

# Jenzabar eLearning 2021.2 Faculty Guide



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# Preface

This guide explains how teachers can use eLearning to manage their courses and interact with students.

## About Jenzabar eLearning

Jenzabar eLearning is a web-based learning management system, or LMS. eLearning is a component of Jenzabar's Internet Campus Solution (JICS), an online portal where members of your school community can collaborate. At most sites eLearning's functionality is accessed through the **Academics** tab in your portal (though your setup could be different).

## Intended audience

This guide is intended for faculty members (people who are members of the Faculty role in JICS). Portal administrators—people who are members of the Administrators role—may also find this guide useful.

This guide is intended for sites using version 2021.1 of eLearning. It covers features of eLearning and some features that are considered part of base JICS.

For an overview of features covered by this guide, see the [Introduction \(page 11\)](#).

## Conventions used in this guide

### Typographical conventions

Style	Description
<b>bold</b>	Used to quote the names of labels and options as they are displayed in the JICS interface.
<b><i>bold italic</i></b>	Used to represent text in system-generated messages and labels, when the text would vary depending on the name that you gave something. For example, when you edit a page, the system displays a label that says <b>Edit page <i>name of page</i></b> , where <i>name of page</i> is the name of your page.
<i>italics</i>	Used for document titles, for emphasis, and for nonliteral representations of user interface (UI) elements.
blue	Indicates that the text is a hyperlink to either another place in this document or to a URL.
monospace	Used for file names, menu paths, code and text that you enter.
<i>italic monospace</i>	Used to identify user input in situations where the text is not literal. For example, if we want you to enter the name of your database server, this might be represented as <i>YourDatabaseServer</i> .

### Terminology

The following names are used:

- This guide refers to your JICS site as *the portal*. Your school probably has its own name for this site, but portal is the term that we use generically for any JICS web site.
- Additionally, your school probably uses its portal in conjunction with another Jenzabar product, such as Jenzabar CX or Jenzabar EX. This guide refers to each of these as *the ERP system*. Each ERP

system has its own documentation. If you need help locating ERP documentation, check with your portal administrator.

## For more information

In general, more information on your portal is available at MyJenzabar.net (<http://www.myjenzabar.net/ics/>).



This section assumes that you have permission to log in to MyJenzabar. If you do not have permission, check with your portal administrator. Note that your portal administrator may also be able to brief you about any defects that exist in the product.

## eLearning

For known issues, resolved issues and details on what's new in a particular release, see the release notes for your version of eLearning.

To find this document, log in to MyJenzabar and choose **Support > Jenzabar eLearning > Downloads**.

## Base JICS

Additional titles that cover JICS include the following:

- Installation Guide
- Administration Guide
- Release Notes

To obtain any of these guides, log in to MyJenzabar, choose **Support > JICS - CRMs > JICS Downloads for your ERP system**, then use the sidebar at the left to navigate to the appropriate page.

## Constituent Relationship Modules

If you are looking for details on a feature or feature that is not covered by this guide, it may be associated with a Constituent Relationship Module, or CRM, and covered by a different set of documentation. Check with your portal administrator for details.

## Providing feedback

If you have comments or suggestions regarding this document, please email them to [JICSDocumentation@jenzabar.net](mailto:JICSDocumentation@jenzabar.net).

# Introduction

Welcome to the Jenzabar eLearning learning management system.

eLearning is a component of JICS that lets you manage the course sections you teach and interact with students. You can use eLearning to track attendance, create assignments and much more. This introduction is designed to acquaint you with the basics of eLearning and help you navigate the rest of this guide more easily.

## Key concepts

Within eLearning, a series of pages known collectively as a **context**. For each course section you teach, you will have a **course context**, which is the place where you can prepare materials for your students, and where students can interact with you and with one another. Depending on your responsibilities at your institution, you may also have permission to manage additional contexts.

A context is made up of **pages**, which host **features**. Each feature is associated with a specific type of content or activity. For example, the Announcements feature lets you publish announcements, the Handouts feature lets you post handouts, and so on.

The ability of a user to view pages and use features will vary depending on the **roles** to which that user is assigned. Each role is associated with different privileges, and you have the opportunity to fine-tune these privileges each time you manage permissions for a particular page or feature.

This section describes these concepts in greater detail.

## About the default template

eLearning comes with a default template for course contexts that includes specific pages and features. However, it is possible for your school to develop its own template, which could include more or fewer features, as well as a different layout.

If your school is using the default template, then you may want to refer to the navigational instructions in this guide for navigating to certain key features. If you are using a custom template, or if you have manually modified the layout of a particular context, then the navigational instructions in this guide may not apply to you.

Additionally, depending on your school's JICS setup, some features may not be available.

## How a faculty member uses the course context

In general, you can use your course context to do the following types of things:

- Track attendance.
- Post a list of readings.
- Distribute handouts.
- Post useful links.
- Send email to the entire course, or to selected students.
- Start, participate in, and monitor discussions in forums and chatrooms.

- Create tests for students to complete online.
- Track assignments that are completed outside the portal.
- Enter scores for other criteria, such as participation, that you want to affect students' grades.
- Configure the system to generate students' grades for the term based on their assignment grades or attendance, or both.
- Review students' midterm and final grades and submit them to your school's ERP system (for example, Jenzabar EX or CX).

## How students and others use the course context

The behavior of a course context varies depending on the permissions of the user.

### Students

Typically, students use the course context to do the following types of things:

- Complete online tests and upload files.
- Participate in forums.
- Review their attendance records.
- Review their grades—both for individual assignments and for the term overall.
- Download handouts.
- Communicate with other students via chatrooms and email.

By default, all students in your course sections should belong to the “Students” role. Because of this, when students go to the course context, they see a view that is similar to the faculty view, but which has fewer options.

If you need to grant someone student access to your course, you can make the person a “non-roster student.” This process is described in [Add a non-roster student \(page 528\)](#).

Additionally, some features behave differently depending on one's role—for example, some features let faculty members see details about all students, but a student looking at the feature will see details only about his or her own work. At any time, you can see the student view using the Student Emulation feature, which is described in [Previewing a context as a student \(page 536\)](#).

### Custom roles

If appropriate, you can create custom roles and give those roles specific permissions. For example, you might do this if you want certain students to help manage a forum, or if you want a teaching assistant to be able to grade assignments. The process of creating roles is covered in [Creating and maintaining roles \(page 521\)](#).

When you create a role, you create the role for use solely in one context (such as your course context). There is a more universal type of role (called base roles, or global roles), but only administrators of the portal can create these.

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## About features and related features

The basic unit of content that might be placed on a page is the feature. This section offers a few more details about features and related concepts.

### About feature views

When you navigate to a page that hosts several features, the features typically are displayed smaller than they would be if you maximized them, which you can do by clicking on the name of the feature. The initial, smaller view of the feature is the *default* view, and the larger view is the *maximized* view. Sometimes the maximized view includes more content or options than the default view.

### About feature instances

Some features can be added to your course context multiple times. Others can exist only once. Each occurrence of a feature is called a feature *instance*. For example, your context might have several instances of the Forums feature, each devoted to a different subject. But the context can have only one instance of the Attendance feature. The behavior and rules governing each feature are major topics of this guide.

There are two levels of permissions that pertain to features:

- Some features have “global” permissions (known as *global feature operations*), which apply to all instances of the feature on the site. In most cases, each role should already have the global operations that they need, but if you have a user who is having trouble access a feature, they might need a global feature operation. If you need help with this, contact an administrator for your system.

- Some features have permission that apply to only one instance of a feature. You manage this type of permission through the feature instance itself. These permissions are described throughout this guide, in the sections that pertain to each feature type.

Details on managing permissions specific to the features are described throughout this guide, usually under headings labeled “Managing permissions.”

## Adding pages and subsections

If appropriate, you can augment your course context by adding pages to it. For details on adding a page to your context, see [Working with pages \(page 508\)](#).

If you have a large number of pages to add, you might want to group the pages into a subsection. When you do this, you are essentially creating a sub-context to your course context. A context is governed by its own set of context-specific roles. So, a sub-context that you create will not be able to use roles that you defined at the higher level (the course context). This might be desirable if you want to put another role in charge of managing the sub-context but not have that role be able to manage the course in general. For more details on subsections, see [Working with subsections \(page 515\)](#).

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charge of managing the sub-context but not have that role be able to manage the course in general. For more details on subsections, see [Working with subsections \(page 515\)](#).

## Navigate to a course context

There are a few ways to navigate to the context for a course section that you teach. The simplest is through the Quick Links sidebar, which is described below.

1. Log in to the portal.
2. In the **Quick Links** area of the sidebar at the left, expand the link labeled **My Courses**. The area expands to show links to all of your course sections.
3. Click the section whose course context you want to display.



The system displays the context for the course section. The exact layout of the context may vary depending on design choices made at your school. For details on the default setup that JICS uses, see [About your course context \(page 15\)](#).

## About your course context

This section describes both the key eLearning features and the structure of the default template for course contexts. If your school has created its own template, or if you have modified your own context, then the layout described in this section may not match what you see. However, the behavior of the features is always the same no matter what pages or tabs they are associated with. So even if your school uses a different template, you can refer to the sections below for a quick snapshot of how the features are meant to be used.

## The Course Organizer

In the default layout, every course context has a **Course Organizer** page, which is the page that is displayed by default when you first navigate to the context.

The Course Organizer aggregates content from various locations within your eLearning course and helps you organize and present it in a meaningful way. Content is displayed primarily according to the course unit to which it belongs.

# Components of the Course Organizer

The following subsections explain the components that appear in the Course Organizer by default. The section after that, [Customizing the Course Organizer \(page 17\)](#), explains how to customize the information that appears on this page.

## Course Overview

The **Course Overview** section of the Course Organizer shows basic information pertinent to the viewer, regardless of which unit is being viewed. It can show the latest news (from any Blog page), the next event from the course calendar, and (to students) the next due date and current course grade.

The Course Overview section includes the following information:

Component	Description
Course Status	Shows a student's current grade from the grade sheet, a snapshot of attendance and the latest comment from the faculty on a student's grade sheet.
Next Event	Contains details on the next event on any calendar within the course that the current user can see.
Latest News	Contains a snippet of the latest blog post from within the course.
Next due date	Contains the next assignment due in the course, regardless of unit, which is visible to the current user.

## Unit in detail

The **Unit in detail** shows the content relevant to a given unit. This lets students see the content they are interested in at a glance in a single location. Generally, you will display all of these, but if you aren't using one or more of these types of content in your course, you can turn them off, as explained in [Show or hide components of the Course Organizer \(page 17\)](#).

The **Unit in detail** section includes the following information:

Component	Description
Unit Content	Shows a block of free-form content unique to each unit. This content, unlike the unit description, will not show within the Coursework, Handout or Bookmark features. For more information see <a href="#">Add unit content (page 26)</a> .
Calendar	Shows events from the course calendar during the date range of the unit. Past events, if included in the calendar data, display in italics.
Coursework	Shows the assignments that are a part of the unit, as set up on the Coursework page.
Resources	Shows the files and links that are flagged as part of this unit, from all Bookmarks or Handouts pages in the course. To show up here, be sure the files or links are saved in the special set that corresponds to the eLearning unit and the students can see the page that the handout or bookmark is on.
News & Discussions	Shows posts from any Blog feature within the date range of the selected unit, as well as any discussion threads from any Forums pages during the date range of the unit.

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The Course Overview section includes the following information:

Component	Description
Course Status	Shows a student's current grade from the grade sheet, a snapshot of attendance and the latest comment from the faculty on a student's grade sheet.
Next Event	Contains details on the next event on any calendar within the course that the current user can see.

Component	Description
Latest News	Contains a snippet of the latest blog post from within the course.
Next due date	Contains the next assignment due in the course, regardless of unit, which is visible to the current user.

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The **Unit in detail** shows the content relevant to a given unit. This lets students see the content they are interested in at a glance in a single location. Generally, you will display all of these, but if you aren't using one or more of these types of content in your course, you can turn them off, as explained in [Show or hide components of the Course Organizer \(page 17\)](#).

The **Unit in detail** section includes the following information:

Component	Description
Unit Content	Shows a block of free-form content unique to each unit. This content, unlike the unit description, will not show within the Coursework, Handout or Bookmark features. For more information see <a href="#">Add unit content (page 26)</a> .
Calendar	Shows events from the course calendar during the date range of the unit. Past events, if included in the calendar data, display in italics.
Coursework	Shows the assignments that are a part of the unit, as set up on the Coursework page.
Resources	Shows the files and links that are flagged as part of this unit, from all Bookmarks or Handouts pages in the course. To show up here, be sure the files or links are saved in the special set that corresponds to the eLearning unit and the students can see the page that the handout or bookmark is on.
News & Discussions	Shows posts from any Blog feature within the date range of the selected unit, as well as any discussion threads from any Forums pages during the date range of the unit.

## Customizing the Course Organizer

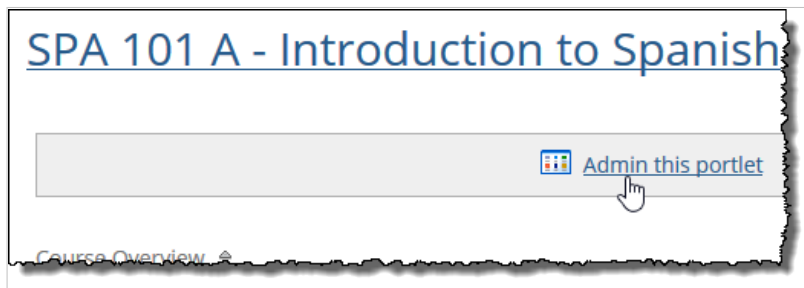
You can customize the information displayed in the Course Organizer in the following ways:

- [Show or hide components of the Course Organizer \(page 17\)](#)
- [Include or remove class sessions in calendar data \(page 18\)](#)
- [Reorder unit content \(page 20\)](#)

## Show or hide components of the Course Organizer

From the **Course Organizer Help & Setup** screen, you can specify which components will display in the Course Organizer.

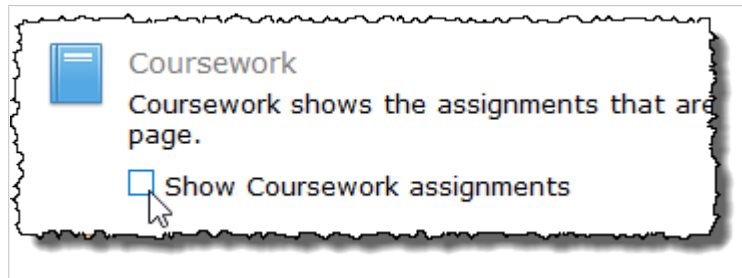
1. From the Course Organizer, click the link labeled **Admin this portlet**.



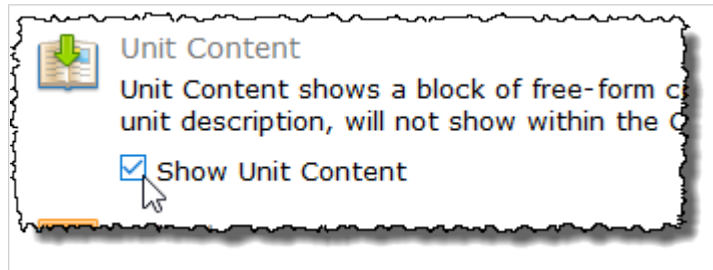
The **Course Organizer Help & Setup** screen displays. This screen lists all components of the Course Organizer. Next to each one is a check box labeled **Show component name**. If this check box is selected, it means the component will appear in the Course Organizer.

2. Take either or both of the following actions:

- To hide a component so that it does not appear in the Course Organizer, clear its check box by clicking it.



- To show a component so that it does appear in the Course Organizer, select its check box by clicking it.



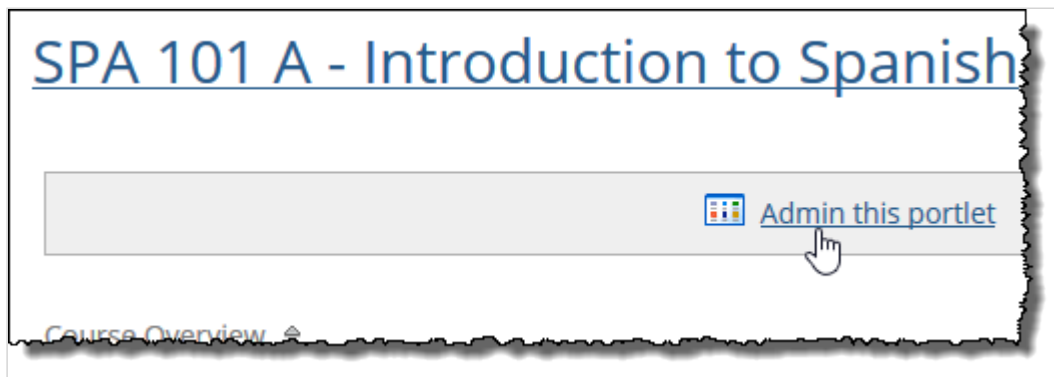
If you deselect the **Show the Course Overview** check box, the **Course Status**, **Next Event**, **Latest News** and **Next due date** content items will all be hidden, as they are sub-components of the Course Overview.

3. Click **Save**.

## Include or remove class sessions in calendar data

By default, class sessions are included in the calendar data displayed in the Course Organizer. You can manage this setting by taking the following steps.

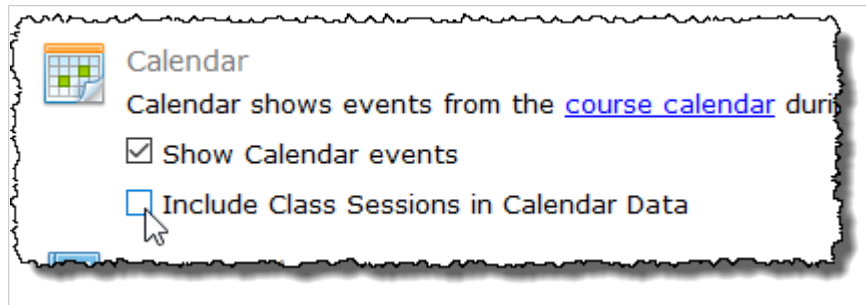
1. From the Course Organizer, click the link labeled **Admin this portlet**.



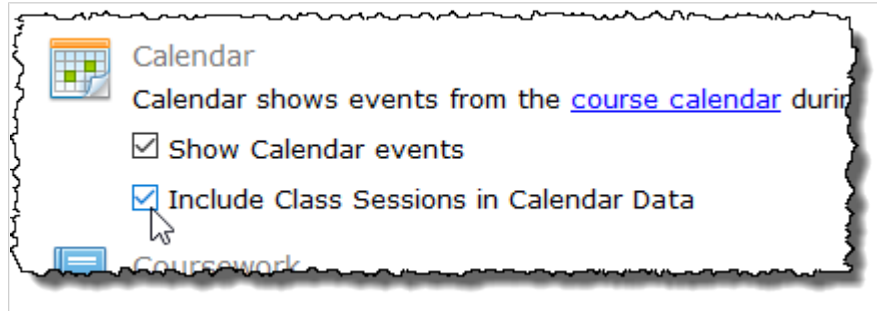
The **Course Organizer Help & Setup** screen displays.

2. Locate the **Include Class Sessions in Calendar Data** check box and take one of the following actions:

- If the check box is currently selected, and you would like to remove class sessions from the calendar data displayed in the Course Organizer, click the check box to clear it.



- If the check box is not currently selected, and you would like to include class sessions in the calendar data displayed in the Course Organizer, click the check box to select it.

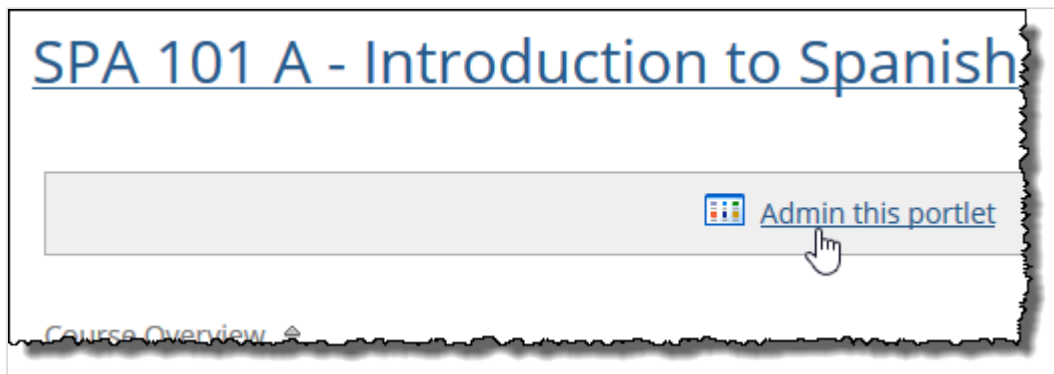


3. Click **Save**.

## Include or remove past events in calendar data

By default, past events are included in the calendar data displayed in the Course Organizer. You can manage this setting by taking the following steps.

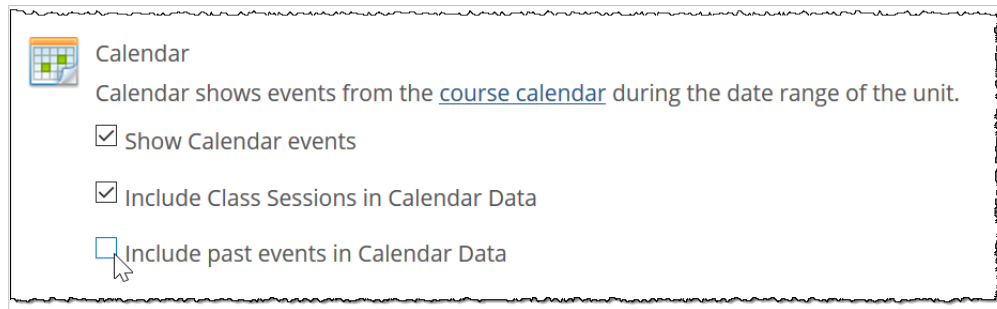
1. From the Course Organizer, click the link labeled **Admin this portlet**.



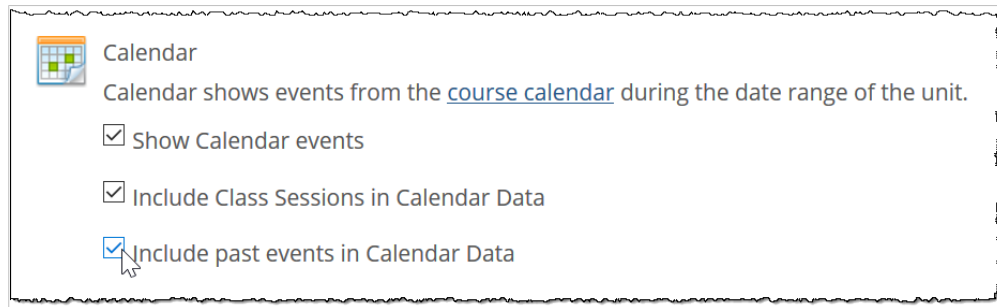
The **Course Organizer Help & Setup** screen displays.

2. Locate the **Include Class Sessions in Calendar Data** check box and take one of the following actions:

- If the check box is currently selected, and you would like to remove past events from the calendar data displayed in the Course Organizer, click the check box to clear it.



- If the check box is not currently selected, and you would like to include past events in the calendar data displayed in the Course Organizer, click the check box to select it.

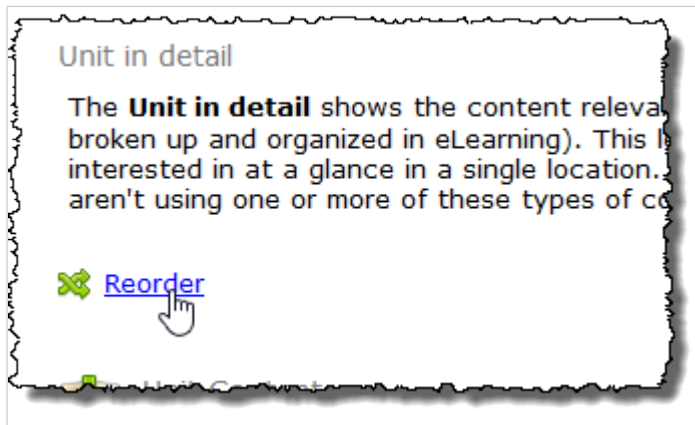


3. Click **Save**.

## Reorder unit content

Take the following steps to change the ordering of unit content displayed in the Course Organizer.

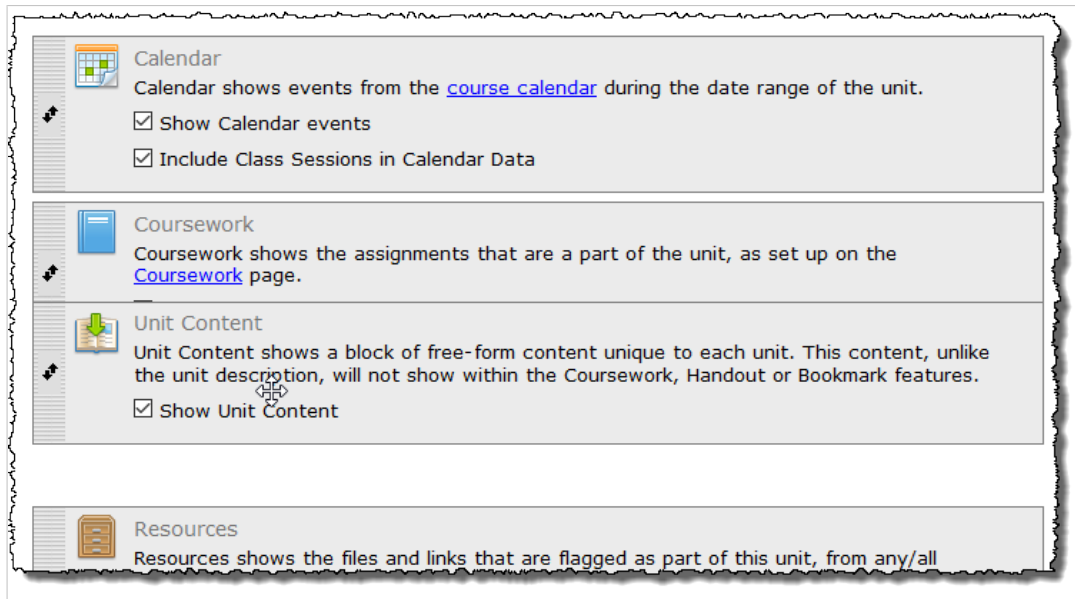
1. From the Course Organizer, click the link labeled **Reorder**.



