home', 'Syllabus', 'Announcements', 'Assignments', 'Grades', 'Discussions', 'My Media', 'Library Online', 'Course Reserves', 'Files', 'Reserves', 'Quizzes', 'People', 'Discussions', 'Pages', 'CoursEval', and 'Settings'. The 'Assignments' menu item is currently selected.

Research Essay Rubric -364

Criteria	Ratings	Pts
<p>ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS and about life in the Middle Ages.</p> <p><i>Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
<p>THESIS is highlighted, well-expressed and appropriate for the essay.</p> <p><i>The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, must be arguable, and about life in the Middle Ages.</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
<p>ARGUMENT is coherent and reasonable with primary source evidence that supports thesis</p> <p><i>The argument is well-organized, coherent, specific, and conclusions rely on an analysis of primary sources that shows understanding of the topic and the sources. Connected your "people" to their temporal, geographic and historical context.</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
<p>PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis.</p> <p><i>Primary sources are interpreted, explained to fit into the argument, and considered in their geographic and temporal context. Quotations are interpreted, and used appropriately, but sparingly, and not used merely to convey information.</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
<p>SECONDARY SOURCES are used appropriately.</p> <p><i>Secondary sources are used appropriately for context, interpretation of primary sources, or as supporting your own analysis of the primary sources: never quoted or relied on too much for evidence or for narrative.</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
<p>WELL-WRITTEN: ideas expressed clearly and coherently in formal English according to <u>Writing in History</u>.</p> <p><i>Essay is written concisely and grammatically so that sentences are complete and meaningful. No slang, contractions, or any first person references or direct address. No superfluous and wordy phrases.</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	15 pts
<p>FOOTNOTES: citations are correct and appropriate for all sources.</p> <p><i>All sources are adequately and correctly cited in footnotes styled according to <u>Writing in History</u>, Chapter 4. Footnote numbers follow sentence punctuation. The specific document or image is always identified by its title. After first citing a particular source completely, use abbreviated forms for subsequent citations.</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
<p>INTRODUCTION helpfully introduces your essay and CONCLUSION hammers home the logical and well-argued thesis.</p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
<p>REQUIREMENTS all fulfilled.</p> <p><i>Essay fulfills requirements or points are deducted: double spaced, stapled, page numbers (2 pts each) and less than 2200 words (2-10 pts), correct and complete title page (2-5pts), correct bibliography. Submitted paper copy in class and electronically on Canvas by 5 pm. (- 5% after class, and an additional -5% for every subsequent day, the maximum penalty = -30%)</i></p>	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	0 pts

Total Points: 100

Arrange Rubrics easy for marking

HIST 364 –Essay: Life in the Middle Ages

Instructor: A. Sindelar

REQUIREMENTS: about 7-8 pages, stapled, double spaced, between 2000 and 2500 words (absolute limits, excepting footnotes and bibliography). Page numbers, a separate title page, and a bibliography are also required. Place word count on title page with your name, student #, course info, instructor's name, and the date. See example and help on Canvas.

DUE DATES: Each assignment must have been APPROVED before submitting the next assignment. Examples on Canvas.

Mar. 1 by noon	TOPIC & BIBLIOGRAPHY CITATIONS for two primary sources that launch your research.
Mar. 15 by noon	WORKING BIBLIOGRAPHY and RESEARCH QUESTION. Use all assigned primary sources that are applicable to your topic, but also find others to use. All sources must cite their origin, including translators or initial editors, whether found in books or online. On Canvas are links to primary sources that might be helpful. You may consult and cite secondary scholarship published after 1960 based on research in primary sources (cited in footnotes). Annotate sources if their use for your essay is not self-evident.
Thursday, April 3, a paper copy in class and a doc file uploaded on Canvas by 5 pm	ESSAY WITH FINAL BIBLIOGRAPHY.

SUBSTANCE: Your essay is about life in the Middle Ages based on your analysis of primary sources.

1. **Begin with the primary sources.** Find documents and images that interest you for evidence about peoples' daily life.
2. **Select a type of person or social group of a particular place or in a community or doing a particular activity** for which your sources provide evidence. Consider what the sources say about social rank and status in society, economic wealth, family, education or training, relationships, clerical or lay occupations, or how people were affected by institutions (government, universities, law, the church). Analyse what sources say – or assume – what they **betray**.
3. **Construct an appropriate research question** for your primary sources to answer. Examples: What was childhood like? How did monasteries contribute to communities? How did people prepare for war or soldiers live on campaign? How did religion shape daily life in the city? What happened when somebody died? Who were the poor? How did they live? or the peasants? labouring Londoners? Why did people go on pilgrimage and how did they manage? How did university students survive? What shaped the life of an apprentice? Or a priest? What did servants do? What was life like for a Jewish merchant – or his wife? What did people do for entertainment? Who was a knight of the shire – what did he do?
4. **Connect your "people" to their temporal, geographic and historical context.** Be specific.
5. **Quote sparingly and only from primary sources** for evidence. You must **interpret every quote** and explain its purpose in your analysis/argument. Do not let quotations substitute for analysis or narrative. **Secondary sources** can direct you to primary sources, help you interpret them, and provide their context, but do not quote from them or use them for significant parts of the argument without primary evidence support. **Appropriately cite your sources in footnotes. Always identify the specific document or image by its title** if you find it in a collection or compilation.
6. **Analyse the sources, draw conclusions, construct an argument, make your points, and pull it all together to drive home a logical, coherent thesis** (with no new information in your conclusion) in less than 2200 words. Your thesis is the answer to your research question. This is not a complete story, but a window on that world, supported by explicit evidence. **Highlight your thesis in your essay.**

STYLE: Write in a formal manner according to the style guide in Alexander and Dixon's *Writing in History*, chapter 3.

1. Use the skills practised in the article reports to write concisely and grammatically. Write in complete sentences, keep verbs active and in agreement with the subjects of clauses. Eliminate superfluous and wordy phrases.
2. **Write formally.** Do not use slang or contractions, make first person references, or use direct address (second person).
3. Cite your sources according to *Writing in History*, chapter 4, to avoid penalties.
 - o For this paper, cite the material reproduced on Canvas (such as the coroner's reports) and photo reproductions of published material as if you had used the original publication: that is, without reference to Canvas or URLs. Otherwise cite online sources according to, chapter 4 or [Turabian-Chicago style](#).
 - o After first citing a particular source completely, use **abbreviated forms for subsequent citations** (chapter 4.5).
 - o Remember, footnote numbers **follow** sentence punctuation.
4. Include page numbers, a separate title page as described above, and a bibliography.
5. Revise and edit. Don't merely rely on spellcheck. Read your essay out loud and PROOFREAD.

2017W1

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RESEARCH ESSAY

Published Edit ⋮

This is an analytical essay shaped by your primary sources and consisting of **2000-2500 words of text** (excluding footnotes, bibliography and title page). The essay can not include everything about the topic, or tell a "complete" story, but to argue a thesis based on your analysis of the evidence in the primary sources. See [Writing in History](#), chapter 3. [Click here for a PDF of the instructions for the essay.](#)

- Check the Requirement Checklist before you submit your essay.
 - Consult the Rubric below for the requirement of this assignment and the basis of its assessment.
- Submit a STAPLED paper copy of your essay in class on March 28.
- Submit an electronic copy in a file in a doc, docx or pdf file here by 5 pm on March 28.
- Both submissions in paper and electronically MUST INCLUDE:
 - a title page with your name, the course, date, and word count. See [EXAMPLE](#).
 - a properly formatted final bibliography (not annotated). See [EXAMPLE](#).
- Essays submitted late earn diminishing credit (- 5% after class on the date due, -10% the next day, -20% after Easter, and an additional 5% every day thereafter to a maximum penalty of 35%). **No essay is accepted after April 9 without previous accommodation made by the instructor.**

Points 100

Submitting a file upload

File Types doc, docx, and pdf

Due	For	Available from	Until
Mar 28 at 5:01pm	Everyone	Mar 26 at 12am	Apr 9 at 11:59pm

Related Items

- SpeedGrader™
- Download Submissions

1 out of 1 Submissions Graded

Research Essay Rubric -101		
Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis The argument is well-organized, coherent, and conclusions rely on an analysis of primary sources that shows understanding of the topic and the sources.	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. Primary sources are interpreted, explained to fit into the argument, and considered in their geographic and temporal context. Quotations are interpreted, and used sparingly, and not used merely to convey information.	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
SECONDARY SOURCES are used appropriately. Secondary sources are used appropriately for context, interpretation of primary sources, or as supporting your own analysis of the primary sources: never quoted or relied on too much for evidence or narrative.	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
WELL-WRITTEN: ideas expressed clearly and coherently in formal English according to _Writing in History_. Essay is written concisely with good grammar so that sentences make meaningful sense. No slang, contractions, or any first or second person references. Refer to _Writing in History_, Chapter 3.	This area will be used by the assessor to leave comments related to this criterion.	15.0 pts
FOOTNOTES: citations are correct and appropriate for all sources. All sources are adequately and correctly cited in footnotes styled according to _Writing in History_, Chapter 4. Footnote numbers follow sentence punctuation.	This area will be used by the assessor to leave comments related to this criterion.	5.0 pts
REQUIREMENTS all fulfilled. Essay fulfills requirements or points are deducted: double spaced, stapled, page numbers (2 pts each) and 2000-2500 words (2-10 pts), correct and complete title page (2-5pts), correct bibliography with required sources: primary sources from two civilizations, scholarly article, monograph, textbook (2-5 pts each). Submitted paper copy in class and electronically on Canvas by 5 pm. (- 5% after class, -10% Mar.29, -20% Apr.3, +5% every day to 35% max).	This area will be used by the assessor to leave comments related to this criterion.	0.0 pts
Total Points: 100.0		

Title:

Find a Rubric

Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.	This area will be used by the assessor to leave comments related to this criterion.	10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis The argument is well-organized, coherent, and conclusions rely on an analysis of primary sources that shows understanding of the topic and the sources.	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. Primary sources are interpreted, explained to fit into the argument, and considered in their geographic and temporal context. Quotations are interpreted, and used appropriately, but sparingly, and not used merely to convey information.	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
SECONDARY SOURCES are used appropriately. Secondary sources are used appropriately for context, interpretation of primary sources, or as supporting your own analysis of the primary sources: never quoted or relied on too much for evidence or narrative.	This area will be used by the assessor to leave comments related to this criterion.	20.0 pts
WELL-WRITTEN: ideas expressed clearly and coherently in formal English according to _Writing in History_. Essay is written concisely with good grammar so that sentences make meaningful sense. No slang, contractions, or any first or second person references. Refer to _Writing in History_, Chapter 3.	This area will be used by the assessor to leave comments related to this criterion.	15.0 pts
FOOTNOTES: citations are correct and appropriate for all sources. All sources are adequately and correctly cited in footnotes styled according to _Writing in History_, Chapter 4. Footnote numbers follow sentence punctuation.	This area will be used by the assessor to leave comments related to this criterion.	5.0 pts
REQUIREMENTS all fulfilled. Essay fulfills requirements or points are deducted: double spaced, stapled, page numbers (2 pts each) and 2000-2500 words (2-10 pts), correct and complete title page (2-5pts), correct bibliography with required sources: primary sources from two civilizations, scholarly article, monograph, textbook (2-5 pts each). Submitted paper copy in class and electronically on Canvas by 5 pm. (- 5% after class, -10% Mar.29, -20% Apr.3, +5% every day to 35% max).	This area will be used by the assessor to leave comments related to this criterion.	0.0 pts
Total Points: 100.0		