A shaded box with a pair of black arrows appears around each component to indicate it can be reordered.



2. Click a component's shaded box, and while holding down the mouse button, drag the component up or down to a different location.



3. Release the mouse button to drop the component in its new location.
4. Repeat steps 2 and 3 to reorder additional unit content.
5. Click **Save**.

## Show or hide components of the Course Organizer

From the **Course Organizer Help & Setup** screen, you can specify which components will display in the Course Organizer.

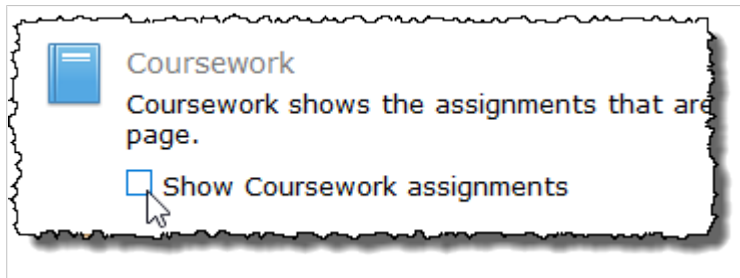
1. From the Course Organizer, click the link labeled **Admin this portlet**.



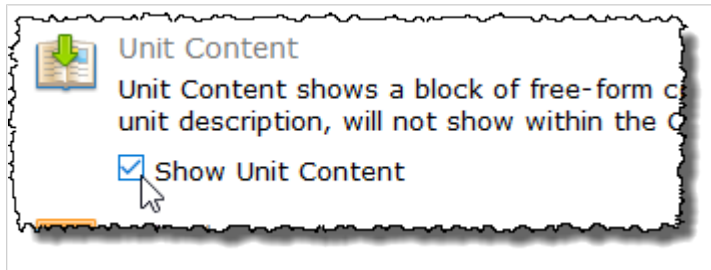
The **Course Organizer Help & Setup** screen displays. This screen lists all components of the Course Organizer. Next to each one is a check box labeled **Show component name**. If this check box is selected, it means the component will appear in the Course Organizer.

2. Take either or both of the following actions:

- To hide a component so that it does not appear in the Course Organizer, clear its check box by clicking it.



- To show a component so that it does appear in the Course Organizer, select its check box by clicking it.



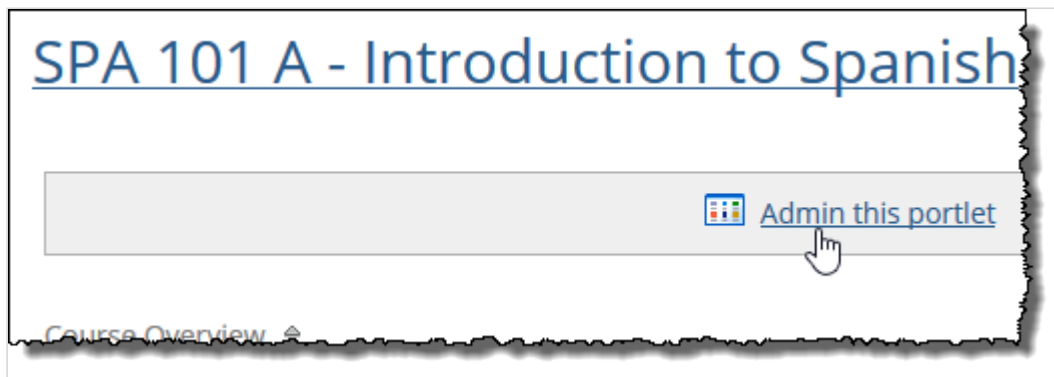
If you deselect the **Show the Course Overview** check box, the **Course Status**, **Next Event**, **Latest News** and **Next due date** content items will all be hidden, as they are sub-components of the Course Overview.

3. Click **Save**.

## Include or remove class sessions in calendar data

By default, class sessions are included in the calendar data displayed in the Course Organizer. You can manage this setting by taking the following steps.

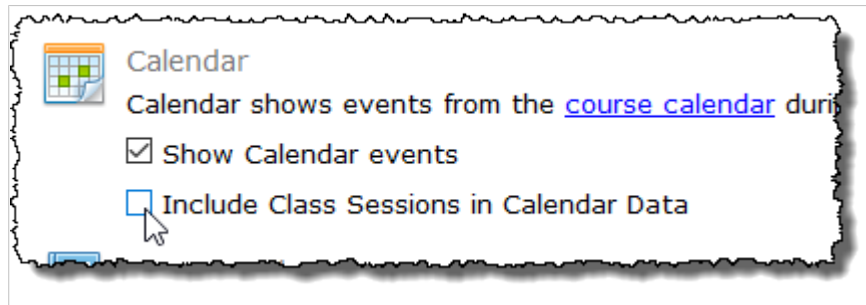
1. From the Course Organizer, click the link labeled **Admin this portlet**.



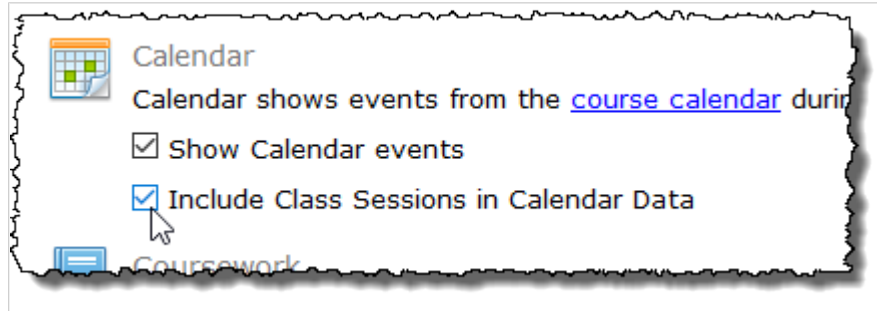
The **Course Organizer Help & Setup** screen displays.

2. Locate the **Include Class Sessions in Calendar Data** check box and take one of the following actions:

- If the check box is currently selected, and you would like to remove class sessions from the calendar data displayed in the Course Organizer, click the check box to clear it.



- If the check box is not currently selected, and you would like to include class sessions in the calendar data displayed in the Course Organizer, click the check box to select it.

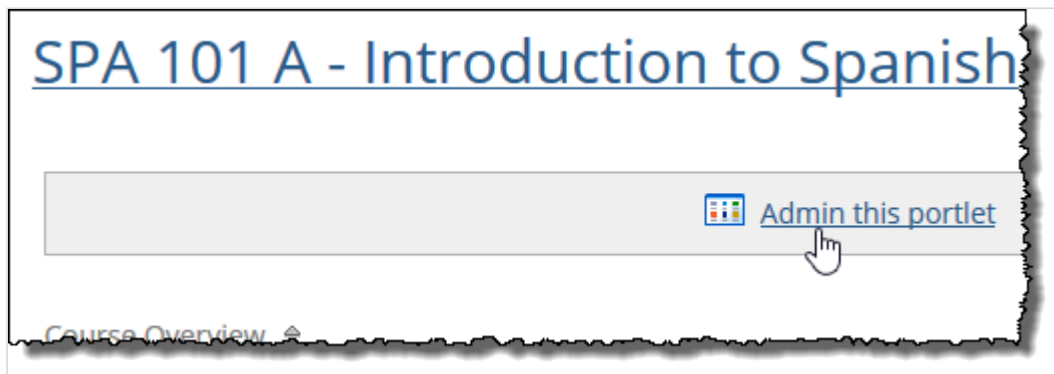


3. Click **Save**.

## Include or remove past events in calendar data

By default, past events are included in the calendar data displayed in the Course Organizer. You can manage this setting by taking the following steps.

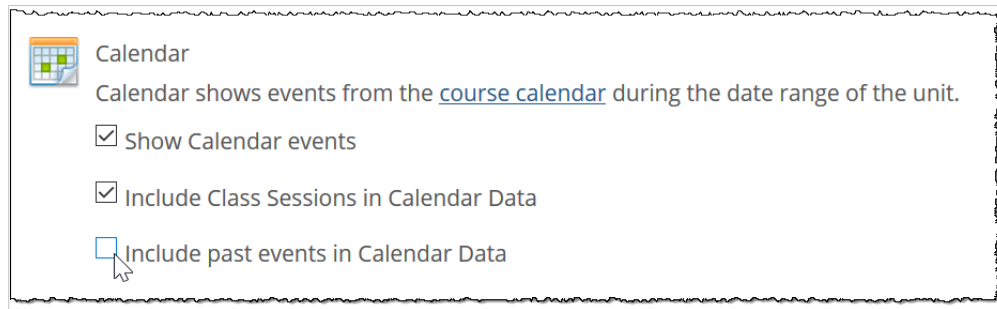
1. From the Course Organizer, click the link labeled **Admin this portlet**.



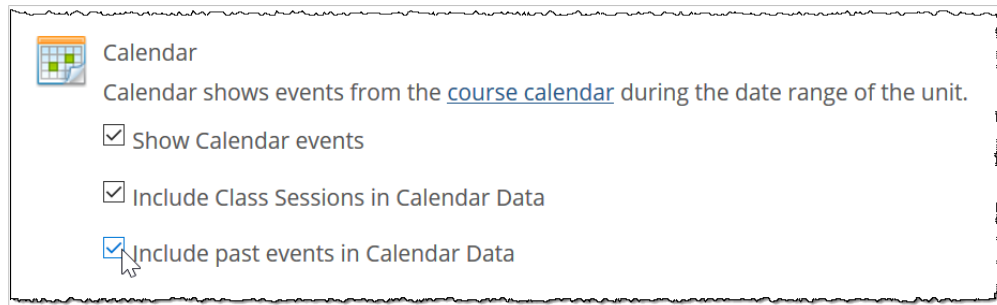
The **Course Organizer Help & Setup** screen displays.

2. Locate the **Include Class Sessions in Calendar Data** check box and take one of the following actions:

- If the check box is currently selected, and you would like to remove past events from the calendar data displayed in the Course Organizer, click the check box to clear it.



- If the check box is not currently selected, and you would like to include past events in the calendar data displayed in the Course Organizer, click the check box to select it.

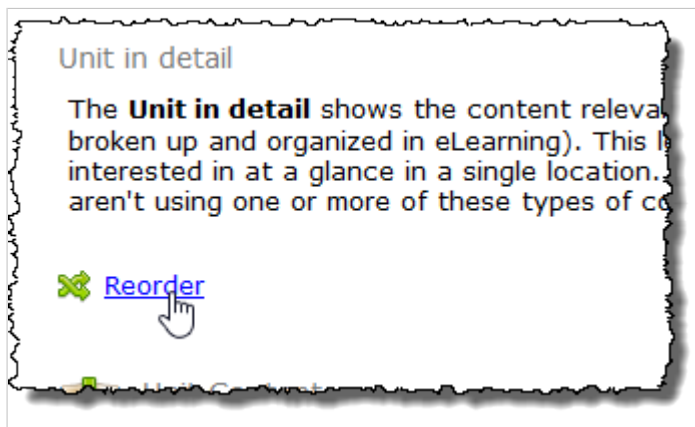


3. Click **Save**.

## Reorder unit content

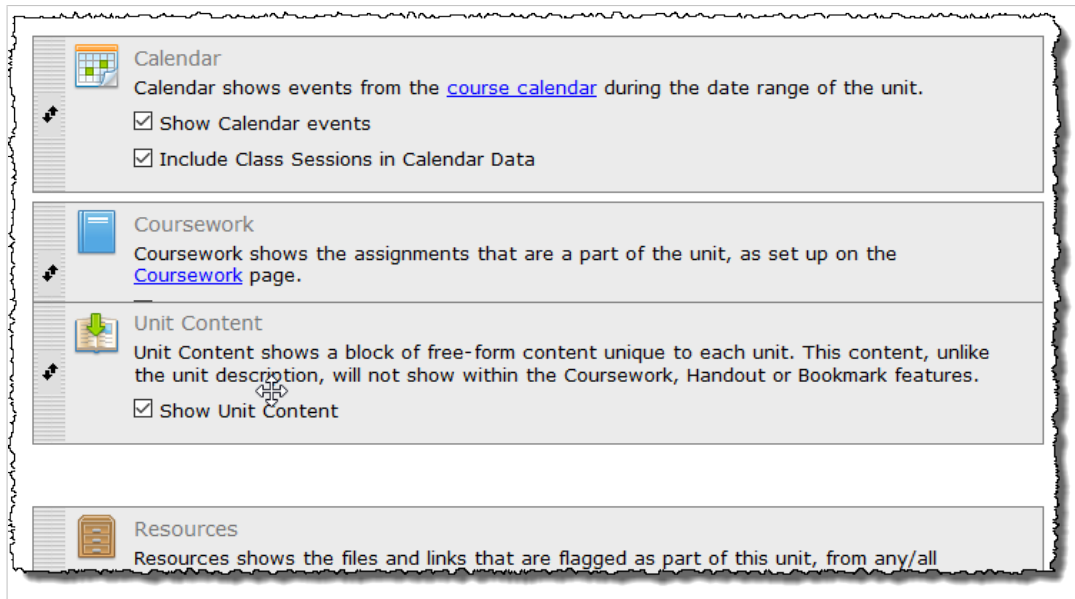
Take the following steps to change the ordering of unit content displayed in the Course Organizer.

1. From the Course Organizer, click the link labeled **Reorder**.



A shaded box with a pair of black arrows appears around each component to indicate it can be reordered.

2. Click a component's shaded box, and while holding down the mouse button, drag the component up or down to a different location.



3. Release the mouse button to drop the component in its new location.
4. Repeat steps 2 and 3 to reorder additional unit content.
5. Click **Save**.

## Working with units in the Course Organizer

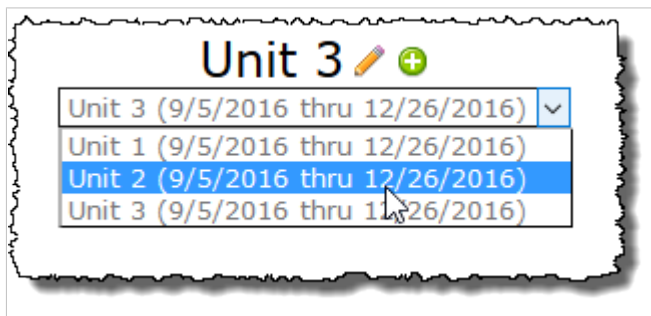
From the Course Organizer, you can take the following actions relative to units:

- [View content for other units \(page 25\)](#)
- [Create a new unit \(page 27\)](#)

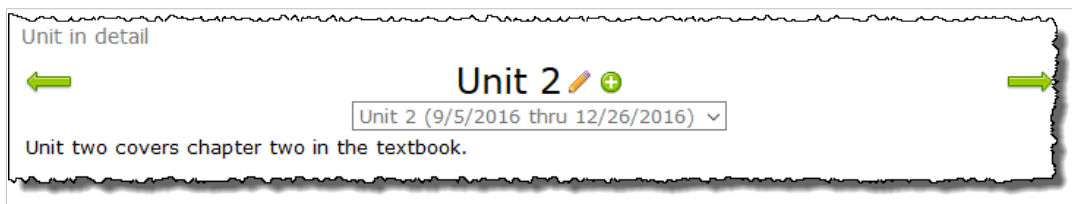
### View content for other units

By default the Course Organizer displays content for the current unit of a course. If the current date does not fall within a unit's start and end dates, the Course Organizer will display the first unit in the course. You can display content from other units in either of the following ways:

- Select a unit from the drop-down list under the unit name.



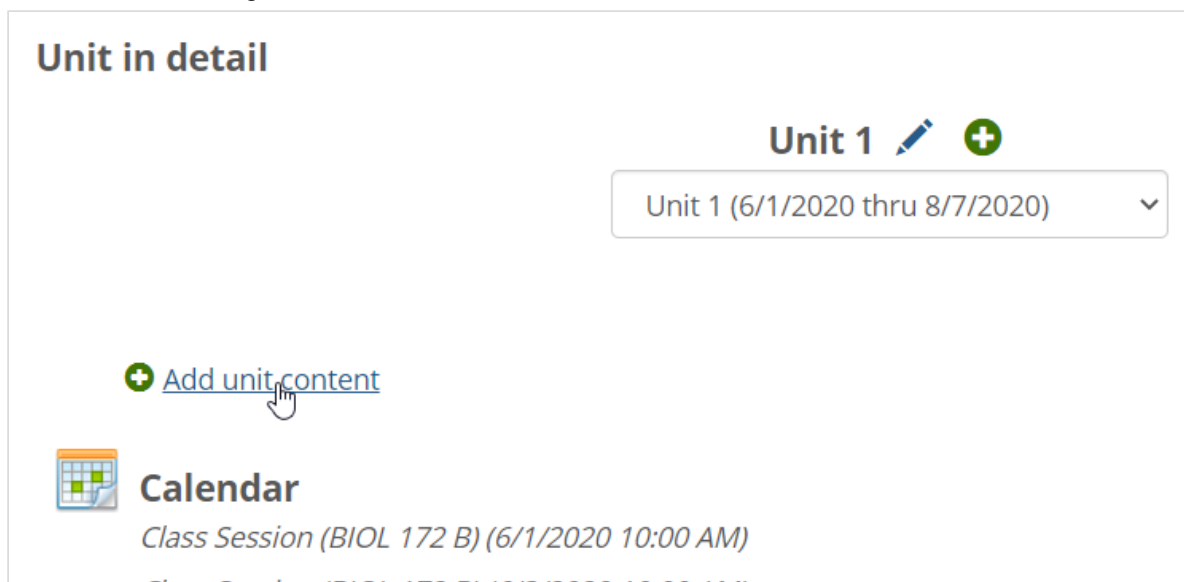
- Advance to the previous or next unit by clicking the green arrow to the left or right of the unit name.



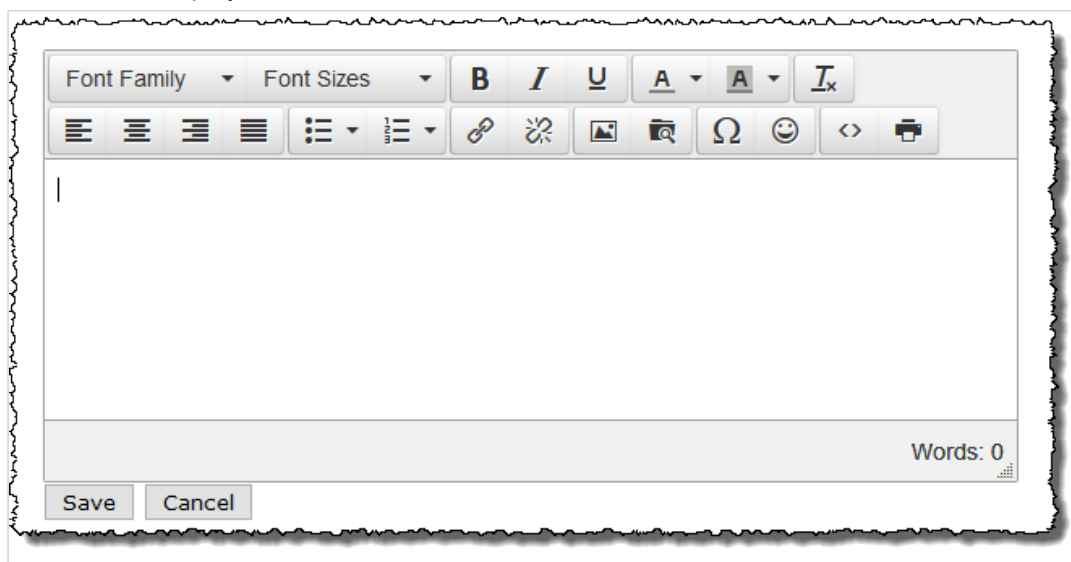
## Add unit content

The **Unit Content** area of the Course Organizer shows a block of free-form content unique to each unit. This content, unlike the unit description, will not show within the Coursework, Handout or Bookmark features. It appears only within the Course Organizer.


- From the Course Organizer, click the link labeled **Add unit content**.



A text editor displays.

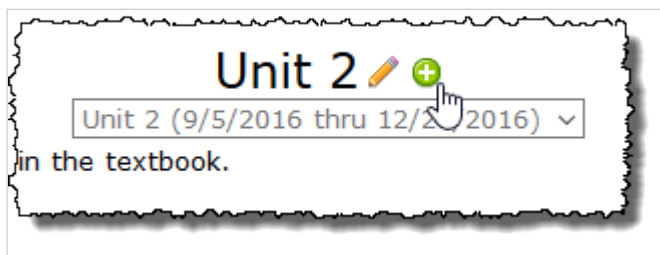


- Do any of the following as appropriate:
  - Enter text in the text field.

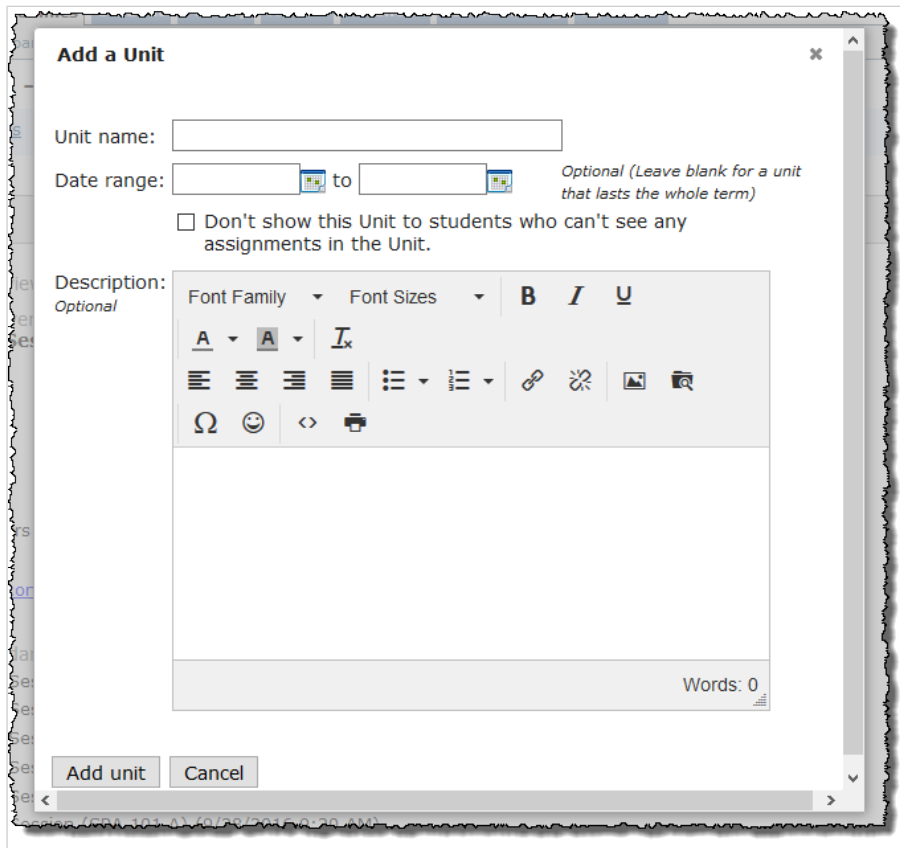
- Click the **Insert/edit image** button  in the text editor and follow the prompts to upload an image file. For more information on working with images, see [Working with images and other files \(page 557\)](#).
  - Select the **Add equation** link to open the Equation Editor. Create your expression and click **Save your equation** to return to the editor.
3. Click **Save**.  
The editor closes, and your new material is displayed in the Course Organizer.

## Create a new unit from the Course Organizer

1. Click the green plus sign to the right of the unit name.



The **Add a Unit** dialog displays.


 A screenshot of the 'Add a Unit' dialog box. It contains the following fields and controls:
 

- Unit name:** A text input field.
- Date range:** Two date pickers separated by 'to'. A note says 'Optional (Leave blank for a unit that lasts the whole term)'.
- ☐ Don't show this Unit to students who can't see any assignments in the Unit.
- Description:** A text area with a rich text editor toolbar. The toolbar includes options for Font Family, Font Sizes, Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Image, and a 'Words: 0' counter.
- Buttons:** 'Add unit' and 'Cancel' at the bottom.

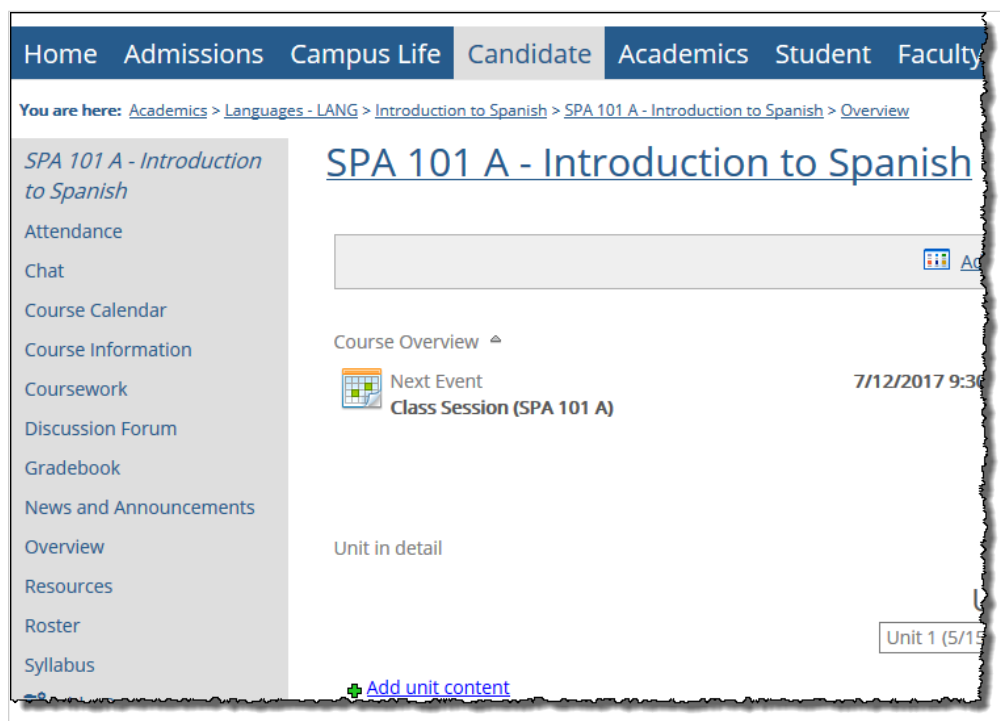
2. Fill out the fields as appropriate. If you need help with any particular field, see [About units \(page 44\)](#). If you need help with using the text editor for the **Description** field, see [Working with text, images, files and hyperlinks \(page 556\)](#).
3. Click **Add unit** to save the new unit.