+ Criterion Find Outcome

I'll write free-form comments when assessing students

Use this rubric for assignment grading

Hide score total for assessment results

Cancel
Update Rubric



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RESEARCH ESSAY

This is an analytical essay shaped by your primary sources and consists of an introduction, body paragraphs, a conclusion, and a title page. The essay can not include evidence from secondary sources, but to argue a thesis based on your analysis of the evidence in chapter 3. [Click here for a PDF of the instructions for the essay.](#)

- Check the Requirement Checklist before you submit your essay
 - Consult the Rubric below for the requirement of this assignment
- Submit a STAPLED paper copy of your essay in class on March 29
- Submit an electronic copy in a file in a doc, docx or pdf file here
- Both submissions in paper and electronically MUST INCLUDE:
 - a title page with your name, the course, date, and word count
 - a properly formatted final bibliography (not annotated). See the instructions for more details.
- Essays submitted late earn diminishing credit (- 5% after class or Easter, and an additional 5% every day thereafter to a maximum of 20% total). Essays submitted after the deadline will be marked as late. **April 9 without previous accommodation made by the instructor.**

Points	100	
Submitting	a file upload	
File Types	doc, docx, and pdf	
Due	For	Available from
Mar 28 at 5:01pm	Everyone	Mar 26 at 12:00pm

Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course	10.0	pts
THESIS is highlighted, well-expressed and appropriate for the essay. The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.	20.0	pts
ARGUMENT is coherent and reasonable with primary source evidence that shows understanding of the topic and the sources.	20.0	pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and used appropriately to support the thesis.	20.0	pts
SECONDARY SOURCES are used appropriately.	20.0	pts
WELL-WRITTEN: ideas expressed clearly and coherently in formal English as required in Writing in History.	15.0	pts
FOOTNOTES: citations are correct and appropriate for all sources.	5.0	pts
REQUIREMENTS all fulfilled.	0.0	pts



Submitting a file upload

File Types doc, docx, and pdf

Due	For	Available from	Until
Mar 28 at 5:01pm	Everyone	Mar 26 at 12am	Apr 9 at 11:59pm

Research Essay Rubric -101

Keep in mind that 1 student has already been assessed using this rubric. Changing it will affect their evaluation. You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course	10.0	pts
THESIS is highlighted, well-expressed and appropriate for the essay. The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.	10.0	pts
ARGUMENT is coherent and reasonable with primary source evidence that shows understanding of the topic and the sources.	20.0	pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and used appropriately to support the thesis.	20.0	pts
SECONDARY SOURCES are used appropriately.	20.0	pts
WELL-WRITTEN: ideas expressed clearly and coherently in formal English as required in Writing in History.	15.0	pts
FOOTNOTES: citations are correct and appropriate for all sources.	5.0	pts
REQUIREMENTS all fulfilled.	0.0	pts

Edit Criterion

Description

REQUIREMENTS all fulfilled.

Long Description

Essay fulfills requirements or points are deducted: double spaced, stapled, page numbers, thesis highlighted (2 pts each) and 2000-2500 words (2-10 pts); correct and complete title page (2-5pts), correct bibliography with required sources: primary sources

Cancel Update Criterion

Find a Rubric

	Ratings	Pts
ASSIGNMENTS. The final essay is clearly supported by appropriate for the	10.0	pts
supported by primary	10.0	pts
that supports thesis analysis of primary	20.0	pts
civilizations, and considered in their appropriately, but	20.0	pts
primary sources, or as used on too much for	20.0	pts
English according to meaningful sense. No writing in History.	15.0	pts
g to Writing in	5.0	pts
page numbers (2 pts 2-5pts), correct scholarly article, electronically on Canvas (5% max).	0.0	pts
Total Points: 100.0		

Rubric Manager

The screenshot shows a course page for HIST101.001 with an assignment titled 'RESEARCH ESSAY'. The assignment instructions are visible in the main content area. A modal window titled 'Find Existing Rubric' is open, showing a search results table and a detailed view of a selected rubric.

Find Existing Rubric

Course	Rubric Name	Criteria	Points Possible
HIST101.001	Research Essay Rubric -101	8 criteria	100 points possible
HIST 364 201 Europe in the Late Middle Ages	Research Question and Working Bibliography	11 criteria	10 points possible
	Thesis and Outline	4 criteria	40 points possible

Research Essay Rubric -101

Criteria	Assessment
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS.	Full Marks No Marks / 10 pts
THESIS is highlighted, well-expressed and appropriate for the essay.	Full Marks No Marks / 10 pts
ARGUMENT is coherent and	Full Marks

Assignment Instructions:

This is an analytical essay shaped by your primary sources and consisting of 2000-2500 words of text (excluding footnotes, bibliography and title page). The essay can not include everything about the topic, or tell a "complete" story, but to argue a thesis based on your analysis of the evidence in the primary sources. See *Writing in History*, chapter 3. [Click here for a PDF of the instructions for the essay.](#)

- Check the Requirement Checklist before you submit your essay.
 - Consult the Rubric below for the requirement of this assignment and the basis of its assessment.
- Submit a STAPLED paper copy of your essay in class on March 28.
- Submit an electronic copy in a file in a doc, docx or pdf file here by 5 pm on March 28.
- Both submissions in paper and electronically MUST INCLUDE:
 - a title page with your name, the course, date, and word count. See [EXAMPLE](#).
 - a properly formatted final bibliography (not annotated). See [EXAMPLE](#).
- Essays submitted late earn diminishing credit (- 5% after class on the date due, -10% the next day, -20% after Easter, and an additional 5% every day thereafter to a maximum penalty of 35%). No essay is accepted after April 9 without previous accommodation made by the instructor.

Rubric Manager

The screenshot shows the Rubric Manager interface for course HIST101.001. On the left is a dark blue navigation sidebar with icons and labels for Account, Dashboard, Courses, Calendar, Inbox (with a notification badge), Commons, and Help. The main content area has a breadcrumb trail 'HIST101.001 > Rubrics' and a '+ Add Rubric' button. Below the breadcrumb is a '2017W1' section header. The main content lists three rubrics: 'Research Essay Rubric -101' (8 criteria, 100 points possible), 'Research Question and Working Bibliography' (11 criteria, 10 points possible), and 'Thesis and Outline' (4 criteria, 40 points possible). A vertical menu on the left lists navigation options: Home, Syllabus, Announcements, Assignments, Grades, Discussions, My Media, Library Online, Course Reserves, Files, Modules, Quizzes, People, Outcomes, Pages, CoursEval, and Settings.

UBC

HIST101.001 > Rubrics

2017W1

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Course Rubrics

+ Add Rubric

Research Essay Rubric -101
8 criteria
100 points possible

Research Question and Working Bibliography
11 criteria
10 points possible

Thesis and Outline
4 criteria
40 points possible



2017W1

Home

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Course Reserves

RESEARCH ESSAY

Due Wednesday by 5:01pm **Points** 100 **Submitting** a file upload **File Types** doc, docx, and pdf
Available Mar 26 at 12am - Apr 9 at 11:59pm 15 days

This is an analytical essay shaped by your primary sources and consisting of 2000-2500 words of text (excluding footnotes, bibliography and title page). The essay can not include everything about the topic, or tell a "complete" story, but to argue a thesis based on your analysis of the evidence in the primary sources. See *Writing in History*, chapter 3. [Click here for a PDF of the instructions for the essay.](#)

- Check the Requirement Checklist before you submit your essay.
 - Consult the Rubric below for the requirement of this assignment and the basis of its assessment.
- Submit a STAPLED paper copy of your essay in class on March 28.
- Submit an electronic copy in a file in a doc, docx or pdf file here by 5 pm on March 28.
- Both submissions in paper and electronically MUST INCLUDE:
 - a title page with your name, the course, date, and word count. [See EXAMPLE](#)
 - a properly formatted final bibliography (not annotated). [See EXAMPLE](#)
- Essays submitted late earn diminishing credit (- 5% after class on the date due, -10% the next day, -20% after Easter, and an additional 5% every day thereafter to a maximum penalty of 35%). No essay is accepted after April 9 without previous accommodation made by the instructor.

File Upload

Upload a file, or choose a file you've already uploaded.

File: No file selected.

[Click here to find a file you've already uploaded](#)

Comments...

Research Essay Rubric -101		
Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. <i>Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course</i>		10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. <i>The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.</i>		10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis <i>The argument is well-organized, coherent, and conclusions rely on an analysis of primary sources that shows understanding of the topic and the sources.</i>		20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. <i>Primary sources are interpreted, explained to fit into the argument, and considered in their geographic and temporal context. Quotations are interpreted, and used appropriately, but sparingly, and not used merely to convey information.</i>		20.0 pts
SECONDARY SOURCES are used appropriately. <i>Secondary sources are used appropriately for context, interpretation of primary sources, or as supporting your own analysis of the primary sources: never quoted or relied on too much for evidence or narrative.</i>		20.0 pts
WELL-WRITTEN: ideas expressed clearly and coherently in formal English according to <i>Writing in History</i> . <i>Essay is written concisely with good grammar so that sentences make meaningful sense. No slang, contractions, or any first or second person references. Refer to <i>Writing in History</i>, Chapter 3.</i>		15.0 pts
FOOTNOTES: citations are correct and appropriate for all sources. <i>All sources are adequately and correctly cited in footnotes styled according to <i>Writing in History</i>, Chapter 4. Footnote numbers follow sentence punctuation.</i>		5.0 pts
REQUIREMENTS all fulfilled. <i>Essay fulfills requirements or points are deducted: double spaced, stapled, page numbers (2 pts each) and 2000-2500 words (2-10 pts), correct and complete title page (2-5pts), correct bibliography with required sources: primary sources from two civilizations, scholarly article, monograph, textbook (2-5 pts each). Submitted paper copy in class and electronically on Canvas by 5 pm. (- 5% after class, -10% Mar.29, -20% Apr.3, +5% every day to 35% max).</i>		0.0 pts
Total Points: 100.0		

Submission

✓ Turned In!
Mar 27 at 12:26pm
[Submission Details](#)
[Download Test student- 364 - Paper 2.docx](#)

Comments:
No Comments

- Assignment Portal
- Student sees rubric

Unmarked essay: instructor's view on SpeedGrader

The screenshot displays the SpeedGrader interface for an instructor. The top navigation bar is dark blue and contains several icons on the left, including a calendar and a document, which are circled in red. The title "RESEARCH ESSAY" and the due date "Due: Mar 28 at 5:01pm - HIST101.001" are visible. On the right side of the top bar, the progress "0/42 Graded" and "42/42" is shown, along with a user profile icon and the name "Test Student", also circled in red. Below the top bar, a toolbar shows "Page < 1 > of 9" and "ZOOM +". The main content area is a large white box containing the text of the essay. The title "STUDENT LIFE IN THE MIDDLE AGES" is centered. At the bottom, it reads "By TEST STUDENT (12345678)" and "Professor Sindelar HIST 364 April 1, 2008 Word Count: 1985". On the right side of the interface, there is a sidebar with the following elements: "Submitted: Mar 27 at 12:26pm", "Submitted Files: (click to load)", and a link "Test student- 364 - Paper 2.docx". Below this is the "Assessment" section, which shows "Grade" with an empty input field and "out of 100". A "View Rubric" button is circled in red. Underneath is the "Assignment Comments" section, which has a text input field labeled "Add a Comment" and a "Submit" button.