## Other pages in the context

You can navigate to other pages using the sidebar on the left side of the screen. By default, the other pages in the context include the following:

- Attendance
- Chat
- Course Calendar
- Course Information
- Coursework
- Discussion Forum
- Gradebook
- News and Announcements
- Overview
- Resources
- Roster
- Syllabus

As illustrated below, each of these pages is listed in the sidebar on the left side of the screen. When you select one of the pages in the sidebar, the system displays that page and expands the sidebar to include a bulleted list of the features on that page.



## Attendance

The Attendance page hosts the **Attendance** feature, which you can use to track whether students are present, tardy or absent. As part of this, you can use the feature to specify how attendance is tracked and manage a variety of preferences. These options are described in [Tracking attendance \(page 220\)](#)



Some settings related to attendance—for example, the extent to which attendance affects students' midterm and final grades—are configured through the Gradebook feature, which is described in [Configuring the Gradebook \(page 235\)](#)

## Attendance

< July 2017 >

S	M	T	W	T	F	S
<a href="#">25</a>	<a href="#">26</a>	<a href="#">27</a>	<a href="#">28</a>	<a href="#">29</a>	<a href="#">30</a>	<a href="#">1</a>
<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>	<a href="#">8</a>
<a href="#">9</a>	<a href="#">10</a>	<a href="#">11</a>	<a href="#">12</a>	<a href="#">13</a>	<a href="#">14</a>	<a href="#">15</a>
<a href="#">16</a>	<a href="#">17</a>	<a href="#">18</a>	<a href="#">19</a>	<a href="#">20</a>	<a href="#">21</a>	<a href="#">22</a>
<a href="#">23</a>	<a href="#">24</a>	<a href="#">25</a>	<a href="#">26</a>	<a href="#">27</a>	<a href="#">28</a>	<a href="#">29</a>
<a href="#">30</a>	<a href="#">31</a>	<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>

[Weekly View](#)

[+ Add a Session](#)

[Manage Sessions](#)

[Settings](#)

[Export Full View to Excel](#)

Most Recent Session

Name	Monday 7/10
<a href="#">Blakely, Mary</a> ⓘ	<input type="text" value="Present"/>
<a href="#">Gomez, Jorge</a> ⓘ	<input type="text" value="Present"/>
<a href="#">Jackson, Bobby</a> ⓘ	<input type="text" value="Present"/>
<a href="#">Mimura, Machiko</a> ⓘ	<input type="text" value="Present"/>
<a href="#">Yelabugin, Vladimir</a> ⓘ	<input type="text" value="Present"/>

By default, the content and layout of the Attendance page cannot be modified, which means that you cannot remove the Attendance feature, nor can you add other features to this page.

## Chat

The Chat page hosts the Chat feature, which is an online chatroom. For details see [Chat \(page 366\)](#).

## Course Calendar

The Course Calendar page hosts an instance of the Calendar feature, which allows you to display and post information about events. For details see [Calendar \(page 316\)](#).

## Course Information


By default, the Course Information page hosts only one feature—the **Course Information** feature, which lists details about the course section and the person teaching it. This information is derived automatically from the system.

### Course Information

**Introduction to Spanish (SPA 101)**

Term: Summer 2017

**Faculty**



Jean Williams 

[jwilliams@jenzabar.com](mailto:jwilliams@jenzabar.com)

**Schedule**

Mon-Wed-Fri, 9:30 AM - 11:00 AM (5/15/2017 - 8/18/2017) Location: 128 Smith Hall

**Description**

Introduction to Spanish culture and language

By default, the content and layout of the Course Information page cannot be modified, which means that you cannot remove the Course Information feature, nor can you add other features to this page. The Course Information feature itself also cannot be modified.

## Coursework

The Coursework page hosts the **Coursework** feature, which you can use to do the following:

- Create units for grouping your assignments. You can also set up other ways of classifying assignments. These are described in [Setting up the Coursework feature \(page 37\)](#).
- Create assignments. These can include assignments that students will complete in the portal, as well as those that might take place offline, such as an oral presentation. This is described in [About assignments \(page 63\)](#) and [Creating assignments \(page 100\)](#).
- Add content to online tests. Students log in to the portal to take these tests, and the tests can also be automatically graded. This process is described in [Adding content to online tests \(page 118\)](#). If you prefer, you can require students to use a special browser that prevents cheating—this browser is described more in [Using Respondus LockDown Browser \(page 170\)](#).
- Give students grades for assignments and provide other feedback. This process is described in [Managing and grading assignments \(page 177\)](#).

- Review detailed statistics about students' work on a particular online test. Using a feature called Test Analysis, you can review metrics that show which questions were most difficult for students, and so forth. This is described in [Viewing statistics about online tests \(page 211\)](#).

All of these chapters are part of [Part 1: Coursework \(page 36\)](#).

Note that, by default, the content and layout of the Coursework page cannot be modified, which means that you cannot remove the Coursework feature, nor can you add other features to this page.

## Discussion Forum

The Discussion Forum page hosts an instance of the Forums feature, which allows students and other users engage in conversations. This feature is ideal for classroom discussions and other types of collaboration. For more information see [Forums \(page 376\)](#).

## Gradebook

The Gradebook page hosts the **Gradebook** feature, which is used to track students' overall grades for the term. The Gradebook feature automatically imports data from the Attendance feature and the Coursework feature, so you can see at a glance how each student is doing. You can also use the feature to do the following:

- Assign "weights" to attendance, and to coursework assignments, so the system can automatically calculate students' midterm and final grades.
- Configure how many points (or what percentages) merit an A, B, C and so forth.
- Override a grade that is automatically calculated by the system.
- Provide feedback to students.

All of the above tasks are described in [Configuring the Gradebook \(page 235\)](#) and [Reviewing and adjusting grades \(page 267\)](#).

You can also use the Gradebook feature to submit midterm and final grades to your school's ERP system, which is described in [Submitting grades to the ERP system \(page 275\)](#).

By default, the content and layout of the Gradebook page cannot be modified, which means that you cannot remove the Gradebook feature, nor can you add other features to this page.

## News and Announcements

The News and Announcements page allows you to post blog entries, campus news, course announcements and just about anything else. This page is actually an instance of the Blog feature, which is explained in detail in [Blog \(page 292\)](#).

## Overview

The Overview page hosts the course's instance of the Course Organizer, which is explained in [The Course Organizer \(page 15\)](#).

## Resources

By default, the Resources page hosts the following two features.

- **Handouts** – The Handouts feature allows you to post files that you want students to download. For details see [Handouts \(page 403\)](#).
- **Bookmarks** – The Bookmarks feature lets you or other users post links—or **bookmarks**—that students and others may find useful. For details see [Bookmarks \(page 301\)](#).

## Roster

The Roster page hosts an instance of the Roster feature, which includes a list of everyone associated with the course section. For details see [Roster \(page 454\)](#).

## Syllabus

By default, the Syllabus page hosts two features:

- **Introduction** – You can use this feature to include a syllabus introduction as well as the agenda for the course section. Though it is named “Introduction,” this feature is an instance of the Free-Form Content feature, which is described in [Free-Form Content \(page 371\)](#).
- **Syllabus File(s)** – You can use this feature to host a downloadable version of the syllabus. This feature, though it is named “Syllabus File(s),” is actually an instance of the Handouts feature, which is described in [Handouts \(page 403\)](#).

## Features available for adding

If desired, you can add additional features to your course context. A few of the features you might want to add include:

- **Blog** – With this feature you can publish blog posts for students to review, or you can set it up to allow them to publish their own posts. This feature is described in [Blog \(page 292\)](#).
- **Bulletin Boards** – The Bulletin Boards feature lets users post messages for other people in the course section. A user can respond to the original poster’s message via email (using links in the portal). This feature is described in [Bulletin Boards \(page 311\)](#).
- **RSS Reader** – This feature works as an RSS Reader. This feature is described in [RSS Reader \(page 456\)](#).
- **Task Manager** – You can use this feature to assign tasks to other people, such as students or perhaps teaching assistants. For details, see [Task Manager \(page 459\)](#).

For a longer list of features you can add, see [Part 4: Additional features \(page 278\)](#).

The general process of adding a feature to page is covered in [Add a feature instance to a page \(page 510\)](#).

## Other tools

This section describes additional tools that support your teaching. Unlike the tools described in [About your course context \(page 15\)](#), the features and tools in this section do not store information specific to any particular course section. Rather, these are general tools you can use to support any of your course sections or simply to find something you need.

## Navigational tools

To assist you with navigating among all of your school’s course contexts, eLearning includes the following features:

- **Course Search** – You can use this feature to search for details about any course sections that exist in the portal and to navigate to their contexts. This might be useful if you want to review details about sections taught by other faculty members. For details, see [Course Search \(page 370\)](#).

- **All My Courses** – The All My Courses feature offers a way for you to quickly navigate to your own course contexts. This feature is not included in the default template for course contexts, but you can add it to your context or to your My Pages area. For details on how the feature works, see [All My Courses \(page 279\)](#).

## Tools that help you manage materials

eLearning includes a few tools that let you manage materials and reuse them in multiple course contexts. You can also export content into a course cartridge for use outside the portal.

## Tools for previewing your course context

eLearning includes a feature for previewing your entire course context as a member of any other role. This feature, called **Student Emulation**, is described in [Previewing a context as a student \(page 536\)](#).

## Tools for creating portal-only elements

eLearning and JICS also include the following features:

- **Course Creator** – The Course Creator feature lets an authorized user create courses that are defined and managed entirely through the portal (instead of in conjunction with your school's ERP system). This feature is described in [Creating portal-only courses \(page 540\)](#).
- **Portal-only account creator** – The portal-only account creator lets an authorized user create user accounts that exist only in the portal and not in your school's ERP system. This feature can be used only by members of the Administrators role and is described in *Jenzabar's Internet Campus Solution: Administration Guide*.

## Navigational tools

To assist you with navigating among all of your school's course contexts, eLearning includes the following features:

- **Course Search** – You can use this feature to search for details about any course sections that exist in the portal and to navigate to their contexts. This might be useful if you want to review details about sections taught by other faculty members. For details, see [Course Search \(page 370\)](#).
- **All My Courses** – The All My Courses feature offers a way for you to quickly navigate to your own course contexts. This feature is not included in the default template for course contexts, but you can add it to your context or to your My Pages area. For details on how the feature works, see [All My Courses \(page 279\)](#).

## Tools that help you manage materials

eLearning includes a few tools that let you manage materials and reuse them in multiple course contexts. You can also export content into a course cartridge for use outside the portal.

## The File Cabinet

Every member of the Faculty role has a **File Cabinet**, which you can use to store materials for use in future course sections. For example, you can store any of the following:

- Coursework
- Bookmarks
- Handouts
- Readings
- Course cartridges

Some of these items can also be created from within the File Cabinet feature.

The File Cabinet is located on a page within your My Pages context. For most faculty members, the content and layout of the File Cabinet page cannot be modified, which means that you cannot remove the File Cabinet feature, nor can you add other features to this page.

For further details, see [Working with the File Cabinet \(page 468\)](#).

## Copy Course Materials

If you teach the same course regularly, or if you teach similar courses, you may want to copy material from one course context to another. You can do this using the **Copy Course Materials** feature, which you access from the Quick Links area of the sidebar. The idea behind this process is similar to the idea of saving something in your File Cabinet for later reuse, but with the Copy Course Materials feature, you can copy whole features in bulk, along with any permissions you have defined for the features. This process is described in [Copying course materials \(page 484\)](#).

## Export

The Export feature lets you create a course cartridge that includes content from any course context. Cartridges created this way have a .imsc extension and are compliant with the IMS Global Learning Consortium's Common Cartridge v1.1 standard. This process is described in [Creating a course cartridge \(page 495\)](#).

## Course Content Import

You can use the Course Content Import (CCI) feature to upload a supported course cartridge and integrate its contents into other features in your course context. For example, you may want to import cartridge items into the Coursework, Forums or other features. Supported cartridges are those that comply with the IMS Global Learning Consortium's Common Cartridge standards. The CCI feature is described in [Importing from course cartridges \(page 498\)](#).

## Tools for previewing your course context

eLearning includes a feature for previewing your entire course context as a member of any other role. This feature, called **Student Emulation**, is described in [Previewing a context as a student \(page 536\)](#).

## Tools for creating portal-only elements

eLearning and JICS also include the following features:

- **Course Creator** – The Course Creator feature lets an authorized user create courses that are defined and managed entirely through the portal (instead of in conjunction with your school's ERP system). This feature is described in [Creating portal-only courses \(page 540\)](#).
- **Portal-only account creator** – The portal-only account creator lets an authorized user create user accounts that exist only in the portal and not in your school's ERP system. This feature can be used

only by members of the Administrators role and is described in *Jenzabar's Internet Campus Solution: Administration Guide*.

## Additional contexts

In some cases, you may have permission to manage additional contexts besides those for your course sections.

For example:

- If your school uses the Campus Groups Directory feature, you might manage a campus group, which means that you would have administrative privileges in the group's context.
- You may have permission to manage another set of pages within your school's portal.

In each of the above cases, you may be add features, manage roles, and so forth, just as you would in your course context. For help managing a context, see [Part 6: Pages, subsections and roles \(page 507\)](#)

Similarly, note that you have a **My Pages** tab, which is solely for your own use. You have the ability to add pages and features to this tab. In fact, your privileges in this tab are similar to your privileges in your course context, though note that there is no Context Manager in this tab (because it is not needed—the tab has no other users besides you).

# Part 1: Coursework

This section describes how to set up the Coursework feature, create assignments and related tasks.



# Setting up the Coursework feature

For each course section you teach, you can create and manage assignments in the portal. You do this using the Coursework feature.

## Key concepts of the Coursework feature

This section offers an overview of the Coursework feature and the assignment-creation process.

### About the Coursework feature

eLearning includes a unique instance of the Coursework feature for each course section. This feature instance is the place where students and faculty interact with assignments. For example:

- Faculty members use the Coursework feature to create and manage assignments.
- Students use the Coursework feature to take tests, complete assignments, review their own work and view feedback from faculty.

### Assignment classifications

Every assignment in the Coursework feature is defined using a few key classifications:

- Formats
- Types
- Units

#### Formats

A Coursework assignment can exist in any of four **formats**.

##### *Online Test assignment format*



Online tests are created in the portal, and students complete them in the portal. You add content to tests using the **Test Builder**, which is part of the Coursework feature. Note that online tests are sometimes generically referred to as “tests,” and you will also see this format abbreviated as **online** or referred to as an **online assignment**.

##### *Upload File assignment format*



An upload-file assignment is completed outside the portal, but it is uploaded and turned in through the Coursework feature. For example, you might use this format for a term paper that is completed in Microsoft Word and then given to you through the portal. You will sometimes see this format abbreviated as **uploaded**.

##### *Forum assignment format*



A forum assignment is completed via participation in a course forum or discussion board. For example, you might set up a forum topic in which your students can continue a discussion that was begun in class. Tying the forum topic to an assignment allows you to navigate easily between the two.

## Basic assignment format



The basic format is intended for any assignments or assessments that can't be tracked easily using the online-test or upload-file format. For example, you could use the basic format to track students' grades on an oral presentation, or their overall participation in the course.



For an additional method of tracking students' performance, see [Working with evaluations \(page 239\)](#).

## Online Test assignment format



Online tests are created in the portal, and students complete them in the portal. You add content to tests using the **Test Builder**, which is part of the Coursework feature. Note that online tests are sometimes generically referred to as “tests,” and you will also see this format abbreviated as **online** or referred to as an **online assignment**.

## Upload File assignment format



An upload-file assignment is completed outside the portal, but it is uploaded and turned in through the Coursework feature. For example, you might use this format for a term paper that is completed in Microsoft Word and then given to you through the portal. You will sometimes see this format abbreviated as **uploaded**.

## Forum assignment format



A forum assignment is completed via participation in a course forum or discussion board. For example, you might set up a forum topic in which your students can continue a discussion that was begun in class. Tying the forum topic to an assignment allows you to navigate easily between the two.

## Basic assignment format



The basic format is intended for any assignments or assessments that can't be tracked easily using the online-test or upload-file format. For example, you could use the basic format to track students' grades on an oral presentation, or their overall participation in the course.



For an additional method of tracking students' performance, see [Working with evaluations \(page 239\)](#).

## Assignment types

Each assignment you create must be classified as a particular type. In general, the type is a label that helps students understand the nature of the assignment. eLearning comes with several predefined types, and you can also create your own. The predefined types are:

- Exam
- Homework
- Lab Report
- Paper
- Participation
- Quiz
- Reading

- Test

An assignment's type is completely independent of its format. That is, an "exam" could be an online assignment, a basic assignment or an uploaded assignment. Similarly, a basic assignment could be a "test," a "lab report," or something else. Often, the Coursework feature will describe an assignment both by its format and type—for example, as a "basic test," an "online quiz," or an "uploaded paper."

Related to this, note that while an assignment created using the "online test" format is sometimes referred to as a "test," an online assignment can be classified as any type—it can use the "test" type or any other type.

For details on creating, modifying and deleting types, see [Managing assignment types \(page 50\)](#).

## Units

A unit is a group of assignments. In any given instance of the Coursework feature, you must always have at least one unit defined. Apart from this restriction, you can create as many units as appropriate for your course, organizing them with any system you like. For example, you might create a series of units that represent the general progression of the course ("Week 1," "Week 2" and so on), or your units might coincide with topics you will cover ("Faulkner," "Hemingway" and so forth).

For details on creating, modifying and deleting units, see [Managing units \(page 44\)](#).

## Assignment audience

When you create an assignment, you must specify who will be in the assignment's *audience*. You can choose either to make the assignment available to the entire class or to a subset of students in the class. Students who are not in the audience will not be able to view or access the assignment, nor will they be included in the statistics displayed on the **Assignment Detail** page. For more information see [Audience \(page 67\)](#).

## Selective release of an assignment

eLearning's selective-release function allows you to release an assignment to students based on rules that you define. For example, you can create a rule to open an assignment at a specific date and time, or you can create a rule to open an assignment for a student only after the student has completed a different assignment. You can create any combination of rules and groups of rules to specify when the assignment will open (become visible) to its audience.

You can define selective-release rules via the **Open** setting when creating or editing an assignment. For more information see [Selective release \(page 73\)](#).

## Rules regarding assignment status

It is important to note the rules that determine the status of an assignment, as this could determine which members of its audience can view and complete the assignment. The following subsections explain the terminology we use in eLearning to refer to an assignment's completeness or state of being open (visible to its audience).

### Assignment completeness

The following rules are used to determine an assignment's completeness for general assignment statistics on the Coursework main screen and in the rules-calculation logic for selective release:

- **Basic and forum assignments** – When the assignment is graded for a student, it is considered to be complete for that student. Also, once the assignment's due date has passed, it is complete for all students.

- **Upload assignments** – Once a student clicks the **Turn in** button on the **Student Assignment Detail** page, the assignment is considered complete for that student. Alternatively, someone with assignment-grading permissions can use the **Close the assignment** button to make it complete. And when the assignment's due date passes, it will be considered complete for all students.
- **Online assignments (tests)** – The assignment is complete for a student who has taken all allowed attempts (by default, only one attempt is allowed), or has clicked the **Turn in** button before all allowed attempts have been taken. Assignment graders can also use the **Close the assignment** button to make it complete. And when the assignment's due date passes, it will be considered complete for all students.



*It can take up to five minutes after an assignment's due date has passed before the system recognizes it as complete for all students.*

## Assignment open status

An open assignment is one that is able to be completed by the student and graded by assignment graders. Until the assignment is open, it cannot be completed or graded. (Non-open assignments will also not be displayed to students unless you select the **Display to students before it's open** check box.)

Following is the series of conditions that are considered, in this order, to see whether an assignment is "open" for a given student:

1. **Audience** – If a student is not listed in the selected audience on the **New Assignment** screen or **Edit Assignment** screen, the assignment will **never** open for that student, even if some of the conditions below are met.
2. **Student start-date override** – Certain assignments types, such as online tests and upload-file assignments, allow you to grant a custom start date for any single student. If this custom start date is set for a student, and the date has already passed, the assignment will be open for that student. On the other hand, if the start date is set but hasn't occurred yet, then this assignment will not be open for the student, even if other conditions have been met.
3. **Open now** – If the assignment is set to open now, then it will appear to all students in its audience.
4. **Based on rules** – The assignment will be considered open for any students for which the rule conditions have been met (depending on the grouping of those rules and value of the **Any/All** drop-down list).

## Understanding the default view

The default view of the feature varies depending on one's role—faculty and students have different views.



A main feature of both the faculty and the student view is a list of assignments. As the faculty member teaching the course, you can organize this list in a few different ways (and when you do, it changes for all users). The process of rearranging the list is described in [Configuring the Coursework feature \(page 54\)](#).

## Default view of the Coursework feature for faculty

The faculty view of the Coursework feature includes three main components:

- At the upper left, a list of buttons that let you manage several aspects of the feature instance.
- At the upper right, a list of assignments recently submitted by students.
- A list of assignments, organized either by type or by unit.

## Coursework



Add an Assignment
Student List
Manage Units & Types
Configuration
View the Gradebook

### Recent submissions

**Bobby Jackson** submitted [Translation Assignment #1](#), Today, 12:09 AM  
**Machiko Mimura** submitted [Translation Assignment #1](#), Today, 12:08 AM  
**Machiko Mimura** submitted [Vocabulary Quiz #1](#), Tuesday 7/18, 11:55 PM  
**Bobby Jackson** submitted [Vocabulary Quiz #1](#), Tuesday 7/18, 11:55 PM  
**Jorge Gomez** submitted [Vocabulary Quiz #1](#), Tuesday 7/18, 11:55 PM

### Unit 1 [Click to close](#)

The whole term

[Add an Assignment](#) [Edit due dates](#)

Assignment	Due Date	Type	Status	
<a href="#">Spanish Essay</a>	Wednesday 7/12, Closed	Paper	Complete, 5 ungraded	
<a href="#">Vocabulary Quiz #1</a>	Tuesday 7/18, Closed	Online Exam	Complete	
<a href="#">Translation Assignment #1</a>	Friday 7/28, 11:55 PM	Uploaded Exam	2 of 5 complete	

## Default view of the Coursework feature for students

The student view of the Coursework feature includes three main components:

- At the upper left, a list of assignments that are due next.
- A list of assignments, organized either by type or by unit. The student's view of this list may be a subset of the list that you as a faculty member see (because your view will include assignments that you have not yet finished creating). The student view shows only those assignments that the student can go ahead and work on, upcoming assignments that you have specifically set up to be visible to students, and assignments they have already finished.

## Coursework

This page lists the assignments for this course. View one to see all the details about what you need to do to complete it, and (eventually) the grade you earned.

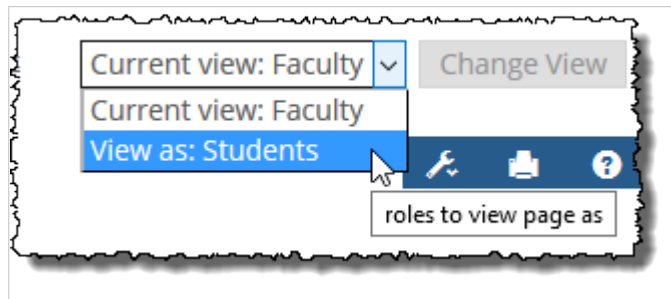
Generally, assignments are added throughout the course, so be sure to check back often.

### ☐ Unit 1 [Click to close](#)

The whole term

- ✓ [Spanish Essay](#) (45/60, C (75%))
- ✓ [Vocabulary Quiz #1](#) (5/5, A (100%))
- ✓ [Translation Assignment #1](#) (40/40, A (100%))

As with other screens in your course context, you can at any time display the student view of the feature using the Student Emulation feature.



For details on Student Emulation, see [Previewing a context as a student \(page 536\)](#).

## The life of an assignment

The way you set up and process an assignment varies slightly depending on the format that you are using, but the general steps are as follows:

1. Create the assignment – The process of creating an assignment includes giving it a name and defining basic settings, such as whether or not the assignment is included in the final grade. This process is described in [About assignments \(page 63\)](#).
2. Add content (online tests only) – With the online-test format, you add content to the assignment using the Test Builder. The process of adding content is described in [Adding content to online tests \(page 118\)](#).
3. Open the assignment – Once an assignment is open, students can see it listed in the Coursework feature, and the following are true:

- If the assignment is an online test, students can take the test.
- If it is an uploaded assignment, students can upload their files.
- If it is a basic or forum assignment, students can begin working on it.

An assignment's open status is controlled by the **Open** field, which is on the main screen where you edit the assignment (described in [Open \(page 71\)](#)).

4. Grade the assignment – This process of grading completed assignments and providing feedback is described in [Managing and grading assignments \(page 177\)](#).
5. View statistics about online tests – With any given online test, you may want to review statistics on how students did and on how effective the test was. You do this using a feature called Test Analysis, which is described in [Viewing statistics about online tests \(page 211\)](#).

## Navigate to the Coursework feature

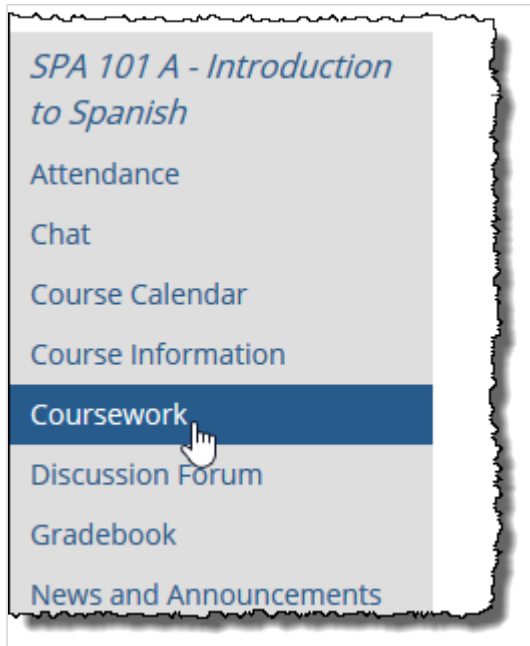
The way you navigate to the Coursework feature will vary depending on whether your school has customized the portal. The following procedure describes how to find the feature using the system's default layout.

1. Log in to the portal.
2. In the **Quick Links** area of the sidebar, expand the link labeled **My Courses**.
3. Select the appropriate course section.



The system displays the context for the course section.

4. In the sidebar, click **Coursework**.



The system displays the Coursework page, which hosts the Coursework feature instance for this course section. If this is your first time visiting the feature instance, the system displays a getting-started message.

Otherwise, the feature instance displays a list of controls at the upper left, followed by a list of any assignments you have created, organized either by unit or by type.