RESEARCH ESSAY
Due: Mar 28 at 5:01pm - HIST101.001

0/42 Graded 42/42 Test Student

Page < 1 > of 9 ZOOM +

Submitted: Mar 27 at 12:26pm
Submitted Files: (click to load)
[Test student- 364 - Paper 2.docx](#)

Assessment
Grade out of 100
[View Rubric](#)

Assignment Comments
Add a Comment

STUDENT LIFE IN THE MIDDLE AGES

By TEST STUDENT
(12345678)

Professor Sindelar
HIST 364
April 1, 2008
Word Count: 1985

Instructor's view of essay and Rubric on SpeedGrader

Research Essay
Due: Mar 28 at 5:01pm - HIST101.001

0/42 Graded 42/42
Test Student

Page < 2 > of 9

The development and spread of the university in Europe had many implications for western civilization. One of these implications was the proliferation of a certain type of individual – the medieval university student. The experience of the student inevitably varied with time and location, but it is fair to assume some aspects of the university experience were common to a large majority of university scholars. The medieval university student was usually young, often away from home, and faced a variety challenges. Medieval cities and towns were busy and potentially dangerous places and not all residents were tolerant of rowdy, young, foreign academics. Tuition had to be paid, lodgings found, and the challenges of an academic career had to be met. Despite these difficulties, however, universities continued to flourish throughout the Middle Ages and beyond. The success of universities can safely be tied to the success of its students; certainly a university has many components, but students are an undeniably essential ingredient. Given the difficulties students often faced, from poverty to riots, how were they able to cope and thrive while pursuing their studies? The answer lies in the help and protection they typically received from others. In their daily lives and throughout their academic careers, medieval university students regularly relied upon outside support, particularly from their families, religious and secular authorities, and the universities' themselves.

University students were generally males in their prime working years, and by attending university they were not only spending money on tuition, they were also denying themselves and their families the income they would have earned by working.¹ For this reason university tuition, although not excessively high, was significant enough to effectively bar members of the lower class from entry.² Books, supplies, garments and lodgings were further costs to burden students

¹ Clifford Backman, *The Worlds of Medieval Europe* (Oxford: Oxford University Press, 2003), 251.
² *Ibid.*, 251.

2

Submitted: Mar 27 at 12:26pm

Submitted Files: (click to load)

Test student- 364 - Paper 2.docx

Grading

Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. view longer description	<input type="text"/>	<input type="text"/> / 10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. view longer description	<input type="text"/>	<input type="text"/> / 10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis view longer description	<input type="text"/>	<input type="text"/> / 20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. view longer description	<input type="text"/>	<input type="text"/> / 20.0 pts
SECONDARY SOURCES are used appropriately. view longer description	<input type="text"/>	<input type="text"/> / 20.0 pts
WELL-WRITTEN: ideas expressed clearly and coherently in formal English according to „Writing in History.“ view longer description	<input type="text"/>	<input type="text"/> / 15.0 pts
FOOTNOTES: citations are correct and appropriate for all sources. view longer description	<input type="text"/>	<input type="text"/> / 5.0 pts
REQUIREMENTS all fulfilled. view longer description	<input type="text"/>	<input type="text"/> / 0.0 pts

Total Points: 0 out of 100.0

Save Cancel

Assignment Comments

Add a Comment

Submit

Marking the essay by the Rubrics - instructor's view

RESEARCH ESSAY
Due: Mar 28 at 5:01pm - HIST101.001

1/42 Graded 85 / 100 (85%) 42/42 Average

Test Student

Page 2 of 9

Write on the essay page

The development and spread of the university in Europe had many implications for western civilization. One of these implications was the proliferation of a certain type of individual – the medieval university student. The experience of the student inevitably varied with time and location, but it is fair to assume some aspects of the university experience were common to a large majority of university scholars. The medieval university student was usually young, often away from home, and faced a variety challenges. Medieval cities and towns were busy and potentially dangerous places and not all residents were tolerant of rowdy, young, foreign academics. Tuition had to be paid, lodgings found, and the challenges of an academic career had to be met. Despite these difficulties, however, universities continued to flourish throughout the Middle Ages and beyond. The success of universities can safely be tied to the success of its students; certainly a university has many components, but students are an undeniably essential ingredient. Given the difficulties students often faced, from poverty to riots, how were they able to cope and thrive while pursuing their studies? The answer lies in the help and protection they typically received from others. In their daily lives and throughout their academic careers, medieval university students regularly relied upon outside support, particularly from their families, religious and secular authorities, and the universities' themselves.

University students were generally males in their prime working years, and by attending university they were not only spending money on tuition, they were also denying themselves and their families the income they would have earned by working.¹ For this reason university tuition, although not excessively high, was significant enough to effectively bar members of the lower class from entry.² Books, supplies, garments and lodgings were further costs to burden students

¹ Clifford Blackman, *The Worlds of Medieval Europe* (Oxford: Oxford University Press, 2003), 251.
² Ibid., 251. *italicize book titles*

2

and their families. Poverty was a real concern for many students, and the "starving student" stereotype is not a modern phenomenon. A medieval student song complaining of poverty helps to illustrate this: "I, a wandering scholar lad / Born for toil and sadness / Oftentimes am driven

Submitted: Mar 27 at 12:26pm
Student Viewed Document: Mar 27 at 3:50pm

Submitted Files: (click to load)
Test student- 364 - Paper 2.docx

Grading

Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. view longer description	<input type="text"/>	10 / 10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. view longer description	okay, but emphasize significance <input type="checkbox"/> Save this comment for reuse	8 / 10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis view longer description	Be more explicit about context <input type="checkbox"/> Save this comment for reuse	18 / 20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. view longer description	needs more analysis of primary sources. Be explicit. <input type="checkbox"/> Save this comment for reuse	16 / 20.0 pts
SECONDARY SOURCES are used appropriately. view longer description	<input type="text"/>	17 / 20.0 pts
WELL-WRITTEN: ideas expressed clearly and coherently in formal English according to „Writing in History.“ view longer description	good <input type="checkbox"/> Save this comment for reuse	14 / 15.0 pts
FOOTNOTES: citations are correct and appropriate for all sources. view longer description	Always identify the titles of primary documents in the <input type="checkbox"/> Save this comment for reuse	4 / 5.0 pts
REQUIREMENTS all fulfilled. view longer description	[Select] <input type="checkbox"/> Save this comment for reuse	1 / 0.0 pts

Total Points: 87 out of 100.0

Save Cancel

Arlene Sindelar
free hand whatever

Arlene Sindelar
Comments, but students see only on [...]

Rubrics saved, comments submitted - instructor's view

The screenshot displays an instructor's view of a student's essay submission. At the top, a notification bubble states "Your comment has been submitted." The essay text is visible on the left, with several annotations: a red circle around the phrase "but it is fair to assume some aspects of the university experience were common to a large majority of university scholars," a blue highlight on "In their daily lives and throughout their academic careers, medieval university students regularly relied upon outside support, particularly from their families, religious and secular authorities, and the universities' themselves," and a purple highlight on "In their daily lives and throughout their academic careers, medieval university students regularly relied upon outside support, particularly from their families, religious and secular authorities, and the universities' themselves." Three comments from Arlene Sindelar are shown on the right side of the essay, each with a text box containing the comment and a "View Rubric" button. The rubric table on the right lists criteria and assessment scores. The total score is 85 out of 100.0. A "Submit" button is circled in red at the bottom right.

RESEARCH ESSAY
Due: Mar 28 at 5:01pm - HIST101.001

0/42 Graded 42/42 Test Student

Your comment has been submitted.

Write on the essay page

The development and spread of the university in Europe had many implications for western civilization. One of these implications was the proliferation of a certain type of individual – the medieval university student. The experience of the student inevitably varied with time and location, but it is fair to assume some aspects of the university experience were common to a large majority of university scholars. The medieval university student was usually young, often away from home, and faced a variety challenges. Medieval cities and towns were busy and potentially dangerous places and not all residents were tolerant of rowdy, young, foreign academics. Tuition had to be paid, lodgings found, and the challenges of an academic career had to be met. Despite these difficulties, however, universities continued to flourish throughout the Middle Ages and beyond. The success of universities can safely be tied to the success of its students; certainly a university has many components, but students are an undeniably essential ingredient. Given the difficulties students often faced, from poverty to riots, how were they able to cope and thrive while pursuing their studies? The answer lies in the help and protection they typically received from others. In their daily lives and throughout their academic careers, medieval university students regularly relied upon outside support, particularly from their families, religious and secular authorities, and the universities' themselves.

University students were generally males in their prime working years, and by attending university they were not only spending money on tuition, they were also denying themselves and their families the income they would have earned by working.¹ For this reason university tuition, although not excessively high, was significant enough to effectively bar members of the lower class from entry.² Books, supplies, garments and lodgings were further costs to burden students

¹ Clifford Backman, *The World of Medieval Europe* (Oxford: Oxford University Press, 2003), 251.
² Ibid., 251.

italicize book titles

Arlene Sindelar
free hand whatever

Arlene Sindelar
Comments, but students see only on [...]