From the main view of the Coursework feature, you can do any of the following:

- Create units, as described in [Managing units \(page 44\)](#).
- Create assignments, as described in [Creating assignments \(page 100\)](#).
- Add questions to online assignments, as described in [Adding content to online tests \(page 118\)](#).

## Managing units

A unit is a group of assignments. Every assignment must be associated with a unit when it is created. For this reason it's a good idea to set up your units before you begin creating assignments.

### About units

This section describes units in a bit more detail.

### Attributes of a unit—defined

The main attributes of a unit are its name, date range, and description. You can set these when you create or modify a unit (as described in page 40 and page 42).

Attribute	Required?	Always displayed in main view?	Purpose
Name	Yes	Yes	To identify the unit for both faculty and students.



Attribute	Required?	Always displayed in main view?	Purpose
Date range	Yes, but if you do not enter a range, the system will automatically make the range extend for the duration of the term.	No—date ranges are displayed only if the feature is organized by unit. Also: <ul style="list-style-type: none"> <li>A unit's full date range is shown only when the unit is expanded.</li> <li>If the unit is collapsed, only the start or end date is shown.</li> </ul>	To give students a general idea of when the material will be covered, and to help determine when the unit will automatically be expanded in the main Coursework view.
Don't show this Unit to students who can't see any assignments in the Unit.	No	Not applicable	To hide the unit from students who do not have access to any of the unit's assignments. For more information see <a href="#">Hide a unit from students who cannot see its assignments (page 49)</a> .
Description	No	No—descriptions are displayed only if the feature is organized by unit. Additionally, a particular unit's description is shown only when that unit is expanded.	To offer additional details on the unit.

## Attributes of a unit—illustrated

In your own view of the feature, the way units display varies depending on how the feature instance is organized.

If the feature instance is organized by unit, the names of the units will be featured somewhat prominently (as headings under which the assignments are listed). Additionally, when a unit is expanded, its description and date range are displayed. Less information is shown for units that are collapsed.

Innovative Storytelling *This unit ended on 6/9* [Click to view](#)

The Classics [Click to close](#)

6/12/2017 to 7/28/2017
Add an Assignment
Edit due dates

In this unit we'll take a look at classic films by directors such as Billy Wilder, Frank Capra and John Ford.


Assignment	Due Date	Type	Status
<a href="#">Quiz #1</a>	Today, 11:55 PM	Online Exam	1 of 5 complete
<a href="#">Online Discussion</a>	Monday 7/24, 11:55 PM	Participation	0 of 5 complete
<a href="#">Essay Assignment #2</a>	Wednesday 7/26, 11:55 PM	Uploaded Paper	Not open (Not visible)
<a href="#">Essay Assignment</a>	Friday 7/28, 11:55 PM	Uploaded Exam	2 of 5 complete, 1 ungraded





Literary Adaptations *This unit begins on 7/31* [Click to view](#)

The Art of the Sequel *This unit begins on 8/21* [Click to view](#)


If the feature instance is organized by type, then only the unit name is displayed, as a column in each table that lists the assignments.



**Exam** [Click to close](#)

 [Edit due dates](#)


Assignment	Due Date	Unit	Type	Status	
<a href="#">Essay Assignment</a>	Friday 7/28, 11:55 PM	The Classics	 Uploaded Exam	2 of 5 complete, 1 ungraded	
<a href="#">Quiz #1</a>	Today, 11:55 PM	The Classics	 Online Exam	1 of 5 complete	



**Paper** [Click to close](#)

 [Edit due dates](#)

Assignment	Due Date	Unit	Type	Status	
<a href="#">Essay Assignment #2</a>	Wednesday 7/26, 11:55 PM	The Classics	 Uploaded Paper	Not open (Not visible)	

**Participation** [Click to close](#)

 [Edit due dates](#)

Assignment	Due Date	Unit	Type	Status	
<a href="#">Online Discussion</a>	Monday 7/24, 11:55 PM	The Classics	 Participation	0 of 5 complete	

The student views in both cases are similar—although if the feature is organized by type, the student will see the unit mentioned only in the description of open assignments.

## Which units expand by default?

When a Coursework feature instance is set up so that assignments are grouped by unit, the default view may show some units expanded and some collapsed.

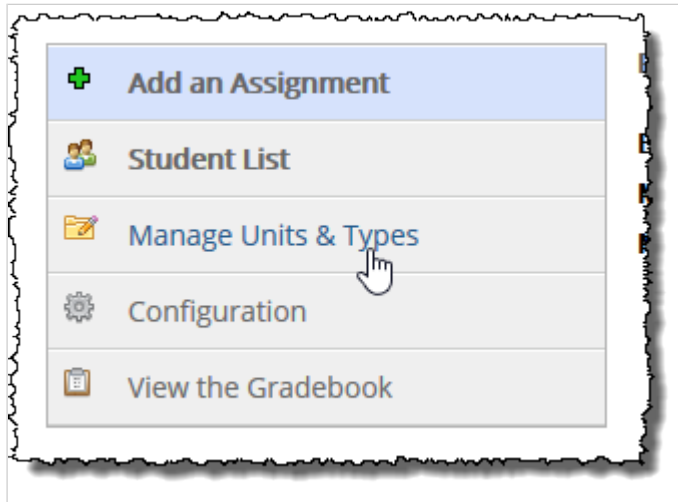
A unit is automatically expanded if:

- The current date is within the date range defined for the unit.
- There are no items within the unit that require the user's attention. For example, for you as a faculty member, this would include an assignment that needs to be graded. For a student, this would include an assignment that needs to be completed. Note that this part of the equation is made on a user-by-user basis—in other words, the same units will not necessarily be expanded for the same people.

## Create a unit

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).

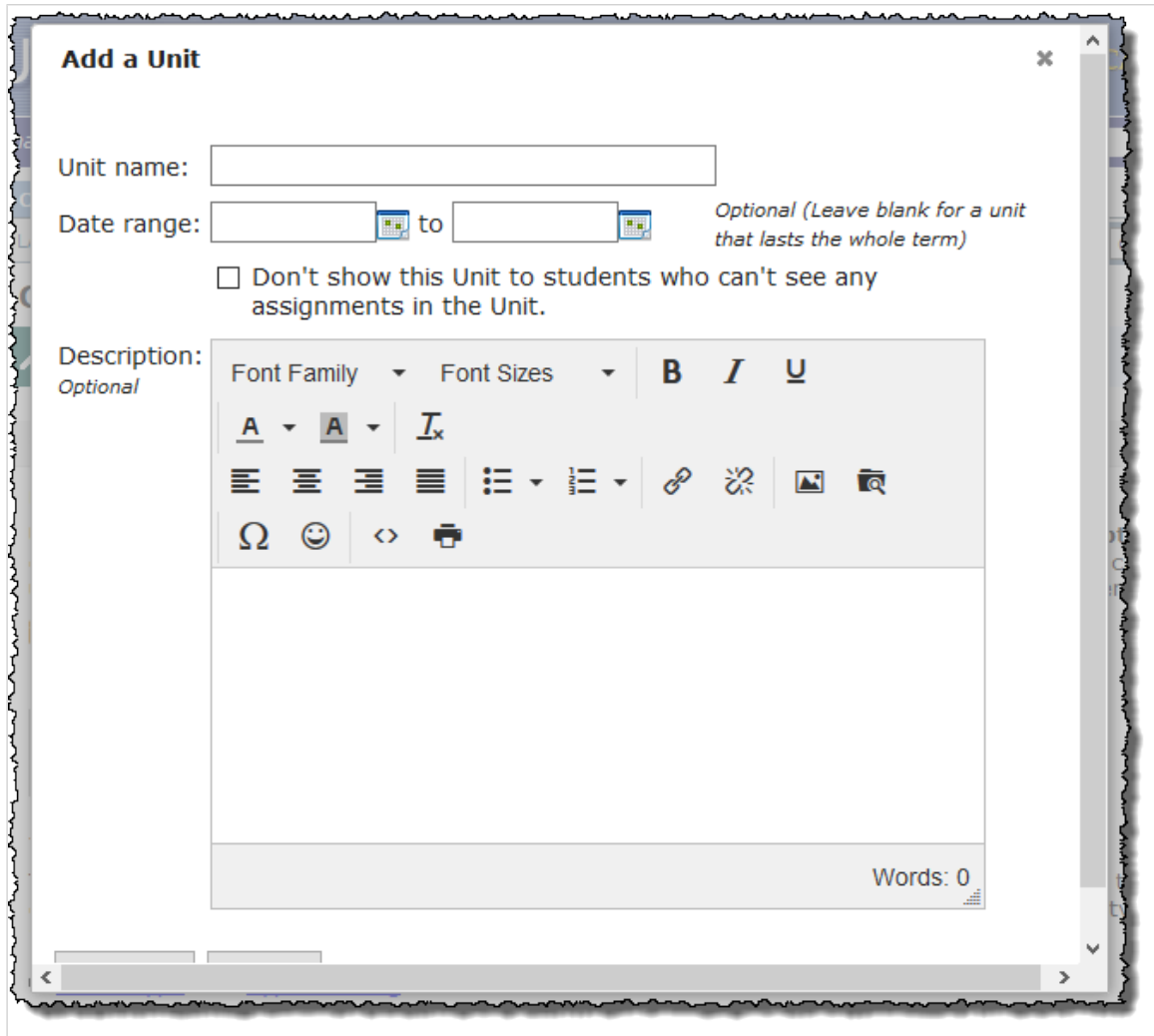
2. Click **Manage Units & Types**.



The system displays a screen used to manage both units and types.

3. Click **Add a Unit**.  
The system displays a pop-up form.
4. Fill out the fields as appropriate. If you need help with any particular field, see [About units \(page 44\)](#). If you need help with using the text and image editor for the **Description** field, see [Working with text, images, files and hyperlinks \(page 556\)](#).

5. Click **Add unit** to save the new unit.

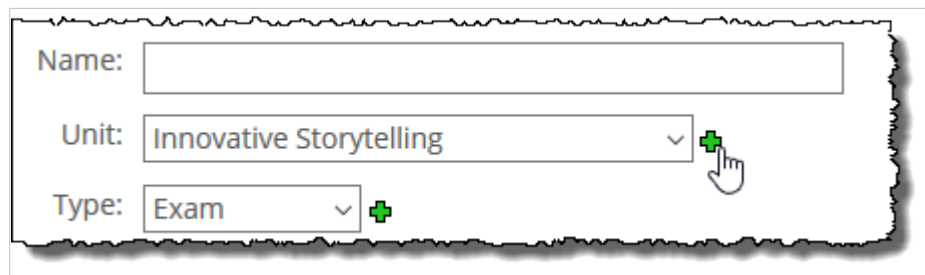


The 'Add a Unit' dialog box is shown with a close button (X) in the top right corner. It contains the following fields and options:

- Unit name:** A text input field.
- Date range:** Two date pickers separated by 'to'. A note to the right says: *Optional (Leave blank for a unit that lasts the whole term)*.
- ☐ **Don't show this Unit to students who can't see any assignments in the Unit.**
- Description:** Labeled as *Optional*. It includes a rich text editor with a toolbar containing options for Font Family, Font Sizes, Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Link, Unlink, Image, and Video. Below the toolbar is a large text area. A word count at the bottom right of the text area shows 'Words: 0'.



You can also create a unit while you are adding or modifying an assignment—to get started, just click the green plus-sign icon next to the **Unit** field.



This screenshot shows a portion of the assignment form with the following fields:

- Name:** A text input field.
- Unit:** A dropdown menu currently showing 'Innovative Storytelling'. A green plus sign icon is visible to the right of the dropdown, and a hand cursor is pointing at it.
- Type:** A dropdown menu currently showing 'Exam'. A green plus sign icon is visible to the right of the dropdown.

You can also create a unit from the Course Organizer, as explained in [Create a new unit from the Course Organizer \(page 27\)](#)

## Modify a unit

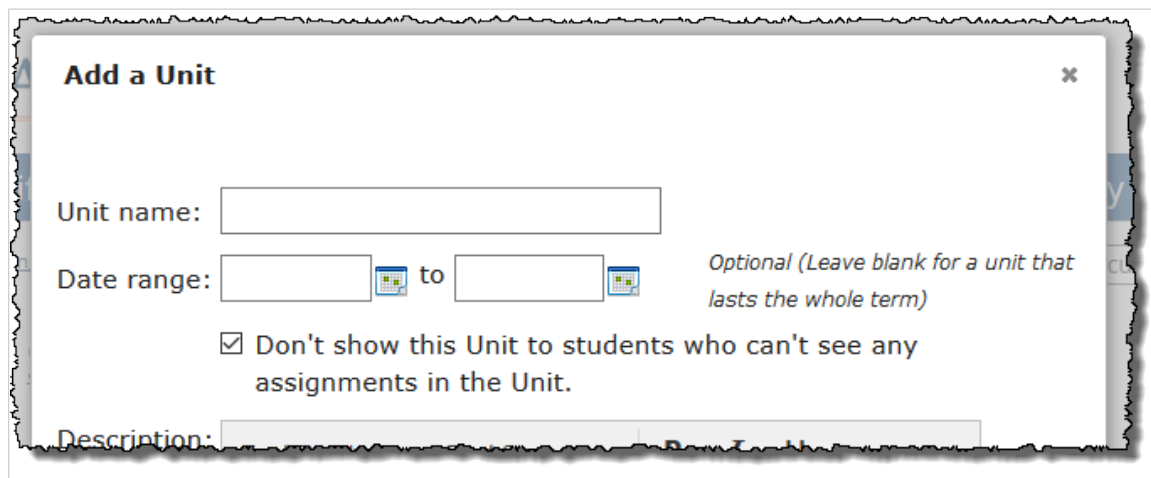
After you create a unit, you may want to go back and change the unit's name, date range or description.

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click **Manage Units & Types**.  
The system displays a screen used to manage both units and types.
3. Locate the unit you want to modify and click the corresponding edit icon.  
The system displays the **Edit a Unit** pop-up form.
4. Make any changes as appropriate. If you need help with any particular field, see [About units \(page 44\)](#). If you need help with using the text and image editor for the **Description** field, see [Working with text, images, files, and hyperlinks \(page 556\)](#).
5. Click **Edit unit** to save your changes.

## Hide a unit from students who cannot see its assignments

Due to eLearning's selective-release capabilities (see [Selective release \(page 73\)](#)), it is possible for some students in a class to see a particular assignment while it remains hidden from others in the class. In some cases you may not want a student to be able to see a unit unless he or she is able to see any assignments in the unit. One of the attributes of a unit—the check box labeled **Don't show this unit to students who can't see any assignments in the unit**—allows you to achieve this.

When this option is selected, the unit, as well as its bookmarks and handouts, will be invisible to students who are not included in the audience for any of the unit's assignments or are otherwise unable to see any of the assignments in the unit for any reason. The unit will be hidden from the student on the main Coursework page, the Gradebook, the Course Organizer, and in the Handouts and Bookmarks features.



This setting will be copied over whenever a course is copied via the Copy Courses feature or rich-template mapping.

## Order units

By default, units are presented in chronological order based on their date ranges. However:

- Even if you are sticking with the default method of chronological ordering, if you have multiple units with the same date range, you may want to manually order those units.
- You might want to manually arrange all of the units and *not* have the placement be determined by their date ranges.

You can use this procedure to do either of those things. Also, if you have been manually ordering units, and you want to go back to having the sequence determined by date, you can use these steps.

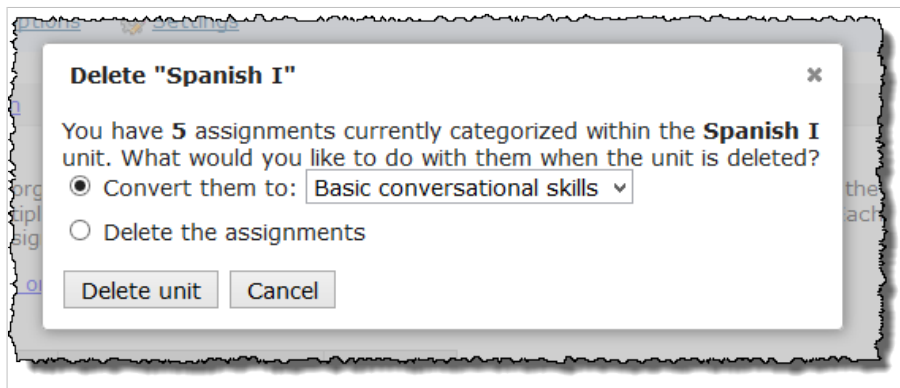
To reorder units:

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click **Manage Units & Types**.  
The system displays a screen used to manage both units and types.
3. Click **Unit ordering**.  
The system displays a screen titled **Ordering Your Units**.
4. Select one of the following ordering types as appropriate:
  - By Date
  - Manually
5. If you selected **Manually**, the screen updates to let you drag and drop the units. In this case, drag the units into the appropriate order. (To select any unit, click the corresponding black arrows.)
6. When finished, click **Done reordering**.

## Delete a unit

Use this procedure to delete a unit. Note that if you delete a unit that contains assignments, you will be given the option of deleting the assignments or moving them to another unit.

1. Navigate to the appropriate Coursework feature instance, as described in page 36.
2. Click **Manage Units & Types**.  
The system displays a screen used to manage both units and types.
3. Locate the unit that you want to delete and click the corresponding trash-barrel icon.  
The system displays a pop-up:



- If the unit contains assignments, the pop-up asks if you want to move the items to another unit.
  - If you have no assignments in the unit, the pop-up simply asks if you are sure you want to delete the unit.
4. If the unit contains assignments, choose the appropriate option for dealing with them.
  5. Click **Delete unit**.  
The system removes the unit.

## Managing assignment types

A type is a classification, such as “exam” or “paper,” that helps give the student an idea of what the assignment is. This section describes how to create, modify and delete types.

## About types

This section describes types in a bit more detail.

### Attributes of a type—defined

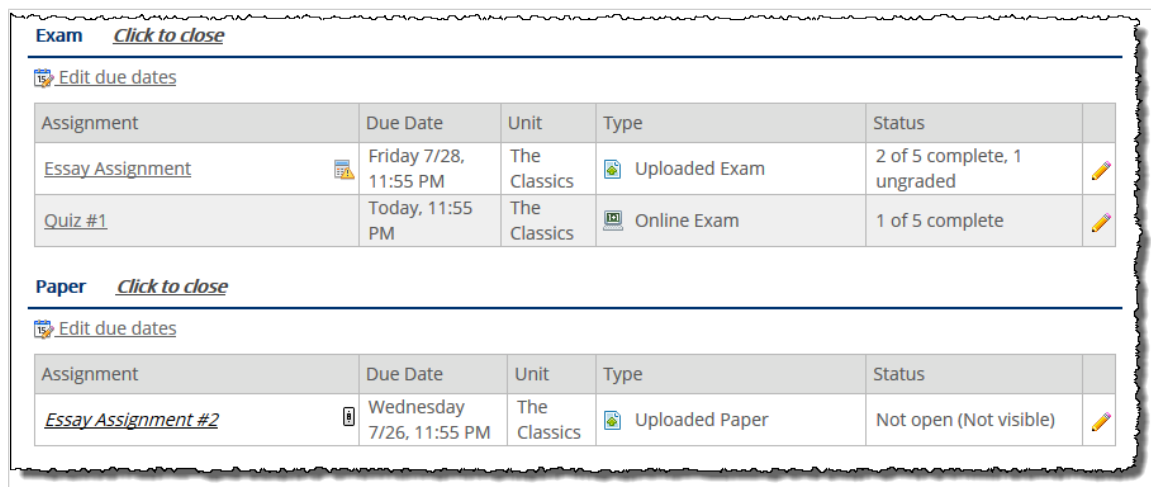
A type has only one attribute—its name. The name of the type displays in several places:

- In the main view of the Coursework feature, sometimes as headings (depending on how the feature is configured).
- In labels and automatically generated messages about assignments. For example, if you create an uploaded assignment of the type “paper,” that assignment will often be referred to as “an uploaded paper.” In these messages it is usually assumed that the name of the type is singular, so it’s recommended that you use a singular word.

### Attributes of a type—illustrated

By default, when you view an instance of the Coursework feature, the list of assignments is organized so that each unit is displayed as a heading, with that unit’s assignments listed below. With this setup, each assignment’s type is listed in a column labeled **Type**.

Alternatively, you can choose to organize the view by type rather than unit (this is described in [Change the grouping method \(page 54\)](#)). When you do this, the types become more prominent—each is listed as a heading on the page.



The screenshot shows the Coursework feature interface. It has two main sections: "Exam" and "Paper". Each section has a "Click to close" link and an "Edit due dates" link. Below each link is a table of assignments.

Assignment	Due Date	Unit	Type	Status
<a href="#">Essay Assignment</a>	Friday 7/28, 11:55 PM	The Classics	Uploaded Exam	2 of 5 complete, 1 ungraded
<a href="#">Quiz #1</a>	Today, 11:55 PM	The Classics	Online Exam	1 of 5 complete

Below the "Exam" section is the "Paper" section, which also has a "Click to close" link and an "Edit due dates" link. It contains a table with one assignment:

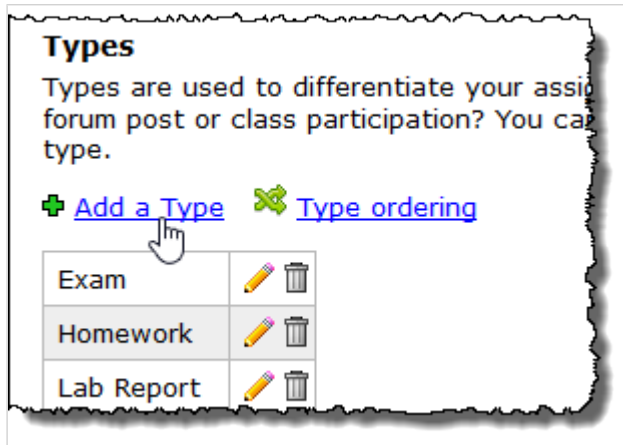
Assignment	Due Date	Unit	Type	Status
<a href="#">Essay Assignment #2</a>	Wednesday 7/26, 11:55 PM	The Classics	Uploaded Paper	Not open (Not visible)

The student views in both cases are similar—although if the feature is organized by unit, the student will see the type mentioned only in the description of open assignments.

## Create an assignment type

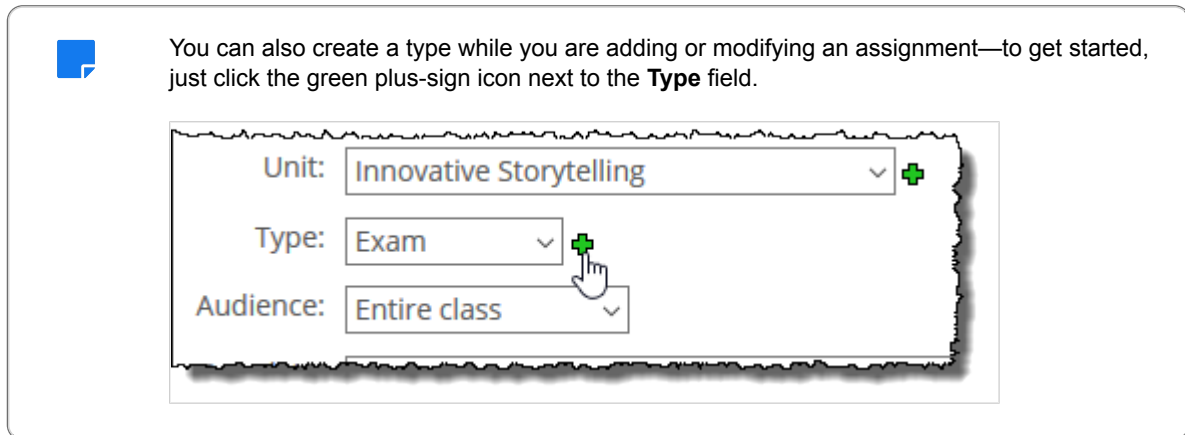
1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click **Manage Units & Types**.  
The system displays a screen showing several settings.

3. Click **Add a Type**. This link is midway down on the screen.



The system displays the **Add a Type** pop-up.

4. Enter a name for the new type.
  5. Click **Add Type** to save the new type.
- The system creates your type.



## Rename an assignment type

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click **Manage Units & Types**.  
The system displays a screen showing several settings.
3. In the area of the screen labeled **Types**, locate the type that you want to rename and click the corresponding pencil icon.  
The system displays the **Edit a Type** pop-up.
4. Modify the name as appropriate.
5. Click **Edit Type** to save the change.

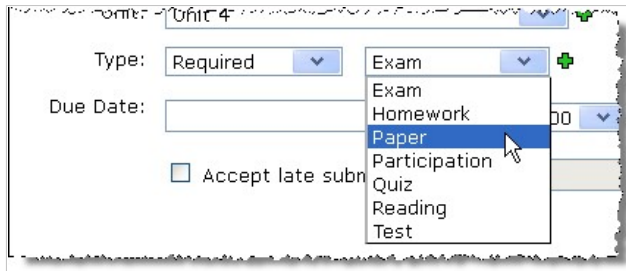
## Order assignment types

By default, types are ordered alphabetically, but you might want to change this.

The sequence of your types does two things:



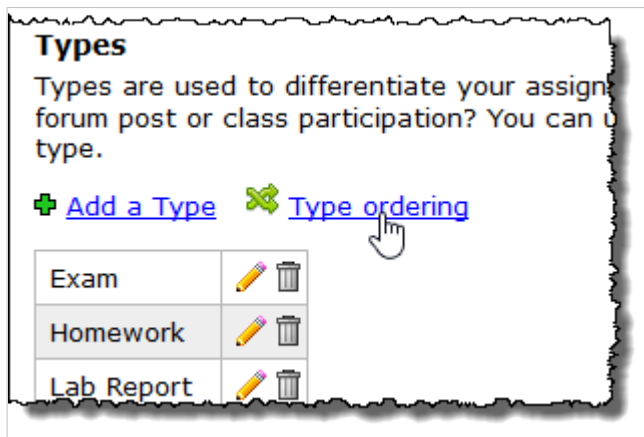
- It determines the sequence used within the **Type** drop-down list, which is on the screen where you create or modify an assignment.