Arlene Sindelar
highlight and comment

Submitted: Mar 27 at 12:26pm

Submitted Files: (click to load)
Test student- 364 - Paper 2.docx

Assessment
Grade out of 100
View Rubric

Research Essay Rubric -101

Criteria	Assessment
ESSAY despite any changes, clearly developed fr... view longer description	10/ 10.0 pts
THESIS is highlighted, well-expressed and appro... view longer description	okay, but emphasize significance 8/ 10.0 pts
ARGUMENT is coherent and reasonable with primar... view longer description	Be more explicit about context 18/ 20.0 pts
PRIMARY SOURCES are sufficiently cited, from at... view longer description	needs more analysis of primary sources. Be explicit. 16/ 20.0 pts
SECONDARY SOURCES are used appropriately. view longer description	17/ 20.0 pts
WELL-WRITTEN: ideas expressed clearly and coher... view longer description	good 14/ 15.0 pts
FOOTNOTES: citations are correct and appropriat... view longer description	Always identify the titles of primary documents in the citation 4/ 5.0 pts
REQUIREMENTS all fulfilled. view longer description	did not highlight thesis -2/ 0.0 pts
Total Points: 85 out of 100.0	

Assignment Comments

Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis.
Arlene Sindelar, Mar 27 at 12:58pm

Add a Comment

Submit

Graded essay - instructor's view

RESEARCH ESSAY
Due: Mar 28 at 5:01pm - HIST101.001

1/42 Graded 85 / 100 (85%) Average 42/42

Test Student

Submitted: Mar 27 at 12:26pm
Submitted Files: (click to load)
Test student- 364 - Paper 2.docx

Assessment
Grade 85 out of 100
View Rubric

Research Essay Rubric -101

Criteria	Assessment
ESSAY despite any changes, clearly developed fr... view longer description	10/ 10.0 pts
THESIS is highlighted, well-expressed and appro... view longer description	okay, but emphasize significance 8/ 10.0 pts
ARGUMENT is coherent and reasonable with primar... view longer description	Be more explicit about context 18/ 20.0 pts
PRIMARY SOURCES are sufficiently cited, from at... view longer description	needs more analysis of primary sources. Be explicit. 16/ 20.0 pts
SECONDARY SOURCES are used appropriately. view longer description	17/ 20.0 pts
WELL-WRITTEN: ideas expressed clearly and coher... view longer description	good 14/ 15.0 pts
FOOTNOTES: citations are correct and appropriat... view longer description	Always identify the titles of primary documents in the citation 4/ 5.0 pts
REQUIREMENTS all fulfilled. view longer description	did not highlight thesis -2/ 0.0 pts
Total Points: 85 out of 100.0	

Assignment Comments

Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis.
Arlene Sindelar, Mar 27 at 12:58pm

Add a Comment

Submit

STUDENT LIFE IN THE MIDDLE AGES

By TEST STUDENT
(12345678)

Professor Sindelar
HIST 364
April 1, 2008
Word Count: 1985

Subsequent submission – instructor's view

RESEARCH ESSAY
Due: Apr 3 at 5pm - HIST 364 201 Europe in the Late Middle Ages

0/40 Graded 40/40 Test Student

Page < 1 > of 9 ZOOM +

Submission to view:
Mar 27 at 1:13pm
Submitted Files: (click to load)
[Test student- 364 - Paper 2-second submission.docx](#)

Assessment
Grade out of 100
[View Rubric](#)

Assignment Comments

[Submit](#)

STUDENT LIFE IN THE MIDDLE AGES

By TEST STUDENT
(12345678)

Professor Sindelar
HIST 364
April 3, 2008
Second Submission
Word Count: 1985

What the student sees

HIST101.001 > Grades > Test Student

2017W1

Grades for Test Student Print

Arrange By: Due Date Apply

Name	Due	Score	Out of
The First Essay, due Friday, October 6 in your discussion class and uploaded by noon on Canvas	Oct 6, 2017 by 12pm	70.88	100
Midterm 1	Oct 18, 2017 by 11:59pm	71.4	100
The Second Essay, due Friday, November 24 in your discussion class	Nov 24, 2017 by 2pm	-	100
Research Question and Working Bibliography	Feb 2 by 4pm	-	10 ⓘ
Midterm 2	Feb 7 by 10am	-	100
Thesis and Outline	Mar 9 by 4pm	-	40 ⓘ
Research Essay	Mar 28 by 5:01pm	85	100 ⓘ ⓘ
Final Exam	Apr 20 by 8:30am	ⓘ	100

What the student sees



2017W1

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Arrange By

Due Date

Apply


Name	Due	Score	Out of
The First Essay, due Friday, October 6 in your discussion class and uploaded by noon on Canvas	Oct 6, 2017 by 12pm	70.88	100
Midterm 1	Oct 18, 2017 by 11:59pm	71.4	100
The Second Essay, due Friday, November 24 in your discussion class	Nov 24, 2017 by 2pm	-	100
Research Question and Working Bibliography	Feb 2 by 4pm	-	10
Midterm 2	Feb 7 by 10am	-	100
Thesis and Outline	Mar 9 by 4pm	-	40
• Research Essay	Mar 28 by 5:01pm	85	100

Assessment by Arlene Sindelar

Close Rubric

Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. <i>Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course</i>		10 / 10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. <i>The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.</i>	okay, but emphasize significance	8 / 10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis <i>The argument is well-organized, coherent, and conclusions rely on an analysis of primary sources that shows understanding of the topic and the sources.</i>	Be more explicit about context	18 / 20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. <i>Primary sources are interpreted, explained to fit into the argument, and considered in their geographic and temporal context. Quotations are interpreted, and used appropriately, but sparingly, and not used merely to convey information.</i>	needs more analysis of primary sources. Be explicit.	16 / 20.0 pts

What the student sees

 HIST101.001 > Grades > Test Student

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Arrange By

Due Date  

Name	Due	Score	Out of
The First Essay, due Friday, October 6 in your discussion class and uploaded by noon on Canvas	Oct 6, 2017 by 12pm	70.88	100
Midterm 1	Oct 18, 2017 by 11:59pm	71.4	100
The Second Essay, due Friday, November 24 in your discussion class	Nov 24, 2017 by 2pm	-	100
Research Question and Working Bibliography	Feb 2 by 4pm	-	10 
Midterm 2	Feb 7 by 10am	-	100
Thesis and Outline	Mar 9 by 4pm	-	40 
Research Essay	Mar 28 by 5:01pm	85	100  

Comments 

Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis. Arlene Sindelar, Mar 27 at 12:58pm

Assessment by Arlene Sindelar

[Close Rubric](#)

Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. <i>Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course</i>		10 / 10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. <i>The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.</i>	okay, but emphasize significance	8 / 10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis. <i>The argument is well-organized, coherent, and conclusions rely on an analysis of primary sources that shows understanding of the topic and the sources.</i>	Be more explicit about context	18 / 20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. <i>Primary sources are interpreted, explained to fit into the argument, and considered in their geographic and temporal context. Quotations are interpreted, and used appropriately, but sparingly, and not used merely to convey information.</i>	needs more analysis of primary sources. Be explicit.	16 / 20.0 pts

Student view

The screenshot displays a student's view of a submission for a 'Research Essay' assignment in the course HIST101.001. The interface includes a left-hand navigation menu with options like Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area shows the submission details, including the file name 'Test student- 364 - Paper 2.docx' (32.2 KB) and the submission time 'Mar 27 at 12:26pm'. A 'Re-submit Assignment' button is visible. The grade is shown as 85 / 100, with a 'Show Rubric' link. A feedback comment from Arlene Sindelar, dated Mar 27 at 12:58pm, is circled in red. The comment reads: 'Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis.' Below the comment is an 'Add a Comment' section with a text input field, 'Media Comment' and 'Attach File' options, and a 'Save' button.

Navigation Menu:

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Course Path: HIST101.001 > Assignments > Research Essay >

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Assignment: Research Essay

Test Student submitted Mar 27 at 12:26pm

Grade: 85 / 100 [Show Rubric](#)

[Re-submit Assignment](#)

[View Feedback](#)

[Test student- 364 - Paper 2.docx](#) 32.2 KB

Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis.



Arlene Sindelar, Mar 27 at 12:58pm

Add a Comment:


[Media Comment](#) [Attach File](#)

[Save](#)


Student view




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HIST101.001 > Assignments > Research Essay >

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Submission Details

Grade: 85 / 100

Show Rubric

Research Essay

Test Student submitted Mar 27 at 12:26pm


Re-submit Assignment

Test student- 364 - Paper 2.docx 32.2 KB

Show Assessment By: Arlene Sindelar

Research Essay Rubric -101		
Criteria	Ratings	Pts
ESSAY despite any changes, clearly developed from PRELIMINARY ASSIGNMENTS. <i>Despite some changes in the sources, organization, argument or thesis, the final essay is clearly emerged out of the work completed in the previous two assignments. Essay appropriate for the scope of the course</i>		10 / 10.0 pts
THESIS is highlighted, well-expressed and appropriate for the essay. <i>The thesis that is highlighted is well and coherently stated, shaped and supported by primary sources in the argument, not self-evident, and must be arguable.</i>	okay, but emphasize significance	8 / 10.0 pts
ARGUMENT is coherent and reasonable with primary source evidence that supports thesis <i>The argument is well-organized, coherent, and conclusions rely on an analysis of primary sources that shows understanding of the topic and the sources.</i>	Be more explicit about context	18 / 20.0 pts
PRIMARY SOURCES are sufficiently cited, from at least two distinct civilizations, and analysed, appropriately to support the thesis. <i>Primary sources are interpreted, explained to fit into the</i>	needs more analysis of primary	16 / 20.0 pts

Student view



HIST101.001 > Assignments > Reseach Essay >

2017W1

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Grade: 85 / 100

[Show Rubric](#)

Re-submit Assignment

Submission Details

Reseach Essay

Test Student submitted Mar 27 at 12:26pm

[View Feedback](#)

[Test student- 364 - Paper 2.docx](#) 32.2 KB

Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis.

Arlene Sindelar , Mar 27 at 12:58pm

Add a Comment:

[Media Comment](#) [Attach File](#)

Save

Student view

The screenshot displays a student's view of a submission in a learning management system. On the left is a dark blue navigation sidebar with icons for UBC, Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area is titled "Submission Details" for "HIST101.001 > Assignments > Reseach Essay". It shows the submission "Reseach Essay" by "Test Student" submitted on Mar 27 at 12:26pm, with a grade of 85 / 100 and a "Show Rubric" link. A "Re-submit Assignment" button is visible. The submission is a document titled "Test student- 364 - Paper 2.docx" (32.2 KB). A preview window shows the document content, which is a research paper on medieval university students. The text includes a red instruction "Write on the essay page" and a blue circle around the phrase "medieval university student". The preview window has a toolbar with navigation and editing tools. On the right side of the preview, there are three comment boxes from "Arlene Sindelar": "free hand whatever", "Comments, but students s", and "highlight and comment". To the right of the preview is a "Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis." comment from "Arlene Sindelar" dated Mar 27 at 12:58pm. Below this is an "Add a Comment:" section with a text input field, "Media Comment" and "Attach File" options, and a "Save" button.

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HIST101.001 > Assignments > Reseach Essay >

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Grade: 85 / 100
Show Rubric

Reseach Essay
Test Student submitted Mar 27 at 12:26pm
Re-submit Assignment

Test student- 364 - Paper 2.docx 32.2 KB
View Feedback

Preview of Test student- 364 - Paper 2.docx

Page 2 of 9
ZOOM +

Write on the essay page

The development and spread of the university in Europe had many implications for western civilization. One of these implications was the proliferation of a certain type of individual - the medieval university student. The experience of the student inevitably varied with time and location, but it is fair to assume some aspects of the university experience were common to a large majority of university scholars. The medieval university student was usually young, often away from home, and faced a variety of challenges. Medieval cities and towns were busy and potentially dangerous places and not all residents were tolerant of rowdy, young, foreign academics. Tuition had to be paid, lodgings found, and the challenges of an academic career had to be met. Despite these difficulties, however, universities continued to flourish throughout the Middle Ages and beyond. The success of universities can safely be tied to the success of its students; certainly a university has many components, but students are an undeniably essential ingredient. Given the difficulties students often faced, from poverty to riots, how were they able to cope and thrive while pursuing their studies? The answer lies in the help and protection they typically received from others. In their daily lives and throughout their academic careers, medieval university students regularly relied upon outside support, particularly from their families, religious and secular authorities, and the universities' themselves.