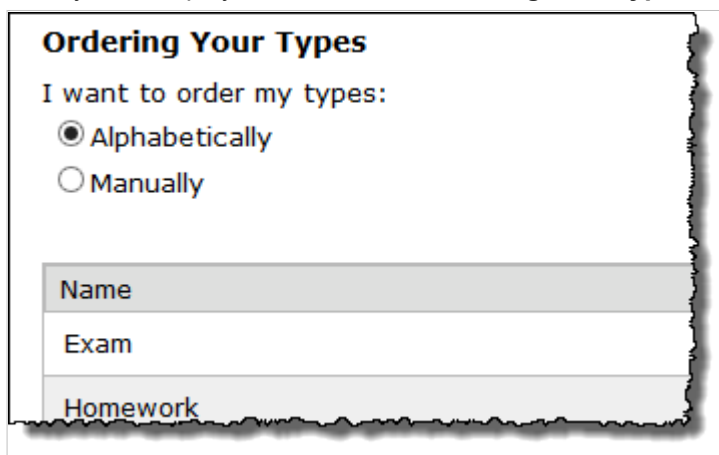
- If you have chosen to organize the feature instance by type (as described in [“Changing the grouping method” on page 52 \(page 54\)](#)), then type-ordering affects the sequence of the types in the main view of the feature.

To reorder types:

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click **Manage Units & Types**.  
The system displays a screen showing several settings.
3. Click **Type ordering**.



The system displays a screen titled **Ordering Your Types**.

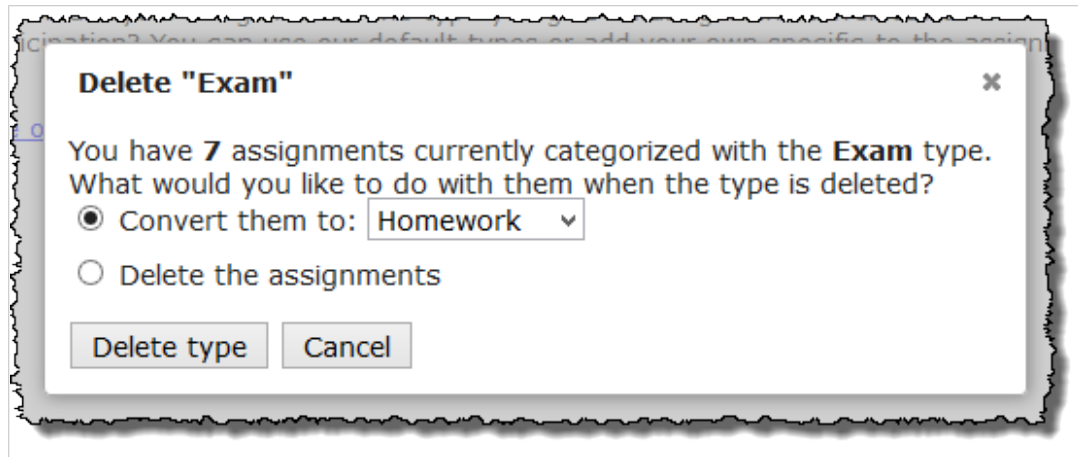


4. Select one of the following as appropriate:
  - Alphabetically
  - Manually

5. If you selected **Manually**, the screen updates to let you drag and drop the types. In this case, drag the types into the appropriate order. (To select any type, click the corresponding black arrows.)
6. When finished, click **Done reordering**.

## Delete an assignment type

1. Navigate to the appropriate Coursework feature instance, as described in page 36.
2. Click **Manage Units & Types**.  
The system displays a screen showing several settings.
3. Locate the type you want to delete and click the corresponding trash-barrel icon.  
The system does one of the following:
  - If you currently have assignments of this type, a pop-up is displayed that lets you reclassify the assignments as another type, or choose to delete them.



- If the type is currently not used, the system displays a dialog asking whether you are sure you want to delete the type.
4. If there are assignments of this type, choose the appropriate option for dealing with them.
  5. Click **Delete type**.  
The system removes the type.

## Configuring the Coursework feature

By default, the Coursework feature is configured to group assignments by unit rather than by type. That is, each unit is a heading, and the unit's assignments are listed below it, ordered according to their due dates.

However, you can change this—you can choose to group assignments by type rather than by unit, and you can also change the way that assignments are ordered.

Note that these choices affect everyone's view of the feature instance, not just your own view. Also, as soon as you make a selection, the system changes the view immediately. That is, you will not have an opportunity to cancel out of these changes (though you can change it right back, if necessary).

## Change the grouping method

The grouping method is the main organizational choice that affects how the feature looks. Assignments can be grouped either by unit or by type.

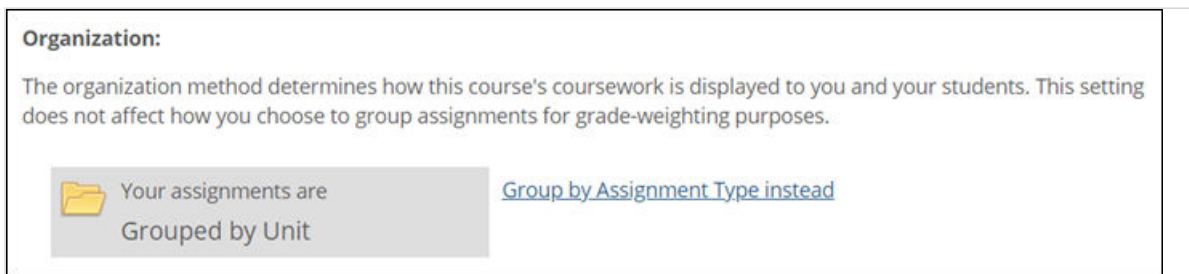


If you have already chosen the grouping method you want to use, but need help ordering the individual units or types, see [Ordering units \(page 49\)](#) or [Ordering types \(page 52\)](#) as appropriate.

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click **Configuration**.



The system displays the **Coursework Setup** screen, with messaging indicating how your assignments are currently grouped.



3. To change the current grouping method, click the link at the right, which will say one of the following:
  - a. **Group by Assignment Type instead**
  - b. **Group by Unit instead**

The system changes the grouping method.

At this point, you may want to change the way that units or types are ordered. For help doing this, see [Order units \(page 49\)](#) or [Order assignment types \(page 52\)](#).

## Change the ordering method

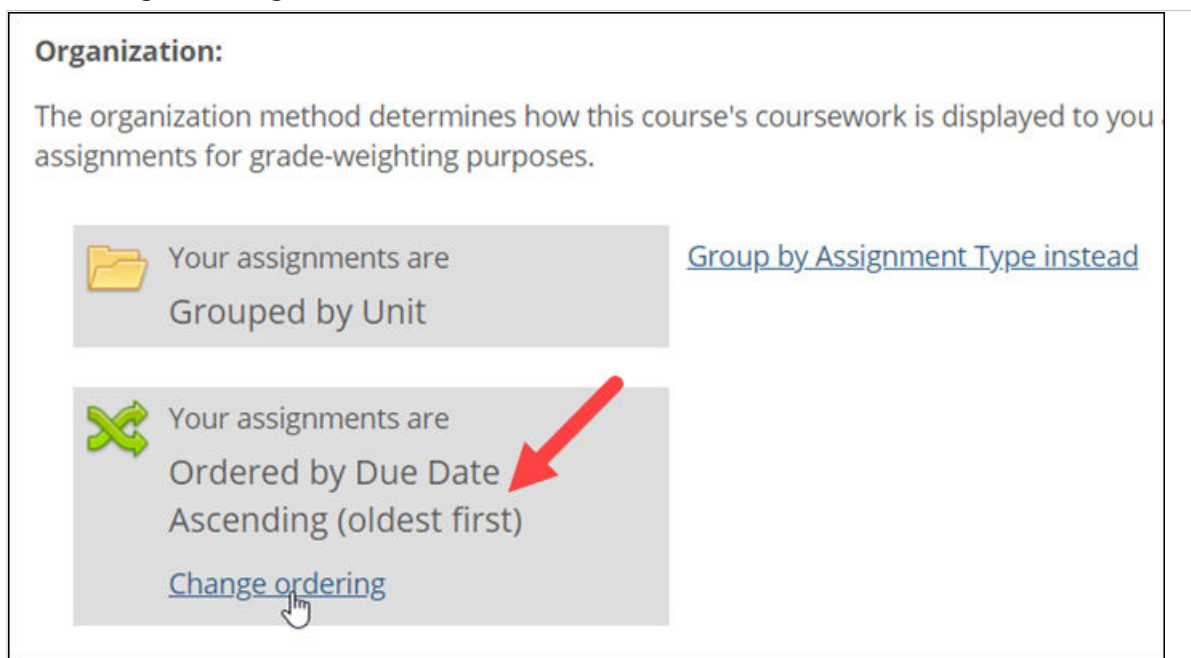
On the main Coursework screen, either units or types are used as headings (as described in [Configuring the Coursework feature \(page 54\)](#)). Under each heading, you can order assignments by any one of the following criteria:

- **by due date (oldest first)** – Assignments that are due earlier are listed first. This is the default.
- **by due date (newest first)** – Assignments that are due later are listed first.
- **by unit** – Assignments are listed by unit, with units being presented in alphabetical order. (This option is available only if grouping is done by type.)
- **by type** – Assignments are listed by type, with the various types being presented in alphabetical order. (This option is available only if grouping is done by unit.)

- **by format** – Assignments are listed in the following order: basic, online, uploaded. If there is more than one assignment of any format, then within each format, items are ordered by due date, with the assignments due earliest listed first.
- **Manually** – You manually arrange assignments using an **Order assignments** link that is added to the screen.
- **Alphabetically** – Assignments are ordered alphabetically.

To change the ordering method:

1. If you haven't already, go to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click **Configuration**.  
The system displays the Configuration screen, which includes messaging that explains how assignments are currently ordered.  
If you are currently ordering assignments manually, this box also includes a link labeled **Order assignments**.
3. Click **Change ordering**.



The system displays a pop-up that lists all the ordering methods. The method you are currently using is displayed in black—others are styled like hyperlinks.

**Ordering method**

Order **by due date (oldest first)**

Order **by due date (newest first)**

Order **by type**

Order **by format**

Order **manually**

Order **alphabetically**

4. Select the ordering method you want to use.  
The system changes the ordering method. If you selected anything but **Order manually**, you can stop now.  
If you selected **Order manually**, the system adds a link that says **Order assignments**. Continue to [Order assignments manually \(page 57\)](#).


## Order assignments manually

Use this procedure if you've decided to order assignments manually, as described in [Changing the ordering method \(page 55\)](#).


1. If you haven't already, go to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#), and click **Configuration**.
2. Click **Order assignments**.

**Organization:**

The organization method determines how this course's coursework is displayed to you assignments for grade-weighting purposes.

 Your assignments are Grouped by Unit

[Group by Assignment Type instead](#)

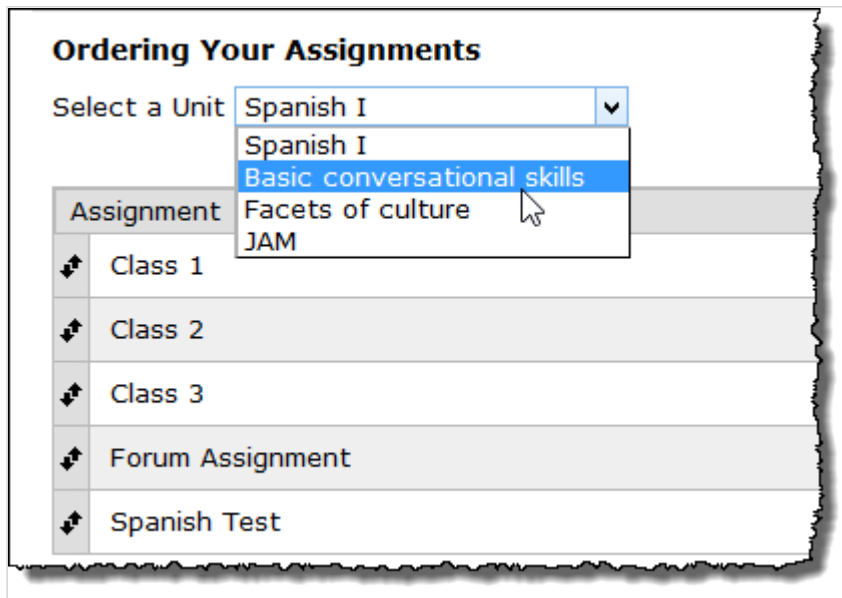
 Your assignments are Ordered Manually

[Order assignments](#)

[Change ordering](#)

The system opens a screen that lets you manually arrange your assignments. At the top of the screen is a drop-down list that screen lets you select any of your units or any of your types (depending on the grouping method that you've chosen).

3. Use the drop-down list to select the unit or type whose assignments you want to order.



The system updates the screen to include the assignments associated with that unit or type.

4. Click and drag the units into the appropriate locations. (To select any unit, click the corresponding black arrows.)
5. Repeat steps 3 and 4 until you have ordered each unit and type as needed.

## Managing feedback features

eLearning allows for commenting on the **Student Assignment Details** screen of any assignment. Following is a summary of the functions related to such comments:

- Faculty can leave comments and upload feedback files for students.
- Students can leave comments for faculty.
- Faculty receive email notifications each time a student leaves a comment.
- Students receive email notifications each time a faculty member leaves a comment or uploads a feedback file. when sending emails.
- For both the student and faculty, the main Coursework view shows a feedback icon next to an assignment where feedback has been left for currently logged in user.

If SMS messages and desktop notifications are enabled, the system also sends them to students and faculty when sending these email notifications.

Bear in mind that these functions relate specifically to comments left on the **Student Assignment Details** screen—not comments left in the text of an online test.



The process of creating feedback and uploading feedback files is described in [Working with personalized feedback \(page 208\)](#). If you're interested in leaving feedback on a grade sheet, refer to [Working with grade sheet feedback \(page 272\)](#).

For details on the information that's included in an email notification, see [Email notifications \(page 555\)](#).

## Allow or disallow student comments

By default students are allowed to leave comments on the **Student Assignment Detail** screen. You can disable this capability by taking the following steps.

1. If you haven't already, go to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#) and click **Configuration**.
2. Under **Student comments**, select or deselect the option labeled **Let students make comments to you on their assignments**.

**Student comments:**

☒ Let students make comments to you on their assignments

☐ Send email notifications when students add comments

Your change is automatically saved whenever you select or deselect this option.

## Activate or deactivate your email notifications

You can have the system send you an email notification each time a student leaves a comment. The default setup is that notifications are not activated.

1. If you haven't already, go to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#), and click **Configuration**.
2. Under Student comments, select or deselect the option labeled **Send email notifications when students add comments**.

Your change is automatically saved whenever you select or deselect this option.

## Managing permissions

By default, only members of the Administrators and Faculty roles have permission to create assignments, grade them and so forth. If you have created a custom role—for example, a teaching assistant role—you may want to give its members permission to work with assignments and so forth. You have a few options in this regard.

## Permissions available in the Coursework feature

Within the Coursework feature, there are two permissions. Giving a role both these permissions essentially lets them do everything in the feature except use the administrative functions accessed using the admin bar. To give a role more limited privileges, consider giving them just one of these permissions.



These permissions are not intended to be used by students in the course section (enrolled students and non-roster students). If you try to give a Coursework permission to one of these students, the permission will not be honored.

## Content Management Access

The **Content Management Access** permission gives members the ability to:

- Create, edit and delete assignments.

- Create, edit and delete units and types.
- View data about online tests using the Test Analysis function.

When a user has this privilege, his or her view of the feature includes three buttons in the upper left portion of the screen: **Add an Assignment**, **Manage Units & Types** and **View the Gradebook**.

Of these, the **Add an Assignment** and **Manage Units & Types** buttons work as they would for a faculty member. However, **View the Gradebook** is useful only if the user also has permission to use the Gradebook. (For more on the available Gradebook permissions, see [Managing permissions in the Gradebook \(page 264\)](#).)

In the main view of the feature, this user will also be able to see edit icons for each assignment, and the **Edit due dates** link will be available.

Users who have this permission will *not* see the **Recent submissions** list. Also, this user's view of the assignment overview will not list individual students, and this user will not be able to grade assignments or review a student's work. However, the user will have access to several items in the **More** menu, including the ability to delete assignments.

## Grading Access permission

The **Grading Access** permission gives members of a role the ability to:

- Review completed assignments, grade questions and adjust the overall grade for an assignment.
- Manage a student's interaction with the assignment by granting a retake, closing the assignment, leave feedback and so forth.
- View data about online tests using the Test Analysis function.

This user's view of the feature will include two buttons at the upper left—**Student List** and **View the Gradebook**.

Of these, the **Student List** functions as it would for a faculty member. However, **View the Gradebook** is useful only if the user also has permission to use the Gradebook. (For more on the available Gradebook permissions, see [Managing permissions in the Gradebook \(page 264\)](#).)

In the main view of the feature, this user will be able to see the **Recent submissions** list.

SPA 101 A - Introduction to Spanish

Student List
 View the Gradebook

**Recent submissions**

Mary Blakely submitted [Vocabulary Quiz](#), Today, 2:29 PM

Mary Blakely submitted [Essay Assignment #1](#), Today, 2:21 PM

Machiko Mimura submitted [Essay Assignment #1](#), Today, 2:19 PM

**Unit 1** [Click to close](#)

The whole term

Assignment	Due Date	Type	Status
<a href="#">Essay Assignment #1</a>	Friday 9/8, 11:55 PM	Uploaded Paper	2 of 5 complete, 2 ungraded
<a href="#">Vocabulary Quiz</a>	Friday 9/15, 11:55 PM	Online Exam	1 of 5 complete
<a href="#">Midterm Essay</a>	Friday 9/22, 11:55 PM	Uploaded Paper	Not open (Not visible)



This user will also be able to click through an assignment and see the list of students, then click through to review each student's work and modify the student's grade.

Note that this user has full use of the controls on the **Student Assignment Detail** screen, which allow for granting retakes, entering a personalized due date, reopening the assignment, leaving comments and so forth.

The screenshot shows the 'SPA 101 A - Introduction to Spanish' assignment detail page for a 'Vocabulary Quiz' (Exam in Unit 1). The page is titled 'by Mary Blakely' and includes navigation links for 'Previous', 'Mary's assignments', and 'Next'. A summary box indicates 'Mary's final grade is 60/60, A (100%)'. Below this, there are three options: 'Rework the exam' (for corrections), 'Grant a retake' (for a new attempt), and 'View Mary's detailed history'. A section titled 'About this grade' states the exam was turned in 'on time' on 'Wednesday, September 6 at 2:29 PM'. At the bottom, there is a feedback section with a comment box and links to 'Add a feedback comment' and 'Add a feedback file'.

Using the **More** menu on the **Assignment Detail** screen, this user will also be able to preview the test.

The screenshot shows the 'SPA 101 A - Introduction to Spanish' assignment detail page for a 'Final Exam' (Exam in Chapter 1). The page is titled 'on' and includes a 'More' dropdown menu. The 'More' menu is open, showing options: 'Preview this test', 'View test analysis', and 'Grade by question'. The 'Preview this test' option is highlighted with a mouse cursor. Below the menu, the exam type is listed as 'Type: Online Exam'.

## Grant a role a permission in the Coursework feature

Use this procedure to give a role a permission in an instance of the Coursework feature.

Make sure that you have also given the role permission to view the Coursework page. You do this through the Context Manager—for more details, see [Let a role view pages and context links \(page 532\)](#).



Users who have Coursework permissions—but no other affiliation with the course—will not see the course section in their My Courses lists. These users should be instructed to bookmark the pages they'll need to access.

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be able to post items or administer the feature instance, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page. **Visible** toggle button to change it to **Hidden**
5. Under the list of permissions for the Coursework feature, grant the role one or both of the following permissions by clicking the toggle button next to each:
  - Content Management Access
  - Grading Access

The toggle button changes from **Yes** to **No** to indicate the permission has been granted to the role.

# About assignments

This chapter explains the various options available when you create and modify assignments.

For every assignment you create, you have the option of defining values for a number of settings. These are divided into three categories:

- [General assignment information \(page 63\)](#)
- [Format-specific options \(page 83\)](#)
- [Instructions and files \(page 96\)](#)

## General assignment information

The general assignment options are the most basic ones you'll set for the assignment. They include:

- Name
- Unit
- Type
- Audience
- Due date
- Open
- Grading
- Show grade
- Linked options

On the screen where you create or edit the assignment, these options show up under the **Step One** heading.

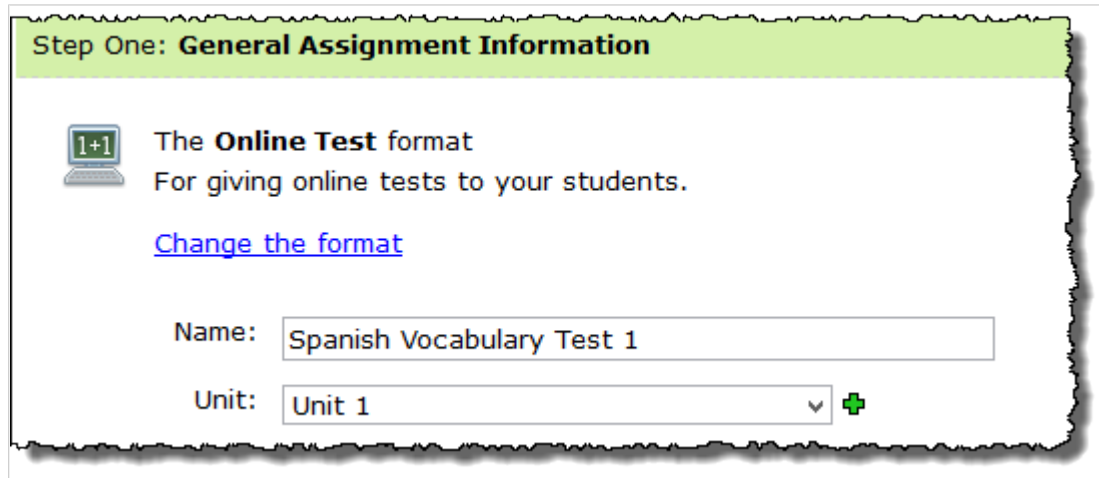
The screenshot shows the 'Coursework' interface with a top navigation bar containing icons for editing, saving, and help. Below the header, there are links for 'Back to main screen' and 'Help with creating an assignment'. The main section is titled 'Step One: General Assignment Information'. It features a description of the 'Basic' format as a simple, versatile option, with a link to 'Change the format'. The form includes several input fields: 'Name' (text), 'Unit' (dropdown menu showing 'Unit 1'), 'Type' (dropdown menu showing 'Exam'), 'Audience' (dropdown menu showing 'Entire class'), and 'Due date' (calendar and time picker showing 'On a selected date', '11', '55', and 'PM'). There are also checkboxes for 'Hide this assignment from all My Calendar feeds', 'Display to students before it's open', and 'Show the class average to all students'. The 'Open' dropdown is set to 'Unspecified (later)'. The 'Grading' section shows 'Graded' out of a blank box 'Points', with 'Included in final grade' selected. The 'Show grade' dropdown is set to 'As soon as grade is available'.

Note that with most of these options, you can pick values at the time you create the assignment, or you can go back and set them later.


## Name

The name of the assignment is the main thing that identifies it, for both you and your students, so you should choose a name that is meaningful. The name must be unique within its unit.

This field is required—you will not be allowed to save the assignment until you enter a name.




**Step One: General Assignment Information**

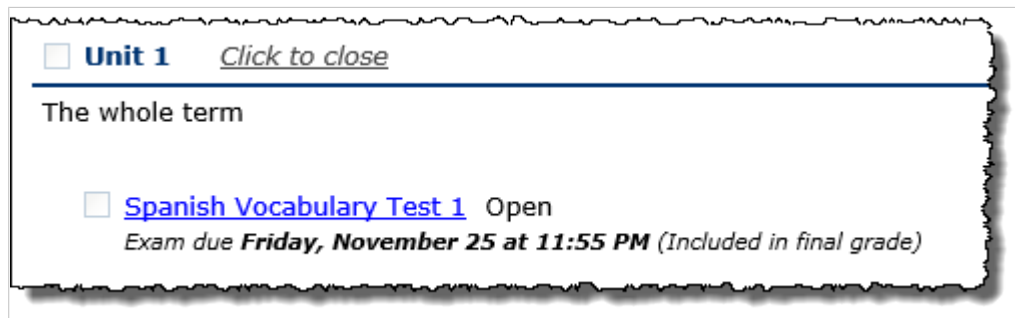
 The **Online Test** format  
For giving online tests to your students.

[Change the format](#)

Name:

Unit:  

The student will see the name in the default view of the Coursework feature instance (when the assignment becomes visible).



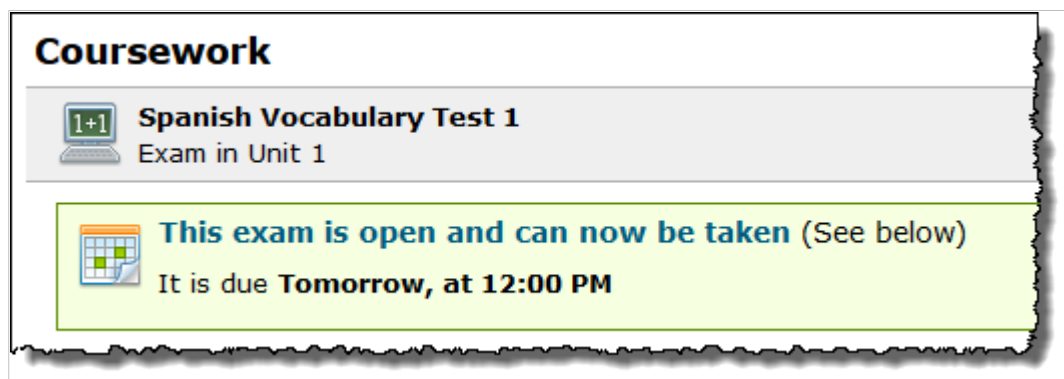
☐ **Unit 1** [Click to close](#)

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The whole term


☐ [Spanish Vocabulary Test 1](#) Open  
*Exam due **Friday, November 25 at 11:55 PM** (Included in final grade)*

The name is also shown when the student clicks through to display details about the assignment.



**Coursework**

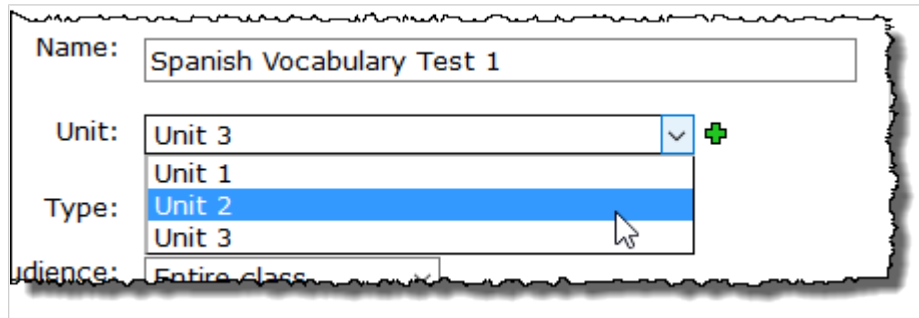
 **Spanish Vocabulary Test 1**  
Exam in Unit 1

 **This exam is open and can now be taken** (See below)  
It is due **Tomorrow, at 12:00 PM**

Additionally, the name is also shown on the assignment itself, and in automatically generated labels describing the assignment.