University students were generally males in their prime working years, and by attending

Well-written essay, just be more explicit in your analysis of the primary sources and emphasize the significance of the thesis.
Arlene Sindelar , Mar 27 at 12:58pm

Add a Comment:

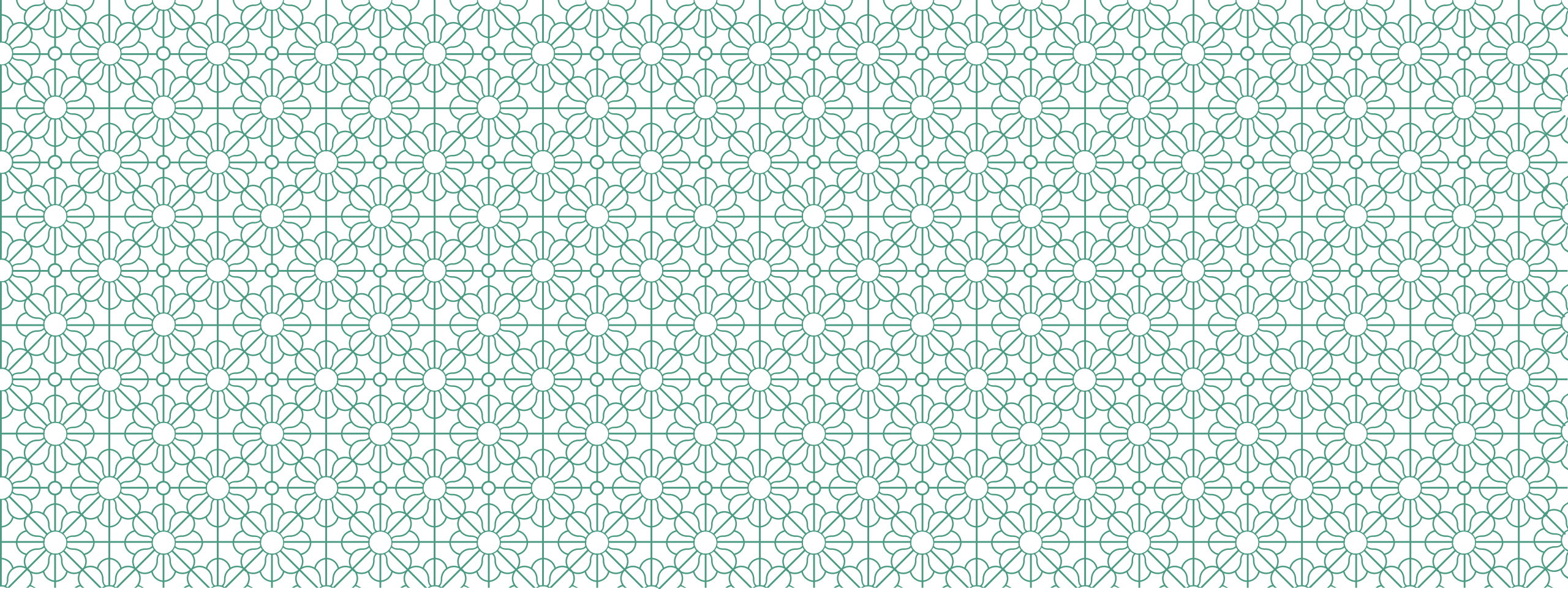
Media Comment Attach File

Save

Arlene Sindelar
free hand whatever

Arlene Sindelar
Comments, but students s

Arlene Sindelar
highlight and comment



CANVAS GRADEBOOK

Kyle Frackman

Assistant Professor of Germanic Studies
Department of Central, Eastern, &
Northern European Studies



THE UNIVERSITY OF BRITISH COLUMBIA

UBC

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Course Details Sections Navigation Apps Feature Options

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- ▶ Student Learning Mastery Gradebook
- ▼ New Gradebook beta On
New Gradebook enables an early release of new Gradebook enhancements.
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- ▶ Gradebook - List Students by Sortable Name
- ▶ Require Usage Rights for Uploaded Files
- ▶ Enable Dashboard Images for Courses beta On
- ▶ Anonymous Grading
- ▶ Quizzes.Next beta On
- ▶ Quiz Log Auditing beta On

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- Validate Links in Content

Current Users

Students:	46
Teachers:	1
Secondary Instructor:	None
Course ISS:	None
TAs:	None
TA Course Builder:	None
TA Grader:	None
Designers:	None
Observers:	None



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SCAN411A.001 > Grades

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- Attendance, Preparation, and Participation
- Midterm Exam or Essay
- Final Exam or Essay

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Student Name	Total	2018-01-10 Out of 1	2018-01-11 Out of 1	2018-01-16 Out of 1
[blurred]	[blurred]	0	0	1.01
[blurred]	[blurred]	0	1.01	1.01
[blurred]	[blurred]	0	0	0
[blurred]	[blurred]	1	1	1.01
[blurred]	[blurred]	1	1.01	0
[blurred]	[blurred]	1	1.01	1.01
[blurred]	[blurred]	1	1.01	1.01
[blurred]	[blurred]	1	1	1
[blurred]	[blurred]	0	1	1.01
[blurred]	[blurred]	1	1.01	1.01
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[blurred]	[blurred]	0	1	0
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[blurred]	[blurred]	1	1.01	1.01
[blurred]	[blurred]	1	1.01	1.01
[blurred]	[blurred]	0	1	1.01



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Student	2018-01-04 Out of 1	2018-01-09 Out of 1	2018-01-11 Out of 1	2018-01-16 Out of 1
		0	1	1.01
		1.01	1.01	1.01
	0	0	0	0
	1	1	1.01	1.01
	1	1.01	0	0
	1	1.01	1.01	1.01
	1	1.01	1.01	1.01
	1	1	1	1
	0	1	1.01	1.01
	1	1.01	1.01	1.01
	0	1	1	1
	1	1	1.01	1
	0	1	1	1
	1	1	1.01	1.01
	1	1.01	1.01	1.01
	0	1	1.01	0
	1	1.01	1.01	1.01
	1	1	1.01	1.01
	0	0	0	1.01
	1	1.01	1.01	1.01
	1	1.01	1.01	1.01
	0	1	1.01	1.01

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All Assignment Groups

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Student Name	Total	2018-01-04 Out of 1	2018-01-09 Out of 1	2018-01-11 Out of 1	2018-01-16 Out of 1	2018-01-18 Out of 1	2018-01-23 Out of 1
[blurred]	[blurred]	0	0	1	1.01	1.01	1.01
[blurred]	[blurred]	0	1.01	1.01	1.01	0	1.01
[blurred]	[blurred]	0	0	0	0	1.01	1.01
[blurred]	[blurred]	1	1	1.01	1.01	1.01	1.01
[blurred]	[blurred]	1	1.01	0	0	0.75	1.01
[blurred]	[blurred]	1		0.01	1.01	1.01	1.01
[blurred]	[blurred]	1		0.01	1.01	1.01	1.01
[blurred]	[blurred]	1		1	1	1	1
[blurred]	[blurred]	0		0.01	1.01	1.01	1.01
[blurred]	[blurred]	1		0.01	1.01	1.01	1.01
[blurred]	[blurred]	0		1	1	1	1.01
[blurred]	[blurred]	1		0.01	1	1.01	1.01
[blurred]	[blurred]	1		0.01	1.01	1.01	1.01
[blurred]	[blurred]	1		0.01	1.01	1.01	1.01
[blurred]	[blurred]	0		0.01	0	1.01	0
[blurred]	[blurred]	1		0.01	1.01	1.01	1.01
[blurred]	[blurred]	1		1	1.01	1.01	1.01
[blurred]	[blurred]	0		0	1.01	1.01	1.01
[blurred]	[blurred]	1		1.01	1.01	1.01	1.01
[blurred]	[blurred]	1		1.01	1.01	1.01	1.01
[blurred]	[blurred]	0		1	1.01	1.01	1.01
[blurred]	[blurred]	1		1.01	0	1.01	0
[blurred]	[blurred]	1		1	1.01	1.01	1.01
[blurred]	[blurred]	1		1.01	1.01	1.01	1.01
[blurred]	[blurred]	0		1	1.01	1.01	1.01
[blurred]	[blurred]	0		1	1.01	1.01	1.01

Statuses

- Late
- Missing
- Resubmitted
- Dropped
- Excused

Done



SCAN411A.001 > Grades

Gradebook ▾ View ▾ Actions ▾



All Assignment Groups ▾



Student Name	Total	Midterm Paper Out of 100	Final Paper Out of 100	Final Exam Out of 100	Attendance, Preparati... 20% of grade	Midterm Exam or E... 40% of grade	Final Exam or Essay 40% of grade
[blurred]	[blurred]			-	76.51%	82.5%	-
[blurred]	[blurred]				78.83%	0%	-
[blurred]	[blurred]				52.47%	72%	-
[blurred]	[blurred]				90.07%	70.25%	-
[blurred]	[blurred]				79.34%	79%	-
[blurred]	[blurred]				93.73%	82.75%	-
[blurred]	[blurred]			-	102.66%	81.5%	-
[blurred]	[blurred]			-	97.19%	74%	-
[blurred]	[blurred]				88.88%	70.5%	-
[blurred]	[blurred]			-	103.54%	93%	-
[blurred]	[blurred]	90	-		95.33%	90%	-
[blurred]	[blurred]				90.66%	74.25%	-
[blurred]	[blurred]				86.7%	89.75%	-
[blurred]	[blurred]			-	97.33%	90.75%	-
[blurred]	[blurred]				90.53%	75.5%	-
[blurred]	[blurred]				86.39%	82.5%	-
[blurred]	[blurred]			-	101.07%	95%	-
[blurred]	[blurred]			-	84.71%	86.75%	-
[blurred]	[blurred]	0			41.8%	0%	-
[blurred]	[blurred]			-	103.4%	91.75%	-
[blurred]	[blurred]			-	98.72%	71.75%	-
[blurred]	[blurred]				86.93%	84%	-
[blurred]	[blurred]				74.1%	79%	-

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- Commons
- Help





Gradebook View Actions

All Assignment Groups

Student Name	Total	Wild Duck - Discussion Out of 2	Hedda Gabler - Discussion Out of 3	The Master Builder - Dis.. Out of 3	The Father - Response Out of 4	Ingeb...
		1.25	2.5	3	3	
		2	2	3	3.5	
		0	2	0	3	
		2	2	3	3	
		1.75	1.5	3	3	
		2	3	3	3.5	
		2	3	3	4	
		2	3	3	3	
		1.75	3	3	4	
		2	3	3	4	
		2	3	2.5	4.25	
		0	2	3	4	
		2	3	3	3.5	
		2	3	2.5	3	
		2	2.5	0	4	
		1.75	1.5	3	4	
		2	2.75	3	4.25	
		2	3	3	4	
		0	0	0	3	
		2	3	3	4	
		2	2	3	4	
		1.75	3	3	3.5	
		1.75	2.25	2.75	4	

< [Hedda Gabler - Discussion](#) >

[SpeedGrader](#)

Grade out of 3

2

Status

None

Late

Missing

Excused

Comments

[Kyle Frackman](#)
Jan 22 at 12:48pm

What was Løvborg's influence on Hedda?