## Unit

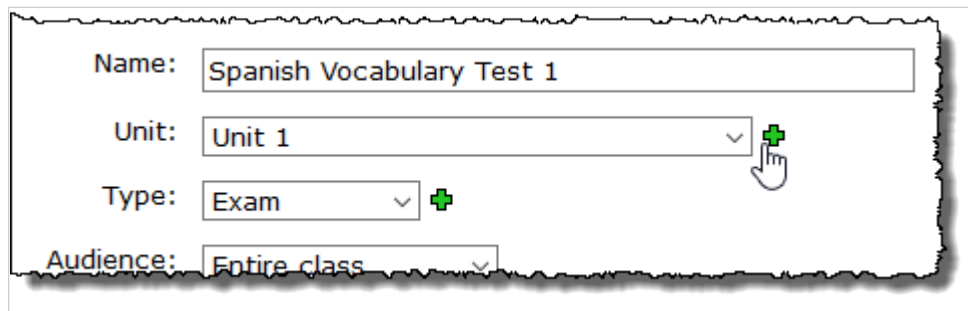
Every assignment must be associated with a unit. When creating or modifying an assignment, you select a unit using a drop-down list.



A screenshot of a web form for creating an assignment. The form has four fields: "Name", "Unit", "Type", and "Audience". The "Name" field contains "Spanish Vocabulary Test 1". The "Unit" field is a dropdown menu currently showing "Unit 3", with a green plus icon to its right. The dropdown menu is open, showing a list of units: "Unit 1", "Unit 2" (highlighted in blue), and "Unit 3". A mouse cursor is pointing at "Unit 2". The "Type" field is empty. The "Audience" field contains "Entire class".

The **Unit** field is required, but if you don't actively make a selection, the system defaults to choosing the first unit in the list. (If you need help adjusting the order of the units in the list, see [Order units \(page 49\)](#).)

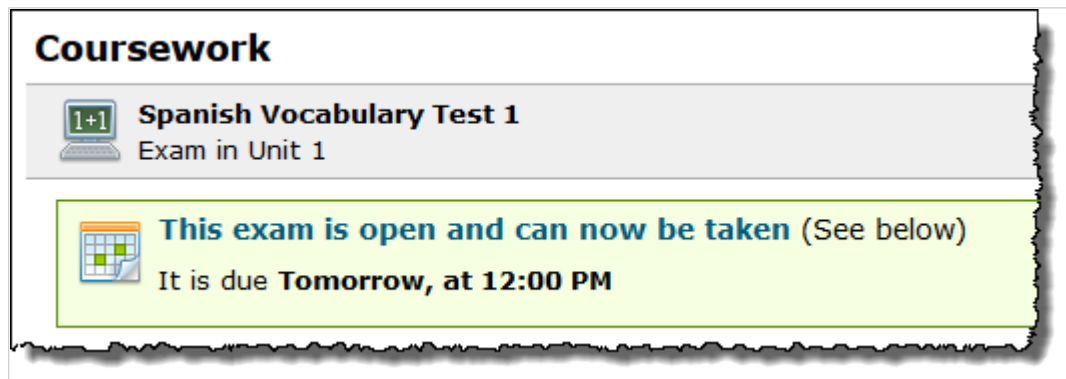
If you don't see a unit appropriate for the assignment, you can create a unit by clicking the green plus sign.



A screenshot of the same web form as above. The "Unit" dropdown menu is now closed and shows "Unit 1". A green plus icon to the right of the dropdown menu is being clicked by a mouse cursor. The "Type" field now contains "Exam" and also has a green plus icon to its right. The "Name" and "Audience" fields remain the same.

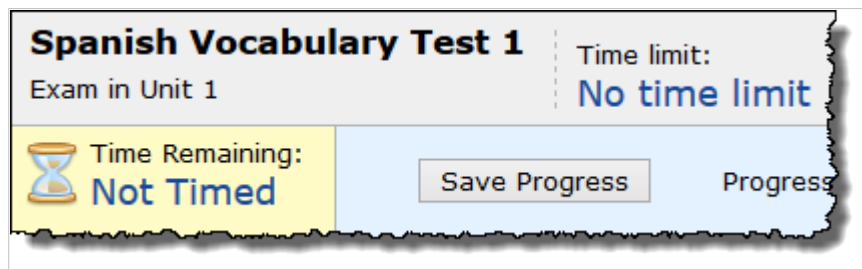
In response, the system displays a pop-up form, which you use out to create the unit. (If you need help with the form, see [Create a unit \(page 46\)](#).)

The unit will be shown in several places, including when the student clicks through to see more details on the assignment.



A screenshot of a "Coursework" page. At the top, there is a header "Coursework". Below it, there is a section for "Spanish Vocabulary Test 1" with a sub-header "Exam in Unit 1". Below this, there is a green box with a calendar icon and the text "This exam is open and can now be taken (See below)". Below the green box, there is a text box that says "It is due Tomorrow, at 12:00 PM".

It will also be displayed on the assignment itself.

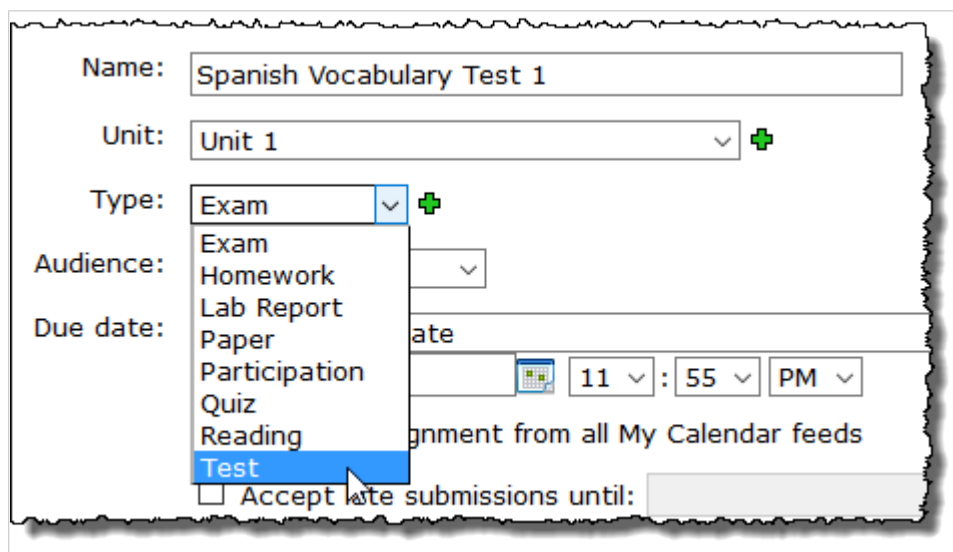
The image shows the header of an assignment titled "Spanish Vocabulary Test 1". It is categorized as "Exam in Unit 1". The time limit is set to "No time limit". A yellow box on the left indicates "Time Remaining: Not Timed" with an hourglass icon. On the right, there are buttons for "Save Progress" and "Progress".

Additionally, the unit is shown in automatically generated messages about the assignment.

For more details on units, see [Managing units \(page 44\)](#).

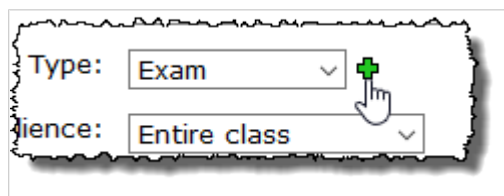
## Type

Every assignment must be associated with a type, which you can select via the **Type** drop-down list.

The image shows a form for configuring an assignment. The "Name" field is "Spanish Vocabulary Test 1". The "Unit" is "Unit 1". The "Type" dropdown menu is open, showing options: Exam, Homework, Lab Report, Paper, Participation, Quiz, Reading, and Test (which is highlighted). The "Audience" dropdown is also open, showing "Exam" and "Homework". The "Due date" is set to "11 : 55 PM". There is a checkbox for "Accept late submissions until:".

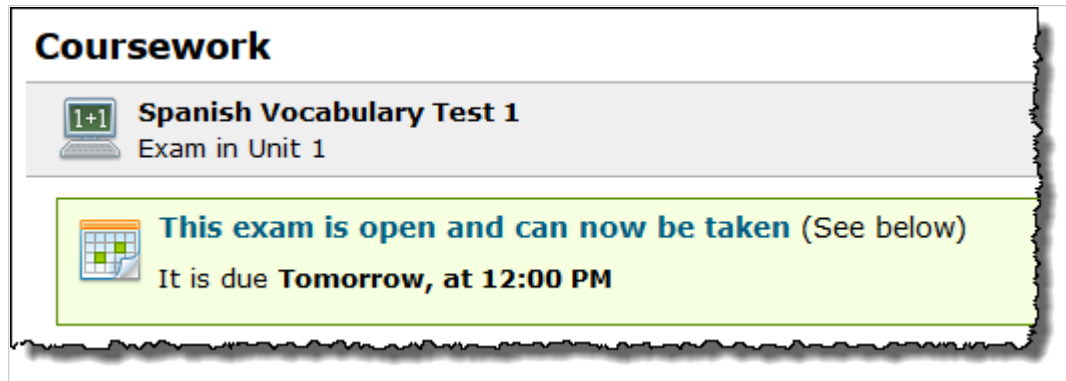
The **Type** field is required, but if you don't actively make a selection, the system defaults to choosing the first type in the list. (If you need help adjusting the order of the types in the list, see [Order assignment types \(page 52\)](#).)

If you don't see a type appropriate for the assignment, you can create a type by clicking the green plus sign.


The image shows a close-up of the "Type" dropdown menu. The "Type" field is set to "Exam". A green plus sign is visible next to the dropdown arrow, indicating the option to create a new type. The "Audience" field is set to "Entire class".


In response, the system displays a pop-up form, which you use to create the type. If you need help with the form, see [Create an assignment type \(page 51\)](#).

The type will be shown in several places, including when the student clicks through to see more details on the assignment.

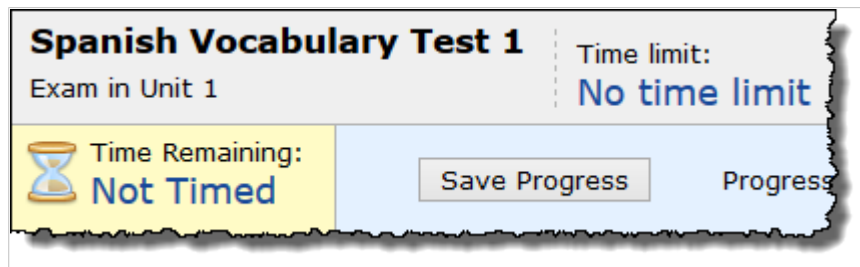


**Coursework**

 **Spanish Vocabulary Test 1**  
Exam in Unit 1


 **This exam is open and can now be taken** (See below)  
It is due **Tomorrow, at 12:00 PM**

It will also be displayed on the assignment itself.



**Spanish Vocabulary Test 1**  
Exam in Unit 1

Time limit:  
**No time limit**

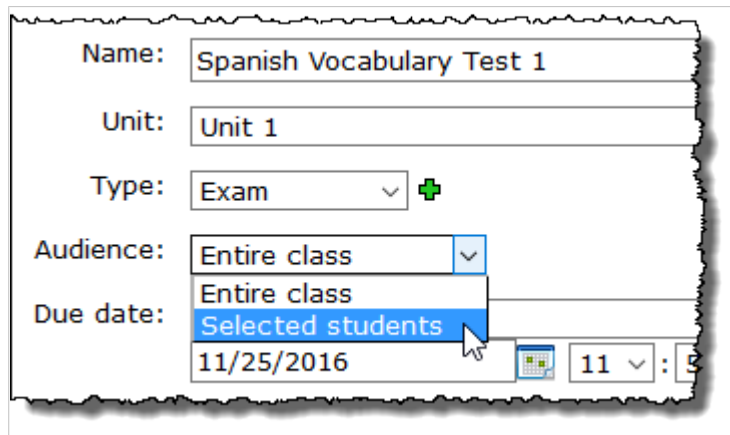
 Time Remaining:  
**Not Timed**

Additionally, the type is shown in automatically generated messages about the assignment.

For more details on types, see [Managing assignment types \(page 50\)](#).


## Audience


You use the **Audience** drop-down list to specify which students will be able to see the exam. The default value for this field is **Entire class**, but you may also select the **Selected students** option and then specify a subset of students in the class.




Name:

Unit:

Type:  

Audience:  

Due date:  

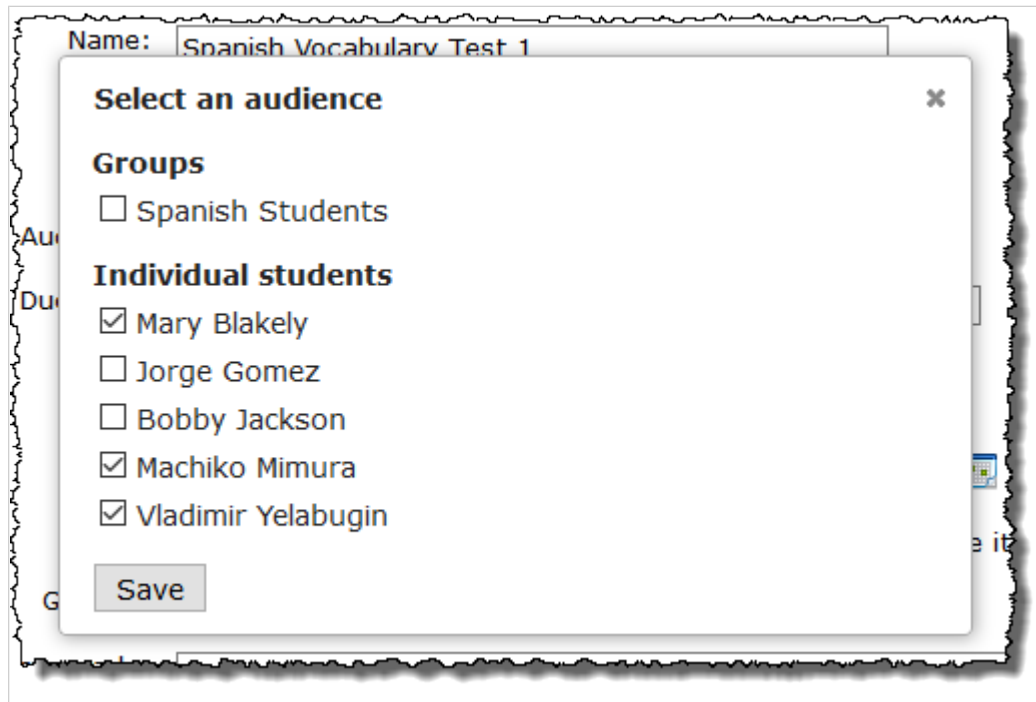
**Selected students** (highlighted in the dropdown menu)

When you select **Selected students**, the system will display a dialog that allows you to select which students will be given the assignment. You may see the following two headings in this dialog:

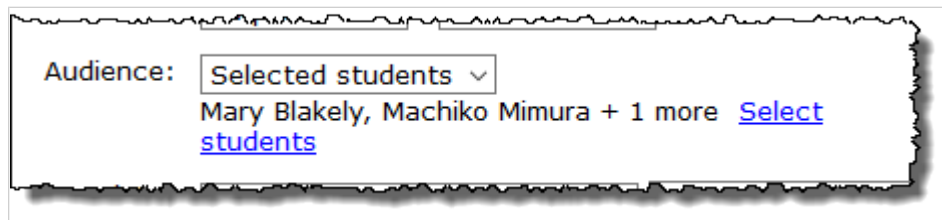
- **Groups** – A list of all roles that have at least one student who is enrolled in the class in them, excluding the Students role.

- **Individual students** – A list of all students enrolled in the class.

You may select any combination of roles and students to include in the audience. If you select a role, all students who are a member of the role will be in the audience for the assignment, regardless of whether they are selected from the **Individual students** list.



The students selected for the audience will be listed below the **Audience** drop-down list. You can click the **Select students** link to change your selection.



Students who are not in the audience will not be able to view or access the assignment, nor will they be included in the statistics displayed on the **Assignment Detail** screen.

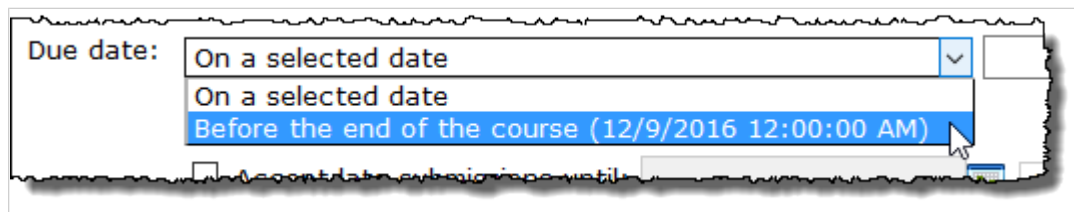
## Due date

You use the **Due date** field to set the deadline for students to complete the assignment. This field is required—you will not be allowed to save the assignment until you enter a due date.

You have the following two options for setting the due date:

- **On a selected date** – If you select this option, you must then select a date and time. Note that if you use the calendar icon to select a date, the system will automatically format the date correctly.
- **Before the end of the course** – If you select this option, the assignment will be due before the end of the course section's end date, which is displayed next to this option.





In general, the following actions automatically occur if a due date is reached and a student has not yet finished:

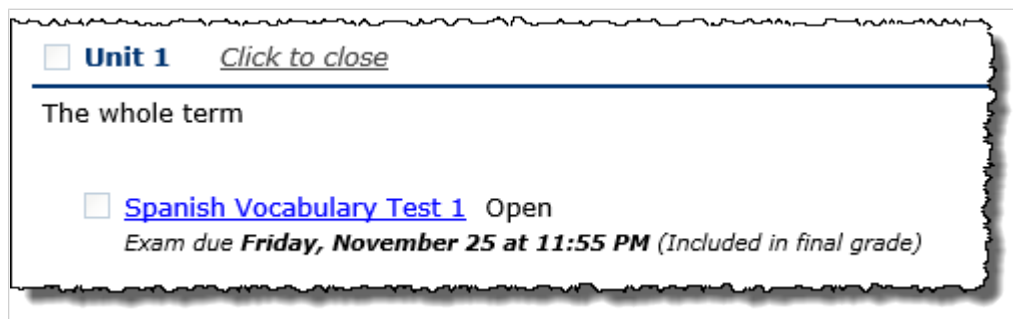
- For an online assignment for which automatic grading is enabled, if the student has not yet submitted the assignment, the system gives the student a zero. If automatic grading is not enabled, no grade is assigned.
- For an uploaded assignment for which automatic grading is enabled, if the student has not yet uploaded a file, the system automatically gives the student a zero. If automatic grading is not enabled, no grade is assigned. If the student has uploaded a file (or files) but failed to click the **Mark as Final** button, the system submits the file(s) on the student's behalf.
- If the assignment is a basic or forum assignment, there are no automatic grading actions taken when the due date arrives. (However, the assignment is considered closed.)

For more information on automatic grading see the following sections:

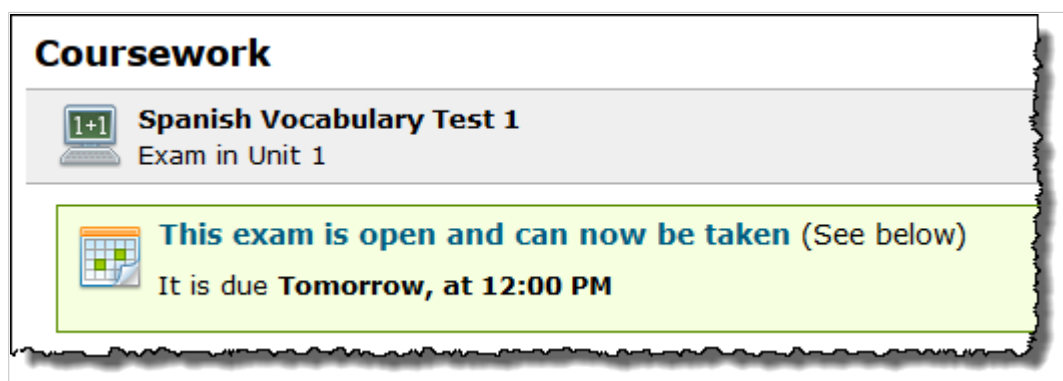
- For online assignments see [Auto-Grade \(page 85\)](#).
- For uploaded assignments see [Automatically assign a zero grade when a student does not submit files \(page 93\)](#).

You may also set up the assignment so that late submissions are allowed. If you do this, then these automatic actions will occur only when the deadline for late submissions is reached. For more details on late submissions, see [Accepting late submissions \(page 70\)](#).

The due date is displayed for students in the list of assignments in the Coursework feature instance.



The due date is also shown to students when they view the **Student Assignment Details** screen.



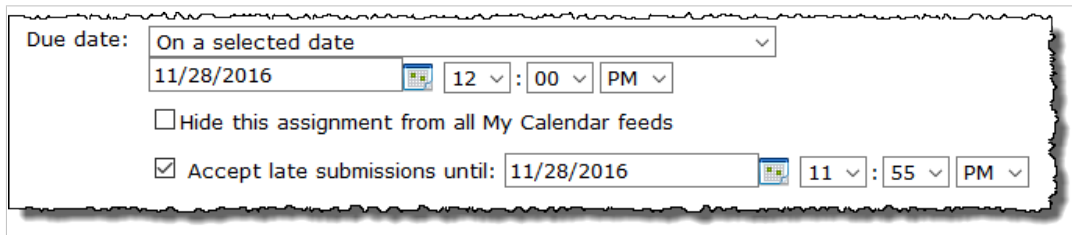
## Hide the due date from My Calendar

By default the due date for an assignment will appear in the My Calendar feeds for students and faculty associated with the course. If you want to hide the due date from My Calendar feeds, select the check box labeled **Hide this assignment from all My Calendar feeds**. For more details about My Calendar, see [Calendar \(page 316\)](#).

## Accepting late submissions

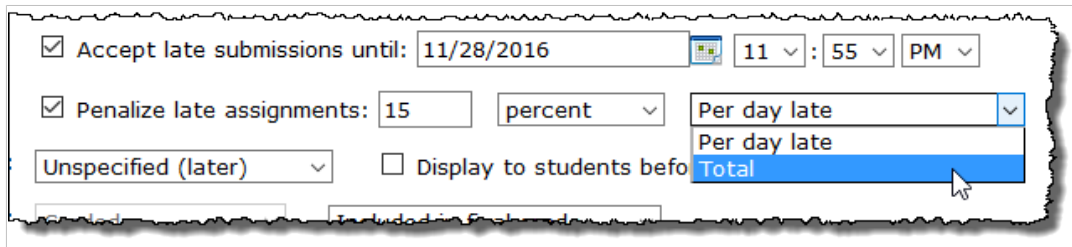
If appropriate, you can allow late submissions. To do this, you would select the **Accept late submissions until** check box and then enter the following information:

- You must use the date and time fields to specify the latest you will accept late submissions. This is required.



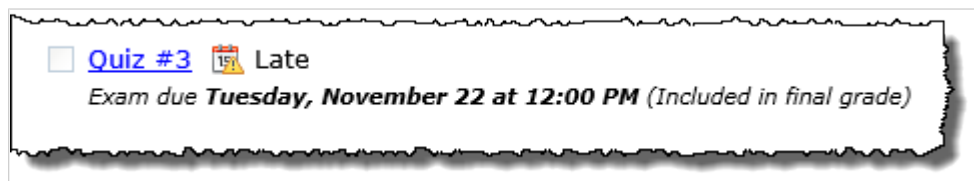
This screenshot shows a form for setting late submission parameters. It includes a 'Due date' section with a dropdown menu set to 'On a selected date', a date field showing '11/28/2016', and time fields for '12 : 00 PM'. Below this is a checkbox for 'Hide this assignment from all My Calendar feeds' which is unchecked. Another checkbox, 'Accept late submissions until', is checked and followed by a date field '11/28/2016' and time fields '11 : 55 PM'.

- Optionally, you can select the **Penalize late assignments** check box and use the fields in this area to specify a penalty. This is either a percentage or a point value that should be deducted from the score of an assignment turned in late. This deduction can be taken off once, or for each day that the assignment is late.



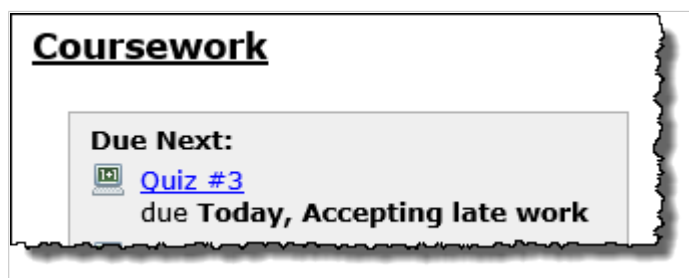
This screenshot shows the 'Penalize late assignments' section. It includes a checkbox for 'Accept late submissions until' (checked) with a date '11/28/2016' and time '11 : 55 PM'. Below it is a checkbox for 'Penalize late assignments' (checked) followed by a value field '15', a unit dropdown set to 'percent', and a dropdown menu for 'Per day late' which is currently open, showing options 'Per day late' and 'Total'. There is also an 'Unspecified (later)' dropdown and a 'Display to students before' checkbox.

If you are accepting late submissions, in the student view, once the due date passes, the assignment will be marked with a late icon.



This screenshot shows a student view assignment card for 'Quiz #3'. It features a 'Late' icon (a clock with a red 'L') and the text 'Exam due Tuesday, November 22 at 12:00 PM (Included in final grade)'.

If the assignment shows up in the **Due Next** area of the screen, the assignment will be marked as "Accepting late work"—although the actual cutoff date for late submissions is not shown.



This screenshot shows the 'Coursework' section with a 'Due Next:' box. Inside the box, there is a 'Quiz #3' icon and the text 'due Today, Accepting late work'.

When you configure the system to include a late-submissions date, then this is the date the system will look to for choosing when to automatically submit assignments for students who didn't complete them.

## Extending a due date that has already passed

When the due date for an uploaded or an online assignment passes, generally the assignment automatically closes for all students. If you move the due date from the past to the future, this action alone will not make the assignment available again. The assignment must be also reopened for any students who should still be able to submit work.