[Kyle Frackman](#)
Jan 22 at 12:49pm

What are Hedda's motivations in this relationship with Løvborg?

Leave a comment

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- Commons
- Help





SCAN411A.001 > Grades

Gradebook View Actions

All Assignment Groups Search...

Individual View...	Total	2018-01-04 Out of 1	2018-01-09 Out of 1	2018-01-11 Out of 1	2018-01-16 Out of 1	2018-01-18 Out of 1	2018-01-23 Out of 1
Gradebook History...		0	0	1	1.01	1.01	1.01
		0	1.01	1.01	1.01	0	1.01
		0	0	0	0	1.01	1.01
		1	1	1.01	1.01	1.01	1.01
		1	1.01	0	0	0.75	1.01
		1	1.01	1.01	1.01	1.01	1.01
		1	1.01	1.01	1.01	1.01	1.01
		1	1	1	1	1	1
		0	1	1.01	1.01	1.01	1.01
		1	1.01	1.01	1.01	1.01	1.01
		0	1	1	1	1	1.01
		1	1	1.01	1	1.01	1.01
		0	1	1	1	1.01	1.01
		1	1	1.01	1.01	1.01	1.01
		1	1.01	1.01	1.01	1.01	1.01
		0	1	1.01	0	1.01	0
		1	1.01	1.01	1.01	1.01	1.01
		1	1	1.01	1.01	1.01	1.01
		0	0	0	1.01	1.01	1.01
		1	1.01	1.01	1.01	1.01	1.01
		1	1.01	1.01	1.01	1.01	1.01
		0	1	1.01	1.01	1.01	1.01
		1	1.01	0	1.01	1.01	0

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- Commons
- Help





2017W2



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Gradebook History

Student **Grader** **Assignment** **Start Date** **End Date** [Filter](#)

Date	Student	Grader	Assignment	Before	After	Current
Mar 12, 2018 at 11:39am	[blurred]	Kyle Frackman	Midterm Exam	-	71.75/100	71.75/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	59/100	59/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	79/100	79/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	84.75/100	84.75/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	84/100	84/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	89/100	89/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	0/100	79/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	59/100	84/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	34/100	59/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	59.75/100	84.75/100
Mar 12, 2018 at 10:51am	[blurred]	Kyle Frackman	Midterm Exam	-	64/100	89/100
Mar 12, 2018 at 10:50am	[blurred]	Kyle Frackman	Midterm Exam	-	74/100	84/100
Mar 12, 2018 at 10:50am	[blurred]	Kyle Frackman	Midterm Exam	-	49/100	59/100
Mar 12, 2018 at 10:50am	[blurred]	Kyle Frackman	Midterm Exam	-	74.75/100	84.75/100
Mar 12, 2018 at 10:50am	[blurred]	Kyle Frackman	Midterm Exam	-	79/100	89/100
Mar 12, 2018 at 10:50am	[blurred]	Kyle Frackman	Midterm Exam	-	39/100	79/100
Mar 9, 2018 at 5:09pm	[blurred]	Kyle Frackman	Midterm Exam	-	85/100	85/100
Mar 9, 2018 at 4:59pm	[blurred]	Kyle Frackman	Midterm Exam	-	91.25/100	91.25/100



Account



Dashboard



Courses



Calendar



Inbox



Commons



Help



Current Total: 65.49%

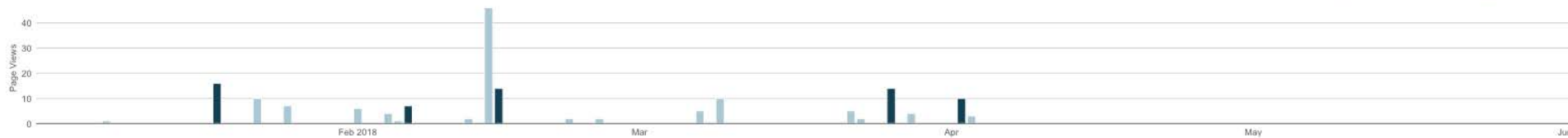
SCAN 411A 001 Scandinavian Drama and Film in Translation - DRAMA & FILM TRN

Navigation controls with left and right arrows and a search field.



Activity by Date

Page Views Only Participation



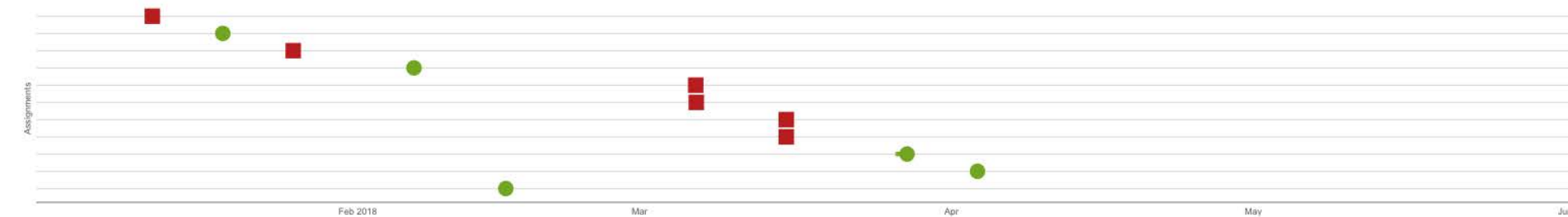
Communication

Student Instructors



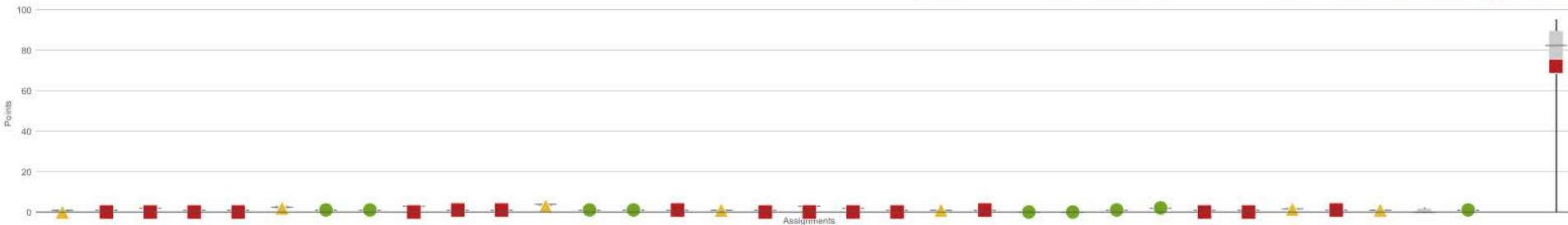
Submissions

On Time Late Missing Future



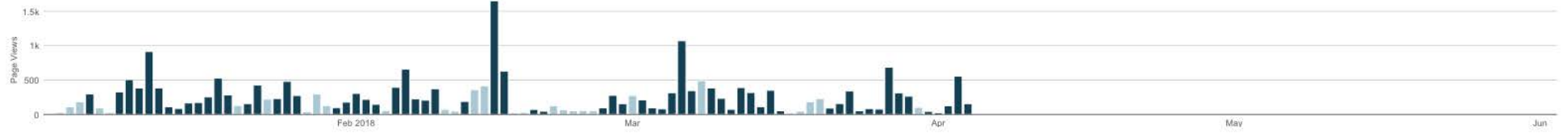
Grades

Total Range 25th-75th Percentile Median Good Score Fair Score Poor Score

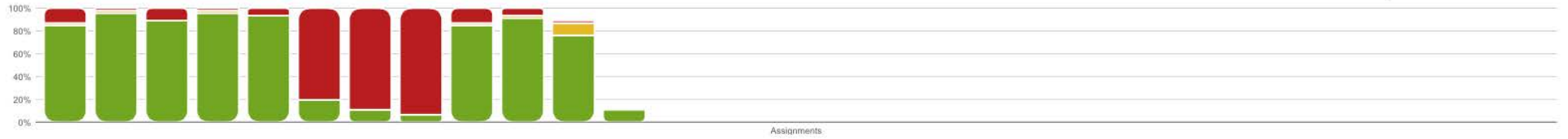


- 
-  Account
-  Dashboard
-  Courses
-  Calendar
-  Inbox
-  Commons
-  Help

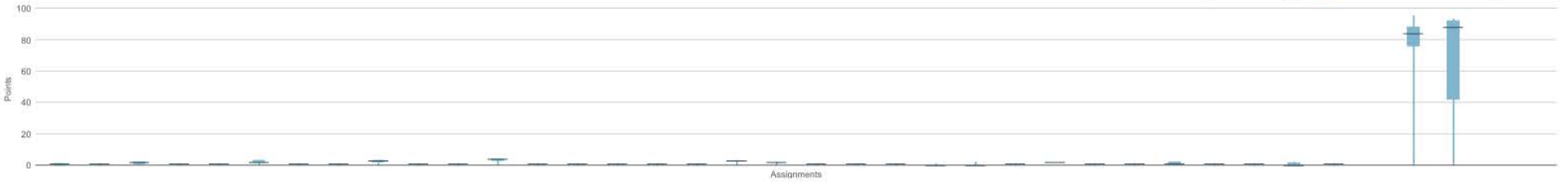
Activity by Date



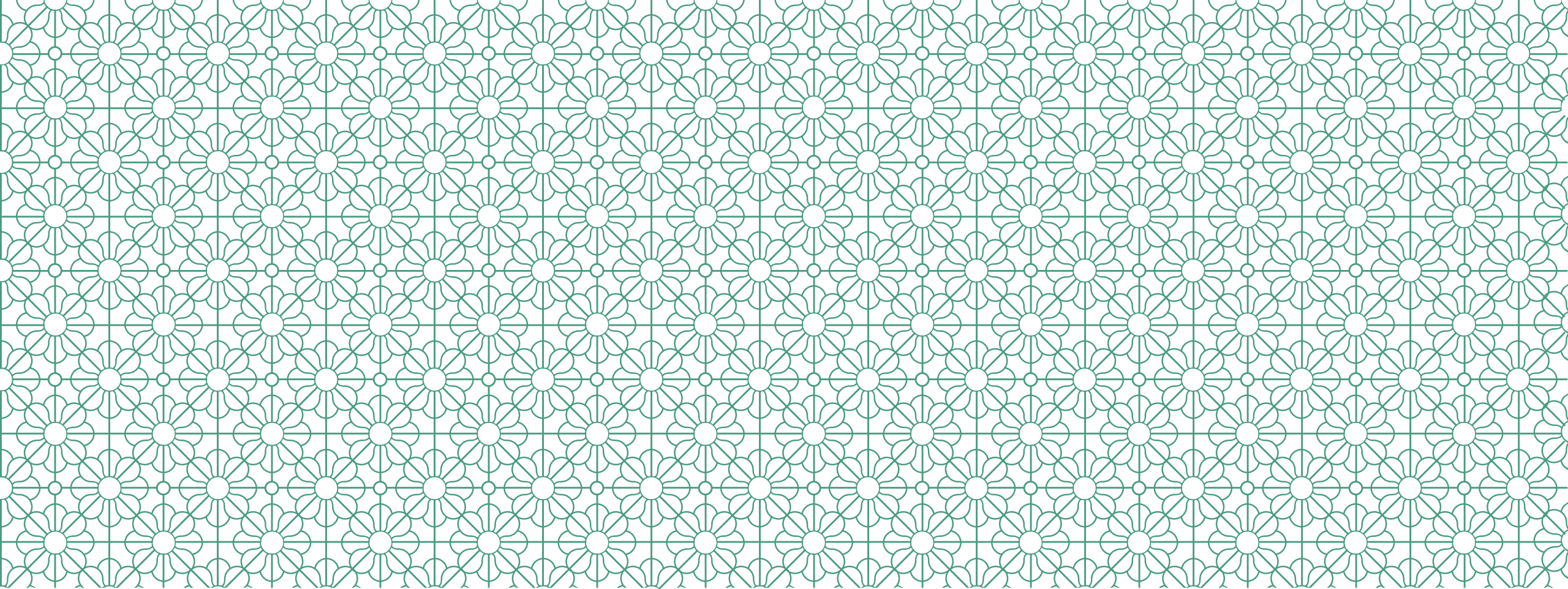
Submissions



Grades



Student	Page Views	Participations	Submissions	On Time	Late	Missing	Current Score
	1338	9	7	7	0	4	64.57%
	1191	10	8	8	0	3	91.9%
	923	11	9	9	0	2	95.63%
	687	10	8	7	1	3	84.98%
	629	13	9	9	0	2	89.55%
	607	11	8	8	0	3	91.5%
	593	13	9	9	0	3	93.03%



CANVAS QUIZZES

Qian Wang

Director of the Chinese Language
Program and Senior Instructor

Department of Asian Studies



THE UNIVERSITY OF BRITISH COLUMBIA

USING CANVAS QUIZZES FOR LANGUAGE TEACHING

- Exercises (Preview & Review)
- Quizzes
 - ❖ *Different focuses:*
vocabulary, sentence, paragraph (text), grammar
 - ❖ *Language skills:*
Listening and Reading (input), Speaking and Writing (output)
 - ❖ *Level of control:*
Fixed; Controlled; Free
- Midterm & Final Written Exams

EXERCISES AND QUIZZES

Vocabulary:

- 1. Choose the correct form (character or Pinyin) OR Meaning(English) (Matching);
- 2. Write out the correct form (Fill in the Blank);
- 3. Choose the correct words to complete the paragraph (Fill in multiple Blanks)

Sentence:

- 4. Sentence Dictation (Fill in the Blank);
- 5. Reading-aloud of sentences (Essay: requesting uploading of audio)

Paragraph:

- 6. Listening/Reading comprehension (True/False; Multiple Choice; Fill in the Blank);
- 7. Answer Questions based on textbook dialogue (Essay: requesting uploading of audio);
- 8. Essay Writing (Essay requesting uploading of writing or direct typing)

Grammar:

- 9. Translation (Filling in the blank; Multiple Choice)

Vocabulary: Audio/English Matching

Listen to the recording and select the right English meaning. Before you do this exercise, please study Textbook vocabulary.

Question 1 0.4 pts

0:00/0:21 CLAS

1.

2.

3.

4.

5.

6.

✓ [Choose]

Beijing

New York

China

teacher

America

student

- Language skills:
Listening
- Level of control:
Fixed
- Only Used in
Exercise

Vocabulary: Fill in the blank

In this exercise, you will be asked to type out the character(s) on the 1st line, Pinyin on the 2nd line, and tone number on the 3rd line for a given English word.

Note: You may get different questions every time at different attempts since these questions are randomly selected from a question. You are encouraged to do this exercise multiple as possible in order to master all the vocabulary.

Question 2 1 pts

name

汉字character

拼音Pinyin

声调Tone

- Language skills: Writing/Typing
- Level of control: Fixed
- Used in both Exercise and Quiz.

Vocabulary: Complete the paragraph with the correct words

Choose the appropriate words to complete the paragraph. Each word can only be used once.

Question 1

10 pts

请选出最合适的词，再把这个词写在空格里：

空调、同屋、洗衣机、一般、恐怕、旧、摆、过几天、着急、地道、衣柜、真的、日用品、马路

我是学校的新生， 我就要搬到宿舍去了。听说学校的宿舍很，连一台都没有。房间里家具也不多，靠窗户着两张床，没有可以挂衣服，夏天也没有可以用，糟糕得很！而且宿舍离也很近，吵得不得了。附近日本餐馆儿的日本菜也不，我觉得住在宿舍很不方便，下个学期，我得搬出去住了。

- Language skills: Reading
- Level of control: Controlled
- Used in Quiz and Exam

Sentence: Sentence Dictation

Listen to the recording **for** each question and type out the sentence. All sentences are directly chosen from the textbook.

No punctuation and no space needed. Combine everything you hear into one continuous sentence. For example, if you hear “我是学生， 你呢？” please type “我是学生你呢” into the blank.

Question 1 2 pts

0:00/0:10 CLAS

sentence[x1]

- Language skills: Listening
- Level of control: Fixed
- Both Exercise and Quiz.

Paragraph: Textbook Dialogue Reading/Listening Comprehension

This exercise is designated for training your reading/listening comprehension. Before doing this exercise, you should read/listen to the textbook.

- May add prerequisite to require listening of the resources.

Question 6 1.66666 pts

They will have dinner together at 6:30pm.

True

False

Question 3 2 pts

张天明是怎么来学校的?

HTML Editor

B *I* U **A** **A** *I*_x 18pt

P

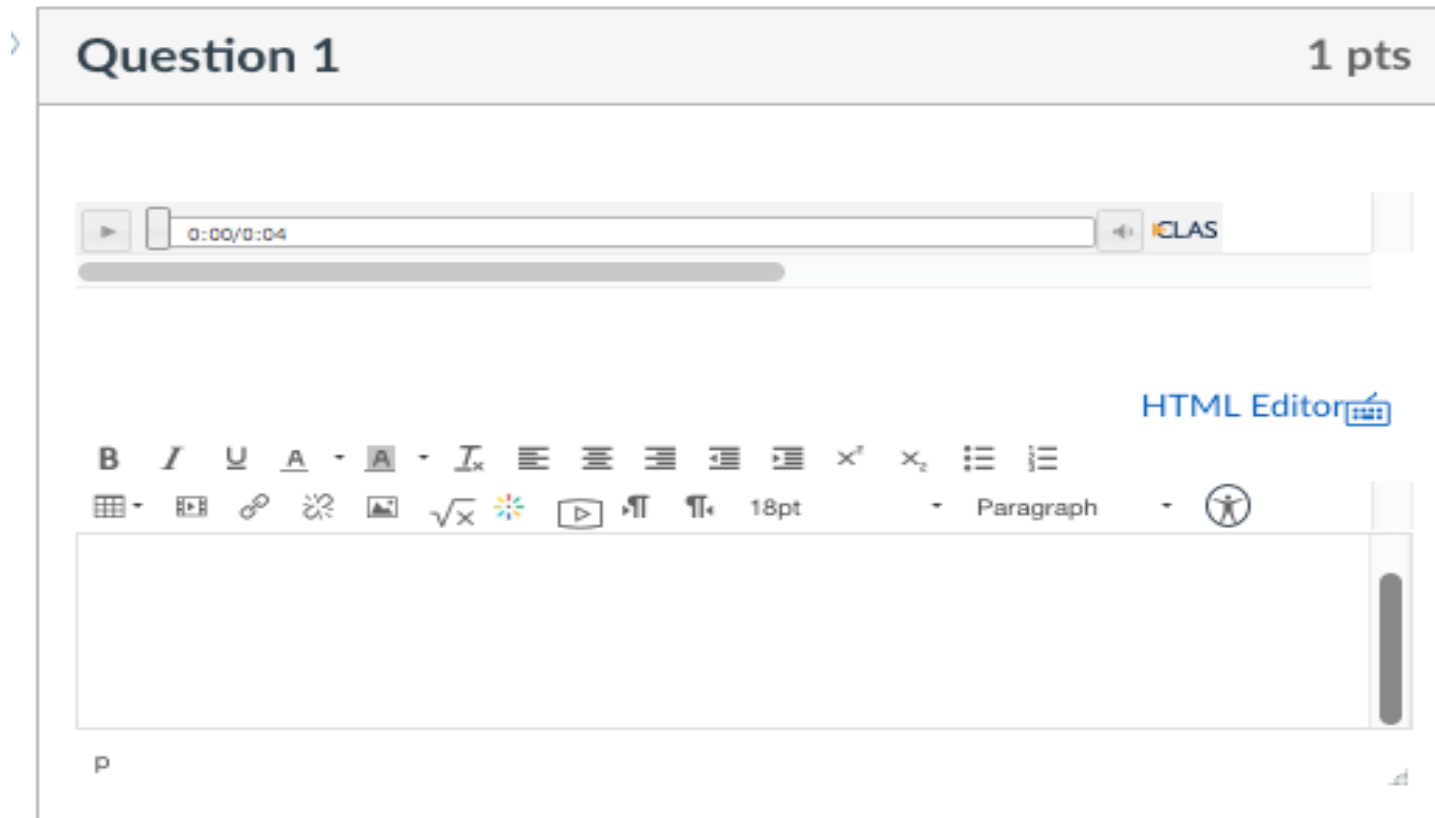
- Language skills: Listening or Reading or Reading and Writing.
- Level of control: Fixed/Controlled
- Used in Exercise and Exam

<https://canvas.ubc.ca/courses/285/quizzes/354/take?preview=1>

<https://canvas.ubc.ca/courses/287/quizzes/3117/take?preview=1>

Paragraph: Listen to the questions and record your answers.

Listen to each question and record your answer to the question. You can listen to each question as many times as you want and you can submit your answers as many times as you want, but your TA will only grade your last attempt.



The screenshot shows a question interface in Canvas LMS. At the top, it says "Question 1" and "1 pts". Below this is a video player with a progress bar and a "CLAS" logo. Underneath the video is an "HTML Editor" toolbar with various icons for text formatting (bold, italic, underline, text color, background color, link, unlink, image, math, video, audio, font size, font color) and a "Paragraph" dropdown menu. A large text input area is provided for the answer, with a "P" icon at the bottom left and a "Submit" icon at the bottom right.

- Language skills: Listening and Speaking
- Level of control: Controlled
- Used only in Exercise.

Paragraph: Essay Topic : 买名牌 Buying Brand Names (Two drafts accepted)

Content and Structure Requirements: ...

Possible Interview Questions: ...

Required expressions and grammatical terms: ...

Other Instruction:

- You are going to submit two drafts.
- The first draft is due on Tuesday, Nov 07 11:59pm. Feedback for your first draft will be return to you by Friday Nov.10, 11:59pm. The second draft is due on Tuesday, Nov. 14. 11:59 on Canvas.

* Please do not ask your teacher or TA to read your entire essay. If you are not sure of a sentence or expression, it is ok to check with your instructor. Your teacher will provide as much feedback as possible for your first draft and it is your responsibility to edit your essay based on the feedback.