For this reason, when you turn a past due date into a future due date and click **Save your assignment**, the system will present a pop-up asking whether you want to reopen the assignment for some or all students. The exact choices are:

- **Reopen for students who haven't taken the assignment / uploaded files** – This option reopens the assignment for all students who did not take the assignment at least once. For example, the assignment will *not* be reopened for a student who took the test one or more times, even if the student had additional attempts remaining.
- **Reopen for ALL students** – This reopens the assignment for all students. If this is an online test, and if any students already used all available attempts, this option also grants these students one retake each.
- **Don't reopen any student assignments** – This option does not reopen the test for any students. If you choose this option, then in practical terms extending the due date has no immediate effect. But you may want to choose this option if you plan to make other changes prior to making the test available again to students. (Later you must manually reopen the assignment for each student, as described in [Reopen an assignment \(page 189\)](#).)

Note that this same pop-up also displays, with all the same options, if you change the date for late submissions from a past date to a future date, or if you create a new late-submission date for an assignment whose due date is in the past.

## Batch-editing due dates

If you want to edit all due dates for a single group of assignments on one screen, note that the main view of the Coursework feature includes a link labeled **Edit due dates**. This link displays near the top of each group of assignments.

When you click **Edit due dates**, the system makes the due dates for all assignment editable, as well as the date for the unit (if assignments are grouped by unit). If an assignment is closed, the system will include a link for reopening the assignment.

## Open

### Overview

The **Open** setting determines whether an assignment is active. This is a required setting that defaults to **Later**.

When an assignment is open, then all of the following are true:

- The assignment is visible to its audience in the student view of the feature, and audience members can display a screen that lists details about the assignment (the Student Assignment Details screen). They can use this screen to leave comments for you, or read your comments for them.
- If the assignment is an online test, students in the assignment's audience can view the test. They will not be able to take the test, however, unless you have also built the test in the Test Builder, as explained in [When is a test ready to be taken? \(page 119\)](#).

- If it is an uploaded assignment, students in the assignment's audience can upload their files and mark them as final.
- If it is a forum assignment, students in the assignment's audience can begin creating forum posts and replies tied to the assignment.

When you create the assignment, you have the following options for specifying when it will open:

- **Immediately (now)** – The assignment will be open as soon as you save it.
- **Unspecified (later)** – The assignment will not open when you save it. You would select this option if you only want to save the assignment for now so that you can edit it later and specify when it should open by selecting one of the other two options.
- **Based on rules I define** – Allows you to define rules for determining when the assignment will open, as explained in [Selective release \(page 73\)](#).

Open: Immediately (now) ▾ ☐ Display to students before it's open

Grading: Immediately (now)  
Unspecified (later)  
Based on rules I define

Low grade: As soon as grade is available ▾

You can optionally select the check box labeled **Display to students before it's open**. When you do this, students in the assignment's audience will be able to see the assignment listed in their view of the Coursework feature and display the Student Assignment Details screen, but they will not be able to submit work.

Note also that you can grant an individual student a personalized start date. When you do this, the assignment will open for that student on a different day than it does for the rest of the class. For details, see [Set a personalized start date \(page 186\)](#).



You can also open an assignment from the main feature view by clicking the light switch icon. This icon will appear only for **Open Later** assignments or those that have a single date rule set for the future.

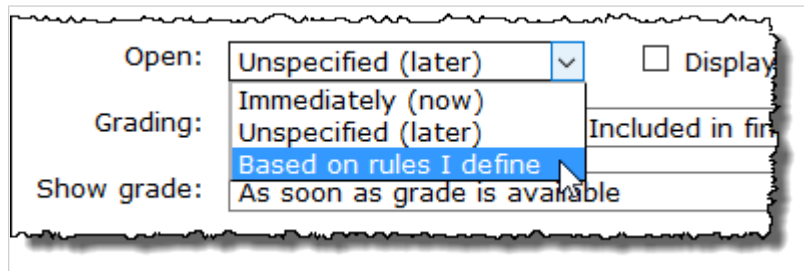
**Unit 1** This unit ended on 9/18 [Click to close](#)

The whole term

Assignment	Due Date	Type
<a href="#">Grammar Assignment 1</a>	Yesterday, Closed	Homework
<a href="#">Vocabulary Exam</a>	Tomorrow, 11:55 PM	Online Exam
<a href="#">Grammar Assignment 2</a>	Friday 10/2, 12:00 AM	Homework
<a href="#">Week 1 Homework</a>	Friday 10/2, Noon	Homework

## Selective release

The following subsections explain the selective release of assignments, which is made possible when you select **Based on rules I define** from the **Open** drop-down list.



The screenshot shows a form with three rows: 'Open:', 'Grading:', and 'Show grade:'. The 'Open:' dropdown menu is open, showing four options: 'Unspecified (later)', 'Immediately (now)', 'Unspecified (later)', and 'Based on rules I define' (which is highlighted in blue). To the right of the 'Open:' dropdown is a checkbox labeled 'Display'. The 'Grading:' dropdown menu is also open, showing two options: 'Unspecified (later)' and 'Included in first'. The 'Show grade:' dropdown menu is open, showing two options: 'Based on rules I define' and 'As soon as grade is available'.

### Overview

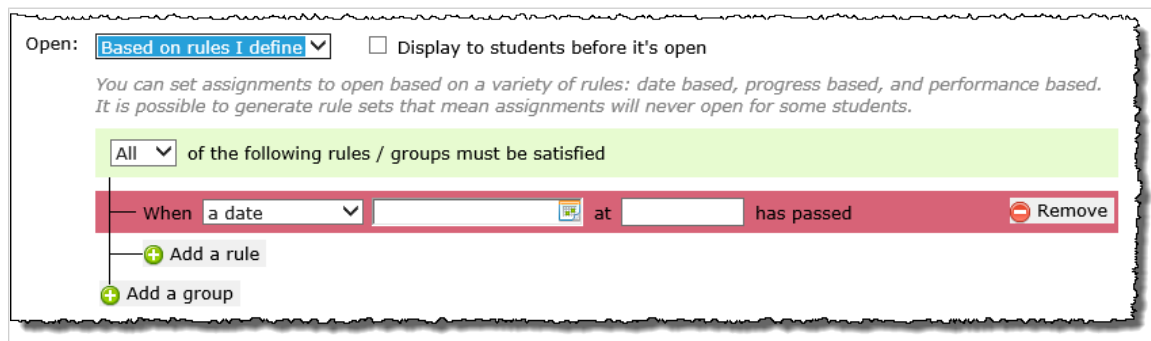
When you choose to open an assignment based on rules that you define, eLearning allows you to selectively release the assignment to its audience according to one or more rules based on any of the following:

- **A date and time** – For example, you can create a rule to open an assignment on August 8, 2022 at 8:00 a.m.
- **A student's completion of another assignment** – For example, you can create a rule to open Assignment B as soon as a student has completed Assignment A.
- **A student's performance on another assignment** – For example, you can create a rule to open Assignment B only if a student has scored at least 80% on Assignment A.

For each student who is in the assignment's audience, an assignment will not be visible unless the rule requirements have been met (unless you select the **Display to students before it's open** check box).

### Defining rules

After selecting **Based on rules I define** from the **Open** drop-down list, several options for defining rules will appear.



The screenshot shows the 'Defining rules' interface. At the top, the 'Open:' dropdown is set to 'Based on rules I define'. To its right is a checkbox labeled 'Display to students before it's open'. Below this, there is a text box with the following text: 'You can set assignments to open based on a variety of rules: date based, progress based, and performance based. It is possible to generate rule sets that mean assignments will never open for some students.' Below the text box is a green bar with a dropdown menu set to 'All' and the text 'of the following rules / groups must be satisfied'. Below the green bar is a magenta bar with the text 'When a date at has passed' and a 'Remove' button. Below the magenta bar are two buttons: 'Add a rule' and 'Add a group'.

The system will add the first rule automatically, as seen highlighted in magenta in the screen shot above. You must supply the parameters for this rule. You can add additional rules using the **Add a rule** function.

At the top of the rules you define is a drop-down list that allows you to specify which of the rules or groups must be satisfied before the assignment will open for its audience. This drop-down provides the following two options:

- **All** – The assignment will open as soon as *all* of the rules and groups of rules that you define are satisfied. This is the default value.
- **Any** – The assignment will open when *any one* of the rules or groups of rules that you define are satisfied.

When defining a rule, you can choose to base the rule on either a date or an assignment.

Open: Based on rules I define ☐ Display to students before it's open

*You can set assignments to open based on a variety of rules: date based, progress based, and performance based.*  
*It is possible to generate rule sets that mean assignments will never open for some students.*

All of the following rules / groups must be satisfied

When a date at  has passed

+ Add a date  
+ Add an assignment  
+ Add a group

If you choose **a date** from the drop-down list, you must then specify a date and time to open the assignment.

If you choose **an assignment** from the drop-down list, you must then select an existing assignment and then choose one of the following options:

- **is complete** – See [“Assignment completeness” on page 32 \(page 39\)](#) for an explanation of what makes an assignment complete.
- **has a score less than or equal to** – If you select this, you must then enter a value for the score.
- **has a score greater than or equal to** – If you select this, you must then enter a value for the score.

Rules that are grade-based (the second and third options above) will not allow the rule condition to be met if there is no grade.

Open: Based on rules I define ☐ Display to students before it's open

*You can set assignments to open based on a variety of rules: date based, progress based, and performance based.*  
*It is possible to generate rule sets that mean assignments will never open for some students.*

All of the following rules / groups must be satisfied

When an assignment (Vocabulary Exam #1) has a score greater than or equal to:

+ Add an assignment  
+ Add a rule  
+ Add a group

has a score greater than or equal to:  
is complete  
has a score less than or equal to:  
has a score greater than or equal to:

### Defining a group of rules

You can also define groups of rules that function as a single rule within the overall ruleset. For example, in the following screen shot we have defined both a rule and a group of rules. This assignment will open for a particular student when *both* of the following conditions have been met:

- July 22, 2016, 1:00 PM has passed.
- The student has scored 80% or higher on either Vocabulary Exam #1 or Vocabulary Exam #2.

Open: Based on rules I define ☐ Display to students before it's open

*You can set assignments to open based on a variety of rules: date based, progress based, and performance based. It is possible to generate rule sets that mean assignments will never open for some students.*

All of the following rules / groups must be satisfied

- When a date 07/22/2016 at 1:00 PM has passed
- + Add a rule
- Any of the following rules / groups must be satisfied
  - When an assignment (Vocabulary Exam #1) has a score greater than or equal to: 80
  - %
  - When an assignment (Vocabulary Exam #2) has a score greater than or equal to: 80
  - %

For each group that you define, you can apply an **Any** or **All** setting to specify which of the rules within the group must be met for the group to be considered as having satisfied the condition.

## Grading

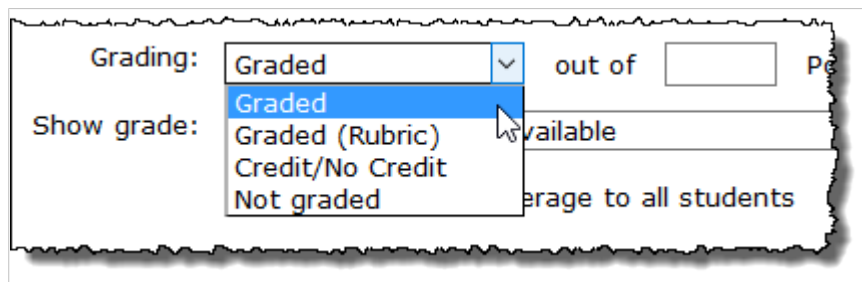
### Overview

The **Grading** option is relevant only for basic, uploaded and forum assignments—online assignments are always graded.

For all assignment types, you can select from the following four grading methods.

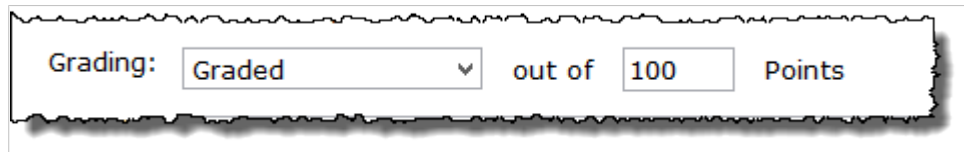
Option	Point value required?	Description	Factored into Gradebook?
Graded	Yes, you enter the point value on the screen where you create and edit the assignment, in the field directly below the <b>Grading</b> drop-down list.	Each student will get some number of points for the assignment, and a grade determined by the letter grade scale in the Gradebook feature.	Yes, the result will be factored into Gradebook and affect the student's overall grade for the course section (but only if the assignment is not set to <b>Not included in final grade</b> ).
Graded (Rubric)		Each student will be graded according to the rubric that you set up for the assignment.	
Credit / No Credit		Each student will either get <i>all</i> credit or no credit (all points or no points), like a pass/fail option.	
Not graded	No	There will be no grade and no indication of whether the student has completed the assignment.	No

You choose a grading method using a drop-down list. This list defaults to **Graded**.



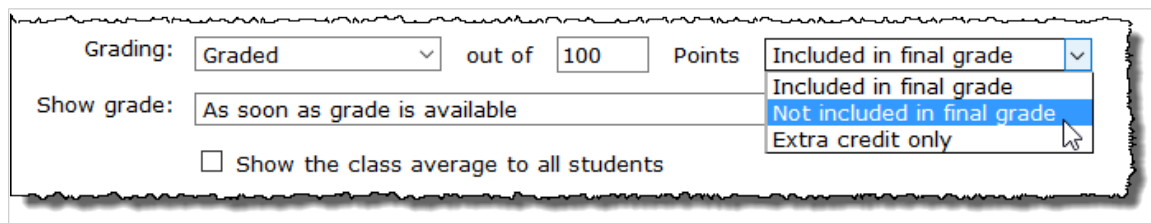
The screenshot shows a form with two main sections. The first section, labeled "Grading:", contains a drop-down menu currently set to "Graded". To its right is a text input field labeled "out of" followed by "Points". The second section, labeled "Show grade:", contains a text input field with the text "As soon as grade is available". Below this, there is a checkbox labeled "Show the class average to all students". A mouse cursor is hovering over the "Grading:" drop-down menu, which has opened to show four options: "Graded" (highlighted in blue), "Graded (Rubric)", "Credit/No Credit", and "Not graded".

If you choose **Graded** or **Credit/No Credit**, the screen includes a field for you to enter the total number of points that the assignment is worth.



This screenshot shows the "Grading:" section of the form. The "Grading:" drop-down menu is set to "Graded". To its right, the "out of" text is followed by a text input field containing the number "100", and then the word "Points".

If you choose **Graded**, **Graded (Rubric)** or **Credit/No Credit**, you can also specify whether you want the grade to be included in the students' final grade or not, or if you want the assignment to be extra credit only. To do so, you would select the appropriate value from the rightmost drop-down list in the **Grading** area.



This screenshot shows the "Grading:" section of the form with additional options. The "Grading:" drop-down menu is set to "Graded". To its right, the "out of" text is followed by a text input field containing "100", and then the word "Points". To the right of "Points" is another drop-down menu currently set to "Included in final grade". This menu is open, showing four options: "Included in final grade", "Not included in final grade" (highlighted in blue), and "Extra credit only". Below the "Grading:" section, the "Show grade:" section contains a text input field with the text "As soon as grade is available". Below this, there is a checkbox labeled "Show the class average to all students".

If you choose **Graded(Rubric)**, the screen also updates to display fields for setting up your rubric. For more information on setting up rubrics, see [Working with rubrics \(page 77\)](#).



Rubric grading is not available for online tests.



Grading: Graded (Rubric) ▾

## Set up your rubric ?

Create a new rubric below, or [import an existing one](#).

Rubric name:

[Include a description](#)


	Expert	
	5 points	4 points

Add a criterion

Name

5 points  
([Change this point value](#))


Description

**B** *I* U  


[Save](#) [Cancel](#)

Later, when the student is viewing details about the assignment, the feature includes messaging that indicates whether the assignment is scored out of a certain number of points (**graded**), whether it is graded using a rubric (**graded/rubric**), whether it is **not graded**, or whether it is **credit/no credit**. If the assignment is credit/no credit, the system does not display the number of points that the assignment is worth.

### Coursework


**Forum Assignment #2**  
Exam in Unit 1


[◀ Previous](#)
[Your assignments](#)
[Next ▶](#)



**This assignment is open for posts & replies [in the Open Discussion forum](#)**

Posts are due **on Tuesday, November 29 at 11:55 PM**

It is due **on Wednesday, November 30 at 11:55 PM**

 [Add a comment](#)

*This exam is **included in your final grade** and is scored **credit/no credit**.*

## Working with rubrics

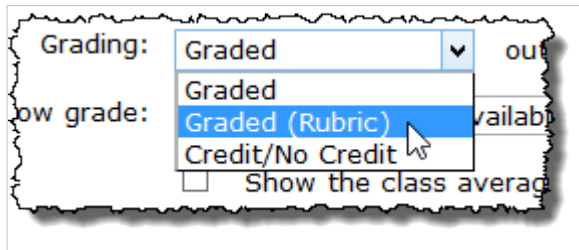
The following subsections explain how to do the following:

- [Create a rubric \(page 78\)](#)
- [Import a rubric \(page 79\)](#)
- [Reorder a rubric's criteria \(page 80\)](#)

- [Edit rubric scores \(page 81\)](#)
- [Add rubric scores \(page 82\)](#)

## Create a rubric

1. While creating or editing an assignment, select **Graded (Rubric)** from the **Grading** drop-down list.



The system displays a form that allows you to set up your own rubric or import an existing one.

 A screenshot of a web form titled 'Set up your rubric'. At the top, there is a 'Grading:' drop-down menu set to 'Graded (Rubric)'. Below the title, there is a text input field for 'Rubric name:' and a link that says 'Include a description'. The main area of the form is a light green box containing a table with two columns: 'Expert' and '4 points'. Below the table, there is a section titled 'Add a criterion' with a 'Name' input field, a '5 points' label with a link '(Change this point value)', and a 'Description' text editor with bold, italic, underline, and list icons. At the bottom of the green box are 'Save' and 'Cancel' buttons.

2. In the **Rubric name** field, enter a name for the rubric. (By default the system creates a rubric name using the name of the assignment, but you can change this.)
3. If you would like to include a description of the rubric, click **Include a description** and enter the description in the text editor that displays. For more information on using this editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
4. In the **Name** field, enter a name for the first criterion.
5. If you would like to change the default point value, which is 5, click **Change this point value** and enter a new value.
6. In the **Description** field, enter a description for the criterion.
7. Click **Save**.

- Now you are ready to define the criterion for each possible score. To do so, click the link labeled **Define criterion name at the score name level**.

The screenshot shows a rubric editor interface. It features a table with two columns. The left column contains criteria, and the right column contains scores. The first row shows '5 possible points' in the left column and 'Expert 5 points' in the right column. Below this, the left column contains 'Strength of Arguments' with a '5 points' score and an 'Edit' link. The right column contains a link labeled 'Define Strength of Arguments at the Expert level'. A hand cursor is pointing at this link. The table is set against a light green background.

The system displays a text editor for entering a definition.

- Enter a definition and click **Save**.
- Repeat steps 8 and 9 to define the criterion for additional scores.
- To add additional criteria, click **Add a criterion** and repeat steps 4 – 10.

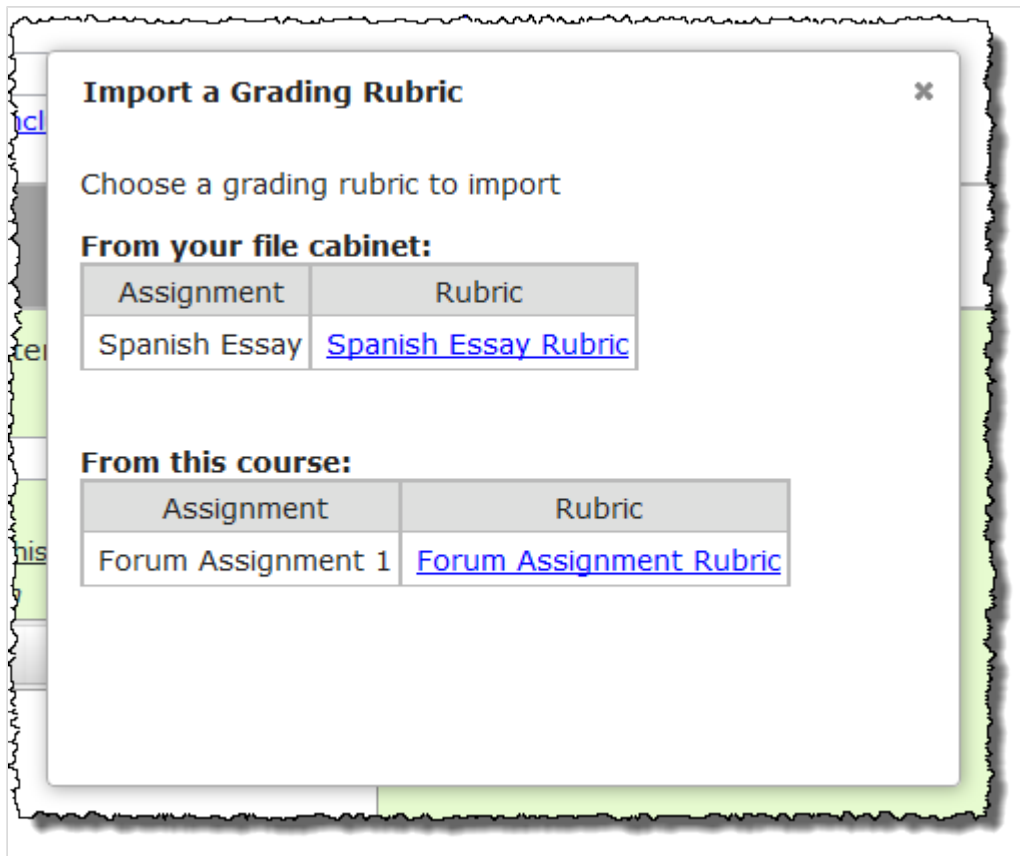
### Import a rubric

Instead of creating a new rubric for an assignment, you can import an existing one from a different assignment in the current course or in your File Cabinet.

- While creating or editing an assignment, select **Graded (Rubric)** from the **Grading** drop-down list. The system displays a form that allows you to set up your own rubric or import an existing one.
- Click **import an existing one**.

The screenshot shows a form titled 'Set up your rubric' with a question mark icon. At the top, there is a 'Grading:' label and a dropdown menu showing 'Graded (Rubric)'. Below the title, the text reads 'Create a new rubric below, or [import an existing one](#)'. A hand cursor is pointing at the 'import an existing one' link. Below this, there is a 'Rubric name:' label followed by a text input field. At the bottom, there is a link labeled 'Include a description'.

The system displays a dialog that allows you to select an assignment for which a rubric is already defined. This dialog lists all rubrics that have been defined for assignments in the current course as well as those defined for assignments in your File Cabinet.



3. Click the name of the rubric you wish to import.  
The system imports the rubric into the assignment you are creating or editing. You may edit this rubric as you see fit, as described in [Edit a rubric score \(page 81\)](#).

### ***Reorder criteria in a rubric***

Take the following steps to change the ordering of criteria in a rubric.

1. Click the pair of black arrows located to the left of a criterion, and while holding down the mouse button, drag the criterion up or down to a different location.

The screenshot shows a web interface for editing a rubric titled "Forum Assignment Rubric" with "15 possible points". The rubric is organized into a table with three criteria listed on the left and their corresponding descriptions on the right. The criteria are "Strength of Arguments", "Strength of Conclusion", and "Clarity". Each criterion has a pair of black arrows to its left, indicating it can be dragged. The "Strength of Arguments" criterion is currently selected, and its description is "(5 points) Define Strength of Arguments at the Expert level". Below the criteria list is a green button labeled "Add a criterion".

Forum Assignment Rubric 15 possible points	
<b>Strength of Arguments</b> 5 points <a href="#">Edit</a> adadads	(5 points) <a href="#">Define Strength of Arguments at the Expert level</a>
<b>Strength of Conclusion</b> 5 points <a href="#">Edit</a>	<a href="#">Define Strength of Conclusion at the Expert level</a>
<b>Clarity</b> 5 points <a href="#">Edit</a>	<a href="#">Define Clarity at the Expert level</a>

[Add a criterion](#)

2. Release the mouse button to drop the criterion in its new location.
3. Repeat steps 1 and 2 to reorder additional criteria.

### Edit a rubric score

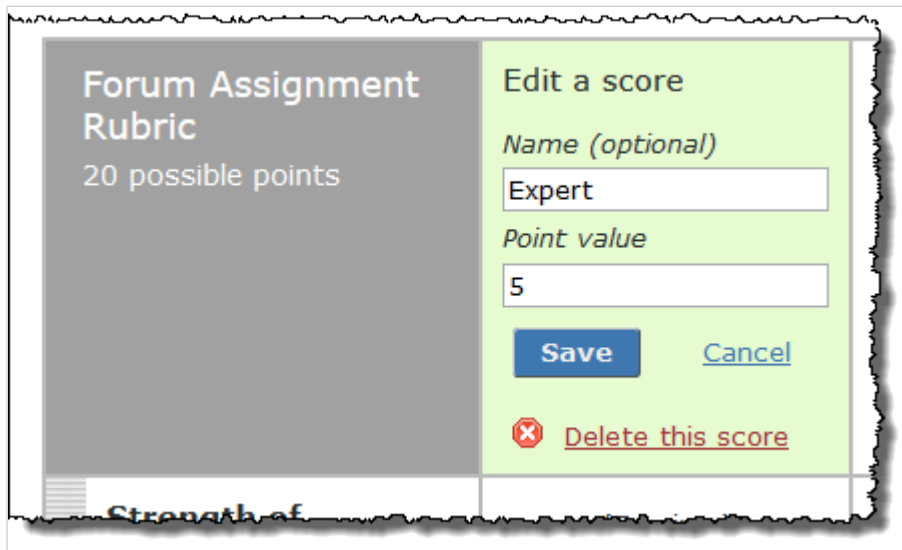
By default the system provides five scoring levels (1 – 5) for a new rubric. Take the following steps to edit these default scores.

1. Click the score's point value.

The screenshot shows the same "Forum Assignment Rubric" editor, but now the "Expert 5 points" score is being edited. A mouse cursor is clicking on the "5 points" value. The rubric is organized into a table with two criteria listed on the left and their corresponding descriptions on the right. The criteria are "Strength of Arguments" and "Strength of Conclusion". The "Strength of Arguments" criterion is currently selected, and its description is "(5 points) Define Strength of Arguments at the Expert level".