- Language skills: Writing (Speaking required for this one, too)
- Level of control: Free
- Used in Exercise and Exam.

<https://canvas.ubc.ca/courses/543/quizzes/17944/take?preview=1>

Grammar: Grammar Translation

In this exercise, you will be asked to translate English sentences into Chinese. All the sentences used in this exercise are directly extracted from the “Grammar” section after each dialogue. Please read through the grammar section in your textbook carefully and make sure that your answer is exactly the same as provided by the textbook.

No punctuation and no space needed and allowed. Combine everything into one continuous sentence. For example, if you want to type “我是学生， 你呢？” please type “我是学生你呢”. Please note, any extra punctuation, space, or typo will lead your answer to be marked as wrong by the system.

Question 1	2 pts
We'll eat Chinese food tonight, all right?	
<input type="text"/>	

- Language skills:
Writing
- Level of control:
Controlled
- Exercise and Exam

Grammar: Grammar Translation Multiple Choice

In this exercise, you will be asked to choose the correct Chinese translation for the English sentence. Most of the sentences used in this exercise are directly extracted from the “Grammar” section in your textbook. Please read through the “Grammar” section of your textbook carefully before you do this exercise.

Please note that there might be **more than one** correct answer for the question. You have to check **ALL** the correct translations. For example,

Question 2 1 pts

I wanted to go to see a movie, but I have an exam tomorrow, so I won't be going.

我想今天晚上去看电影，可是明天要考试，所以不看了。

我想今天晚上去看电影了，可是明天要考试了，所以不看了。

我想今天晚上去了看电影，可是明天要考试了，所以不看。

我想今天晚上去看电影，可是明天要考试了，所以不看了。

- Language skills: None
- Level of control: Controlled
- Used in Exercise and Exam.

MIDTERM AND FINAL WRITTEN EXAM

- Exam Questions:
 - Similar to exercises and quizzes
 - Mock Test
- Practical concerns
 - Hardware: Student' own computer. Borrow a few extra computers as backup.
 - Software: Preventing cheating with Respondus Lockdown System (RLS)
 - Accommodating students with special needs
 - Reducing risks of technical problems
 - Divide the whole exam into two or three parts. <https://canvas.ubc.ca/courses/543/modules>
 - Have paper copy of the exam ready.
 - Audio should be played by invigilator.

<https://canvas.ubc.ca/courses/543/quizzes/22353/take?preview=1>

<https://canvas.ubc.ca/courses/543/quizzes/22354/take?preview=1>

ADVANTAGES AND DISADVANTAGES

1. increase the amount of practice for students without increasing the amount of work for instructors.
2. increase consistency in teaching: multiple sections using the same exercises, quizzes, and exams
 - Use Blueprint
3. allow for flexibility for students
 - Multiple attempts
4. keep record of student learning
 - Learning analytics
5. time-consuming at the beginning
6. technical difficulties

BLUEPRINTING AND COMMONS IN CANVAS

6 Canvas Tools in 60 Minutes Presentation

JONATHAN L GRAVES, VANCOUVER SCHOOL OF ECONOMICS



CANVAS IS FLEXIBLE

Canvas gives you unprecedented control over :

- How your courses **appear to students**
- How your course content is **delivered to students**

This gives you the ability to:

- Make visually appealing course sites within Canvas
- Organize your course site to reflect how you teach

Problem: creating beautiful, functional course pages **takes time and effort**



OUR CHALLENGE: LACK OF UNIFORMITY

At the VSE we have a wide variety of instructional designs

- Lots of different instructors with **different styles**
- Different content, course structures, etc.
- Different **technical abilities**, time available to commit

We share common goals for a system like Canvas

- Deliver teaching material to students **effectively**
- Get our courses running **smoothly, quickly**: the “good stuff”

Problem: How can we use Canvas to achieve these goals?



SOLUTION: BLUEPRINTING + COMMONS

Canvas' flexibility allowed us to create dynamic “blueprints” for course pages or entire courses



- Provide instructors with ready-to-use course homepages
- Provide alternatives for different pedagogical styles or needs
- Give tips and support within Canvas itself

Analogy: PowerPoint templates → just select a page layout and go!

THREE KEY BENEFITS

1. Create a unified **visual language** for our school
 - Creates consistency for students, branding for you
2. Share **best practices** for course design and structure
 - Prevents duplication of effort, improves teaching effectiveness
3. Get courses ready-to-go **on Canvas quickly**
 - Set-up is quick and easy, less technical overhead



1

EXAMPLE: VSE COURSE HOMEPAGE



1

Consistent, personalized header structure

2

INSTRUCTOR CONTACT

ADDITIONAL INFORMATION

Instructor Name
Email: address@ubc.ca
Office Hours: Date Time @ Building Room #

Include anything you like in this space: additional tools required, TA contact info, etc.

2

Instructions and wayfinding tools including Quick-Start Guide

3

3

Suggestions for how to use Commons

Welcome Message Heading Goes Here

Welcome to your Canvas course! This is a default homepage created for the VSE; refer to the [Quick-Start Guide](#) for a description about how to get a course set up on Canvas in 5 easy steps. Replace this message with text welcoming students to your course. A brief description of the course is a good idea to place here. Other suggestions might include key textbooks, iClickers, or other learning software you plan to use in your course.

It's a good idea to explain to students how the course is structured and where they can find materials on Canvas. For example, this template structures the Course in several modules - notes, assignments, exams, and quizzes. You can change any of these module headings by editing the text below. You can make these headings more descriptive by creating a module in the "Modules" page, then clicking on the associated module in the course navigation.

BC VSE

VSE Course Template: Weekly Format

This course template is for courses designed around a weekly (time-based) structure. It provides a fill-in-the...

By: Jonathan Graves

☆☆☆☆☆ MAR 27, 2018

BC VSE

VSE Course Template: Deliverables Format

Similar to Connect, this course template is for courses designed around a deliverables structure. It

By: Jonathan Graves

☆☆☆☆☆ MAR 27, 2018

CANVAS COMMONS



- We link our template to Canvas Commons
- This allows you to share tools you've built on Canvas with other users
- We share templates for courses with different structures
- Instructors import a template to get started



INSTRUCTOR CONTACT	ADDITIONAL INFORMATION
<p>Instructor Name Email: address@ubc.ca Office Hours: Date Time @ Building Room #</p>	<p>Include anything you like in this space: additional tools required, TA contact info, etc.</p>

Welcome Message Heading Goes Here

Welcome to your Canvas course! This is a default homepage created for the VSE; refer to the [Quick-Start Guide](#) for a description about how to get a course set up on Canvas in 5 easy steps. Replace this message with text welcoming students to your course. A brief description of the course is a good idea to place here. Other suggestions might include key textbooks, iClickers, or other learning software you plan to use in your course.

WEEKLY SCHEDULE	
★ COURSE DESCRIPTION & SYLLABUS	
1 Week 1: Heading/Description	
1 Week 2: Heading/Description	Assignment 1
1 Week 3: Heading/Description	Quiz 1
1 Week 4: Heading/Description	
1 Week 5: Heading/Description	Assignment 2
1 Week 6: Heading/Description	

- Users can **import Commons uploads** to their courses
- Applies all of the Commons upload's elements to their course

- 1 Functional module links to examples
- 2 Examples of different types of Canvas objects

Home

Announcements

Modules

Assignments

Discussions

Grades

CoursEval

Syllabus

Pages

The screenshot displays a course management interface for 'Week 1'. The interface is organized into a list of sections, each with a menu icon (three dots) on the left and a status icon (a green checkmark) and a more options icon (three dots) on the right. The sections are:

- Notes**: Status: Green checkmark.
- An Example File (pdf, ppt, etc)**: Status: Green checkmark.
- Assignments**: Status: Green checkmark.
- An Example Assignment**: 100 pts. Status: Green checkmark.
- Tests**: Status: Green checkmark.
- An Example Quiz**: 0 pts. Status: Green checkmark.

At the top right of the 'Week 1' header, there are three icons: a green checkmark, a plus sign, and a three-dot menu icon.

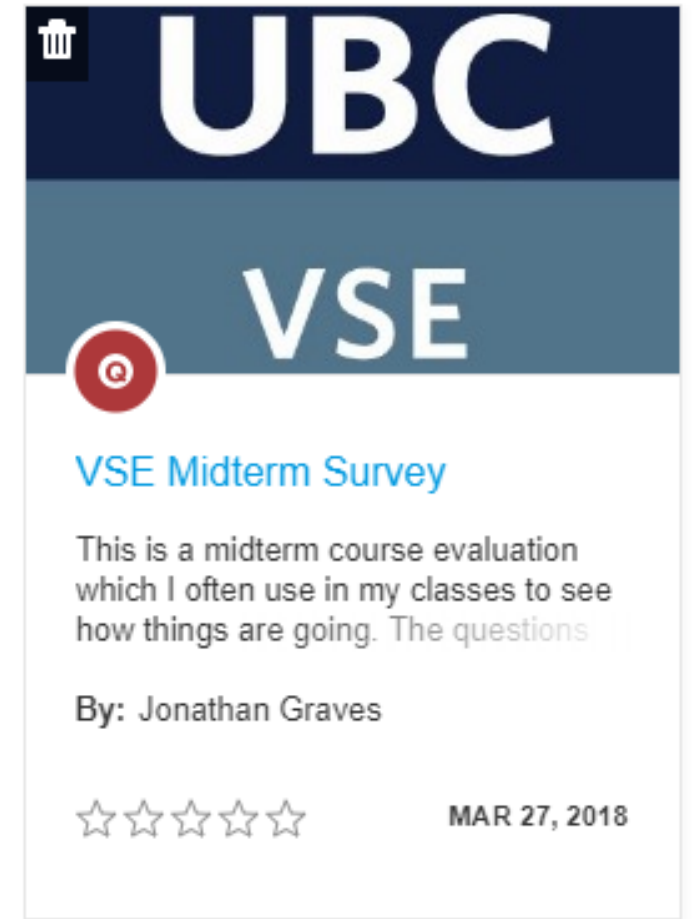


- This extends to not just to homepage but the **entire structure**
- In our weekly structure, we have **pre-defined** weeks and sections
- These are **integrated** with things like the gradebook

WHAT GOES ON CANVAS COMMONS?



- Basically **anything** that would be a good tool to share!
- **Course templates**
 - Layouts or styles of courses you commonly teach
 - Example: a weekly format for an online course
- **Modules or Units** common across courses or sections
 - Example: a plagiarism and academic writing module
 - Example: a set of video lectures for a flipped classroom
 - At the VSE we've been developing **shared modules** across our senior seminars to help get students up to speed quickly with material
- **Assignments or Quizzes**
 - Example: a library-skills and use quiz



WRAPPING UP

- We use Canvas' flexibility to **improve learning outcomes** + save time
- Provide guidance and **encourage best practices**
- Developed **shared resources** across courses or sections
- Develop **interdisciplinary connections** + new ways to deliver content





Thank You!

FOR MORE INFORMATION, PLEASE VISIT:

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