Forum Assignment Rubric 20 possible points	
<b>Strength of Arguments</b> 5 points <a href="#">Edit</a>	(5 points) <a href="#">Define Strength of Arguments at the Expert level</a>
<b>Strength of Conclusion</b> 5 points <a href="#">Edit</a>	(5 points) <a href="#">Define Strength of Conclusion at the Expert level</a>

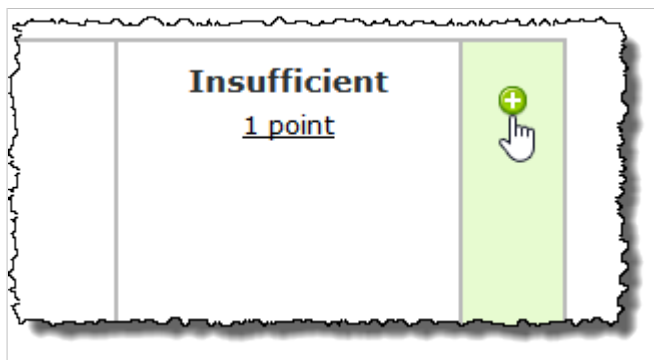
The system displays fields for editing the score.

A screenshot of a web interface showing a dialog box for editing a score. The dialog box has a light green background. On the left, there is a grey box with the text 'Forum Assignment Rubric' and '20 possible points'. The main area of the dialog box is titled 'Edit a score'. It contains two input fields: 'Name (optional)' with the text 'Expert' and 'Point value' with the text '5'. Below these fields are two buttons: 'Save' (blue) and 'Cancel' (blue). At the bottom, there is a red 'X' icon followed by the text 'Delete this score'.

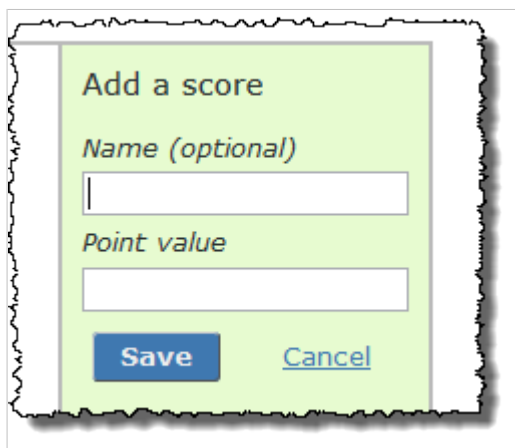
2. Edit the name and point value as you see fit, and then click **Save**.  
Alternatively, you may delete the score by clicking **Delete this score**.

### Add a rubric score

1. Click the green plus sign located in the rightmost column of the rubric table.

A screenshot of a rubric table. The table has three columns. The first column is empty. The second column contains the text 'Insufficient' and '1 point'. The third column is green and contains a green plus sign with a hand cursor pointing at it.

The system displays fields for entering information about the new score.

A screenshot of a web interface showing a dialog box for adding a new score. The dialog box has a light green background. It is titled 'Add a score'. It contains two input fields: 'Name (optional)' and 'Point value'. Below these fields are two buttons: 'Save' (blue) and 'Cancel' (blue).

2. Enter a name and a point value for the score.
3. Click **Save**.

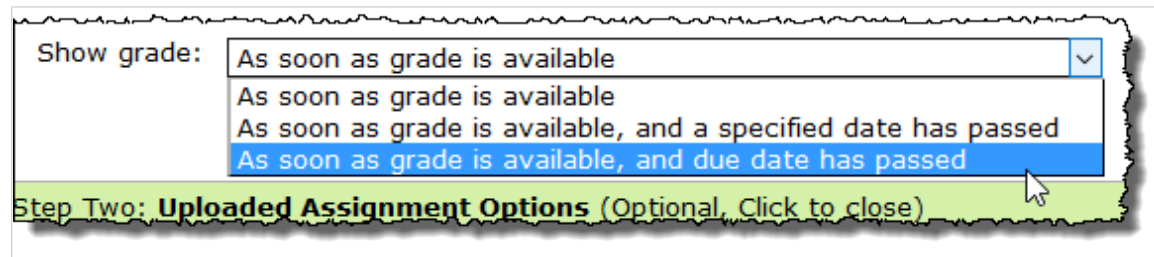
## Show grade

The **Show grade** field lets you specify when students should be allowed to see the grade they got on the assignment. This value is not displayed for students.

You can choose to show the grade at any of the following times:

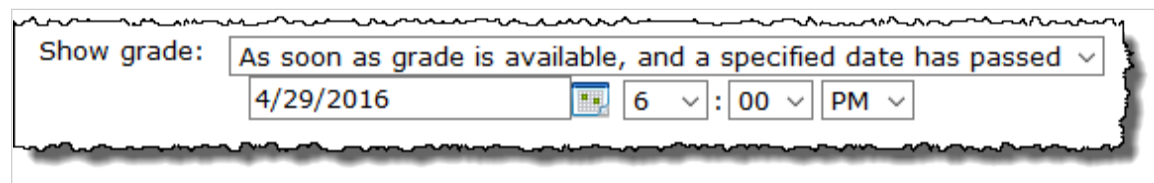
- As soon as the grade is available.
- As soon as the grade is available, and a specified date has passed.
- As soon as the grade is available and after the due date has passed.

You set this using a drop-down list.



The screenshot shows a 'Show grade:' label followed by a dropdown menu. The menu is open, displaying four options: 'As soon as grade is available', 'As soon as grade is available', 'As soon as grade is available, and a specified date has passed', and 'As soon as grade is available, and due date has passed'. The third option is highlighted in blue. Below the dropdown is a green bar with the text 'Step Two: Uploaded Assignment Options (Optional, Click to close)'.

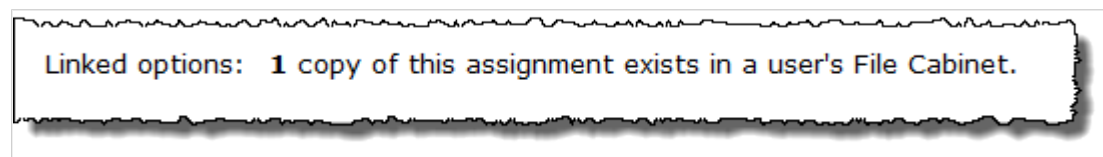
If you select **As soon as grade is available, and a specified date has passed**, additional fields will display so that you can specify a date and time.



The screenshot shows the 'Show grade:' dropdown menu with the second option, 'As soon as grade is available, and a specified date has passed', selected. Below the dropdown, there are fields for a date ('4/29/2016'), a time ('6'), and a period ('PM').

## Linked options

The **Linked options** area appears only if the assignment is linked to another. This area will tell you if any copies exist in users' File Cabinets or other course sections. If the assignment is a copy that is linked to its original, this area will tell you where the original resides and provide a link to the original (if you have permission to access it) along with other options. For more information on assignment linking, see [Working with linked assignments \(page 161\)](#).



The screenshot shows a box with the text 'Linked options: 1 copy of this assignment exists in a user's File Cabinet.'

## Format-specific options

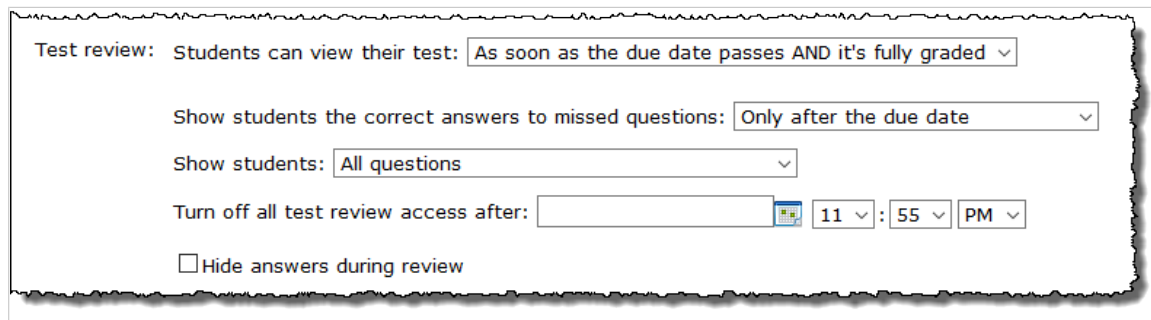
For every assignment you create, you can configure certain settings specific to the assignment's format.

## Online assignment options

The following settings are specific to online assignments.

## Test review

The **Test review** section lets you specify whether students can review their completed assignments, along with the correct answers. There are five main components to this choice.



Test review: Students can view their test: As soon as the due date passes AND it's fully graded ▾

Show students the correct answers to missed questions: Only after the due date ▾

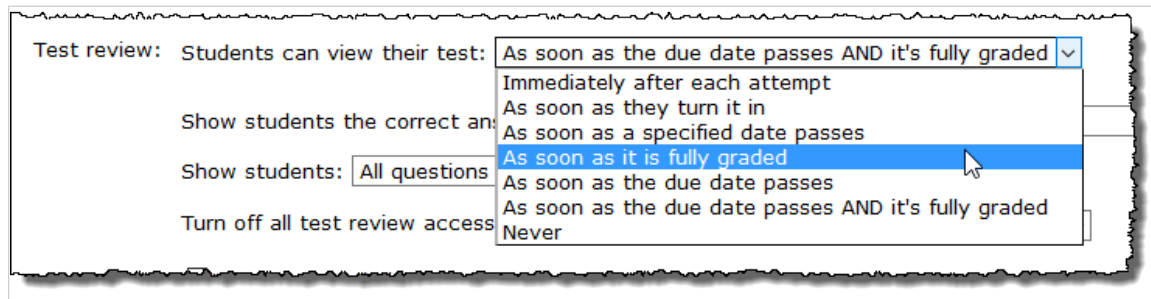
Show students: All questions ▾

Turn off all test review access after:  11 ▾ : 55 ▾ PM ▾

☐ Hide answers during review

The first option determines whether students can view their completed tests, whether or not their responses were correct, and the scores they got on each question. You can choose to let students do this at any of the following times:

- Immediately after each attempt
- As soon as they turn it in
- As soon as a specified date passes
- As soon as it is fully graded
- As soon as the due date passes
- As soon as the due date passes AND it's fully graded
- Never



Test review: Students can view their test: As soon as the due date passes AND it's fully graded ▾

Show students the correct answers to missed questions: Only after the due date ▾

Show students: All questions ▾

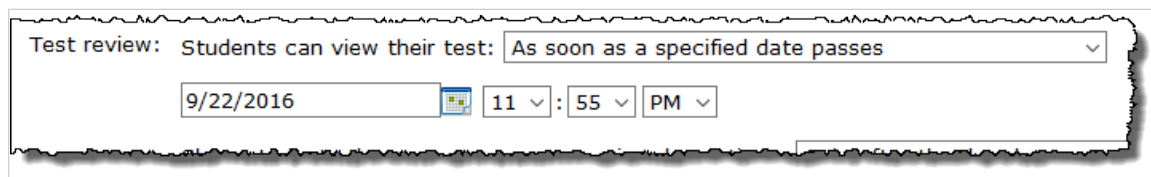
Turn off all test review access after:  11 ▾ : 55 ▾ PM ▾

☐ Hide answers during review

Dropdown menu options:

- As soon as the due date passes AND it's fully graded
- Immediately after each attempt
- As soon as they turn it in
- As soon as a specified date passes
- As soon as it is fully graded
- As soon as the due date passes
- As soon as the due date passes AND it's fully graded
- Never

If you select **As soon as a specified date passes**, date and time fields will appear, allowing you to specify the date and time at which students will be able to review their tests.



Test review: Students can view their test: As soon as a specified date passes ▾

9/22/2016  11 ▾ : 55 ▾ PM ▾

If you pick anything other than **Never**, then the next four options become relevant.

The second option allows students to see the correct answers to any questions that they missed—otherwise they will just see whether they got the answer right or wrong. You can let students see the correct answers at any of the following times:

- Only after the due date
- Anytime they can review the test



- Never

The third option allows you to show students only those questions for which they did not receive full credit when they are reviewing their test results.

Test review: Students can view their test: As soon as the due date passes AND

Show students the correct answers to missed questions: Only after

Show students: All questions

Turn off all test: Questions they did not receive full credit on

☐ Hide answers during review

The fourth option lets you turn off review access after a certain date and time. If you specify a date and time for this setting, students will not be able to review their tests after that date and time.

The fifth option, the **Hide answers during review** check box, allows you to hide answers from students while they are reviewing their tests. If you select this check box, the student will see only the question, the response the student provided and the student's score on the question. The student will not see other possible responses or general feedback.

## Auto-Grade

The **Auto-Grade** option allows you to have the system automatically assign a grade of zero to students who do not take the test before the due date passes. Automatic grading is enabled by default. You can disable this function by deselecting this check box.

Auto-Grade: ☒ Automatically assign a grade of zero to students who do not take the test before the due date passes.

## Time limit

The **Time limit** is the amount of time the student has to complete the test, starting from when the student clicks the link labeled **Start this test**.

When the time limit is reached, the test is automatically submitted, whether or not the student has completed it.

When setting this value, you can choose any number of hours, minutes, or days. The default choice is that there is no time limit.

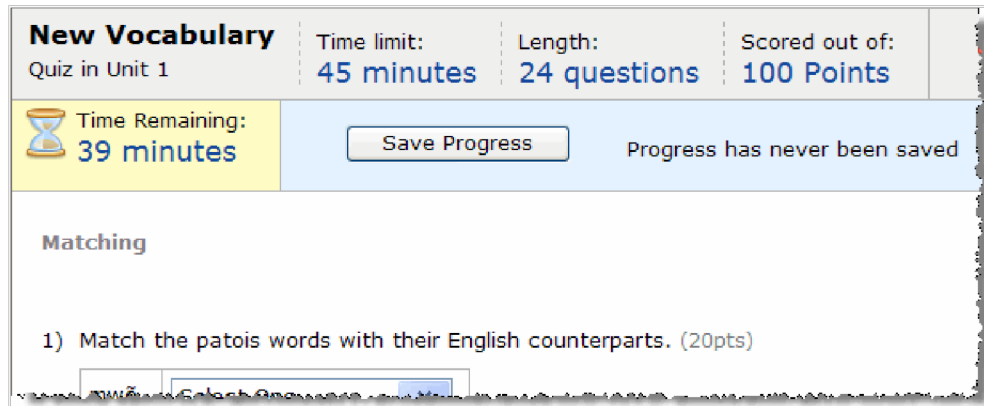
Time limit: 45 Minutes

Pagination: One section per page

☐ Leave blank for no time limit

The time limit will be displayed on the student's view of the Assignment Details screen, which offers a summary of the assignment.

Then, after the student begins the online assignment, the time limit is shown in the header on the screen. This view also includes an hourglass field that shows the current time remaining.



The screenshot shows the header of a 'New Vocabulary' quiz. It includes a table with columns for 'Time limit:', 'Length:', and 'Scored out of:'. The values are '45 minutes', '24 questions', and '100 Points' respectively. Below this, there is a 'Time Remaining:' section with an hourglass icon and a '39 minutes' timer. A 'Save Progress' button is visible, along with the text 'Progress has never been saved'. The main content area is titled 'Matching' and contains a question: '1) Match the patois words with their English counterparts. (20pts)'.

Once the student begins the assignment (by clicking the **Start the test** link), the header area keeps track of the time remaining. When the time limit ticks down to five minutes, the system generates a warning dialog that only five minutes remain, then begins counting down the seconds.

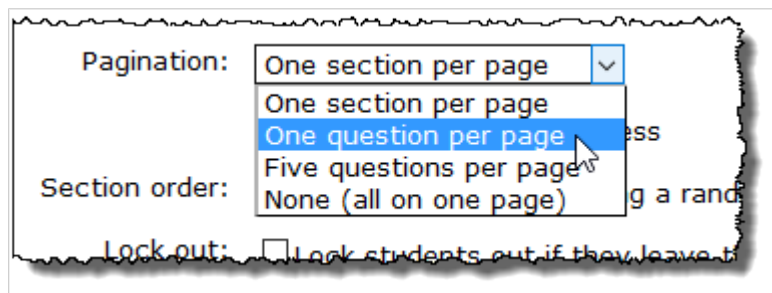
When the time limit is reached, the assignment is automatically submitted. This is true even if the student has navigated away from the page or logged out of the system.

## Pagination

The **Pagination** setting determines whether and how the assignment is split into multiple pages. You can choose from any of the following pagination types:

- One section per page (this is the default).
- One question per page.
- Five questions per page.
- None (all on one page).

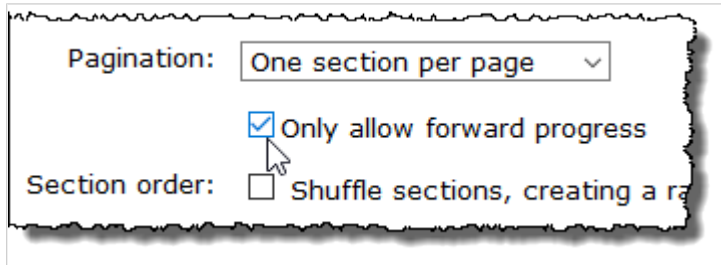
You make this choice using a drop-down list.



The screenshot shows a 'Pagination:' dropdown menu. The menu is open, displaying four options: 'One section per page', 'One question per page', 'Five questions per page', and 'None (all on one page)'. The 'One question per page' option is currently selected and highlighted. Below the dropdown, there is a 'Section order:' label and a 'Lock out:' checkbox with the text 'Lock students out if they leave the test'.

You can also choose to restrict students to forward progress through the pages of the test by selecting the **Only allow forward progress** check box. With this option selected, students will not see the **Back** button,

nor will they be able to return to a previous page of the exam by clicking a page number. (Page numbers will still appear, but they will not be hyperlinks.)



Pagination: One section per page

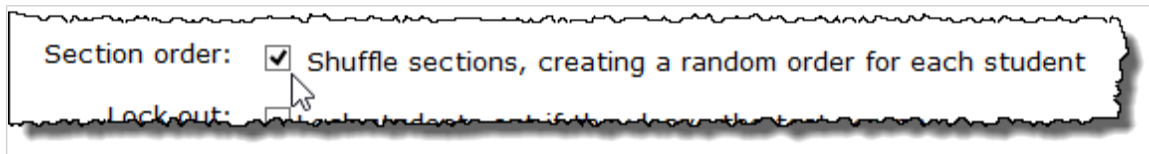
☒ Only allow forward progress

Section order: ☐ Shuffle sections, creating a random order for each student

## Section order

The **Section order** setting determines whether or not the sequence of sections will be shuffled for each student (meaning that different students will see a different order). The default choice is that sections are not shuffled.

You set this using a check box.



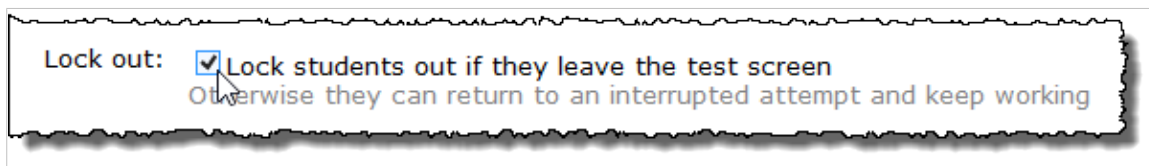
Section order: ☒ Shuffle sections, creating a random order for each student

## Lock out

The **Lock out** setting determines how the student's attempt is affected if interrupted by an incident such as a computer crash, or if the student navigates away from the test to another page. The default is that students are allowed to resume an interrupted attempt, which means they can redisplay the assignment and start from the last place it was saved.

If you choose to lock students out, they cannot redisplay the assignment, and the system will automatically submit the student's work when the time limit is reached or, if the assignment is not timed, when the due date arrives.

You set this using a check box.



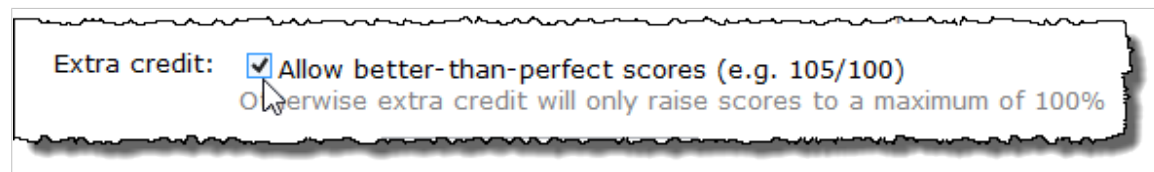
Lock out: ☒ Lock students out if they leave the test screen  
Otherwise they can return to an interrupted attempt and keep working

## Extra credit

The **Extra credit** setting determines whether the system can give a student a better-than-perfect grade when automatically scoring the test. The default is that this is not allowed. What this means is that extra credit questions can raise the students' score only to a maximum of 100 percent.

Even without enabling this feature, you can always give a student a better-than-perfect score when manually grading the test.

You activate the **Extra credit** setting using a check box.



## Security

Under the **Security** label, you have a few choices.

### Password

If desired, you can require students to enter a password before being allowed to open a test. This might be useful if you want to make sure the test is taken only by students who attend class on a particular day, when you distribute the password.

With this option, when students click the **Start the test** link, the system will display a pop-up that prompts them for a password. Any student who does not enter the correct password will not be allowed to proceed.

If a student begins the test, navigates away, and then returns, the student will be prompted to enter the password again before being allowed to resume work.

### Requiring ProctorFree

If your institution has purchased the third-party tool ProctorFree, you can enable its use for the assignment by selecting the check box labeled **Require that students use ProctorFree for this test** while creating or editing the assignment. When students open the assignment, the portal will direct them to the ProctorFree website to complete the test.



Before you can use ProctorFree in your assignments, your portal administrator must first configure this tool on the **Third-party integrations** page in Site Manager.

For more information see

### Requiring LockDown Browser

When you require students to use Respondus LockDown Browser, they are not allowed to use any other applications on their system, such as email and instant messaging. They cannot take screenshots, copy, paste, print, or view other web sites.

You have two options for using LockDown Browser:

- **Require that students use Respondus LockDown Browser for this test** – Students are redirected to LockDown Browser when they click the **Start the test** link.
- **Require Respondus LockDown Browser for reviewing a completed test** – Students who select the review link are redirected to LockDown Browser.

In order for a student to use the Locked Browser, they must have downloaded the Locked Browser to their desktop. When you configure a test to require the Locked Browser, the student's view of the Student Assignment Details screen will show a link for downloading the installer. For this reason, the first time you set up an assignment to use the Locked Browser, you might want to make the assignment visible before it is active so that students have plenty of time to set up the browser. The browser is also available on Jenzabar's support web site (<http://www.myjenzabar.net/ics/>), if you or an administrator wants to make the installer available at another location.

Prior to installing the locked browser, students should have already installed Internet Explorer (if they have a PC) or Safari (if they have a Mac), and they should have launched Internet Explorer or Safari at least once prior to installing the Locked Browser.

For more details on the locked browser, see [Using Respondus LockDown Browser \(page 170\)](#).

## Retakes

With the **Retakes** setting, you can allow students to take a test multiple times.

You make this choice using a drop-down list.

Retakes: Let students retake this test **1** times after their first attempt

These retakes are used to allow students to retake the test. You can always grant individual retakes to specific students regardless of this setting.

Retake waiting period  **Minutes**

☐ Show in-progress grade updates

This setting allows students to see their current grade recalculated after each attempt. Otherwise they will not see a grade until after the test has been turned in, as per the settings above. This setting is only meaningful if your entire test is scored automatically.

When taken more than one time, the final grade for this assignment should be the: **average of all grades received**

The options are:

- 0 (the default)
- 1
- 2
- 3
- 4
- unlimited

When you create retakes, you can also set values for each of the following:

- **Retake waiting period** – This is the minimum time that the student must wait between the end of one retake and the start of another. If you leave it blank, the student can turn in one attempt and immediately start the next.
- **Show in-progress grade updates** – If the test will be graded automatically, this lets the student see how their grade changes after each retake. This option will be available for selection only if the **Show grade** value is **As soon as grade is available**.
- **When taken more than one time, the final grade for this assignment should be** – This lets you choose to make the final grade the highest grade (of all retakes), the lowest, or the average. The default choice is the average of all grades.

If desired, you can also grant an individual student an additional retake, beyond those that other students get. For details on individual retakes, see [Grant a student a retake \(page 195\)](#).

After the assignment is closed, you can optionally customize how the final grade is determined for any particular student. For details see [Adjust the final score when multiple attempts were allowed \(page 201\)](#).

## Basic assignment options

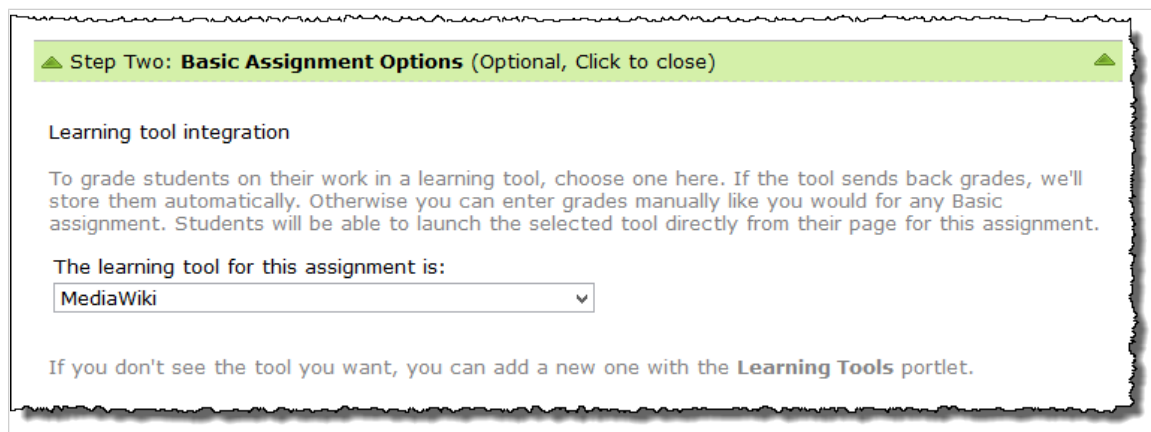
The following settings are specific to basic assignments.

### Learning tool integration

The **Learning tool integration** area lets you associate an existing learning tool with your basic assignment. Once you do this and the assignment is open, the Student Assignment Details screen will include a link that lets students launch the tool and use it within the Coursework feature window.

If the tool is one that sends a grade for the student, the assignment will record the grade and make the grade viewable within the Coursework feature (according to the same guidelines that affect the visibility of any assignment grade—for details on hiding or showing grades, see page 84). Also, if appropriate, you can later modify the grade just as you can for any Coursework assignment.

You add a learning tool using the drop-down list that displays under the **Learning tool integration** heading.



▲ Step Two: **Basic Assignment Options** (Optional, Click to close) ▲

**Learning tool integration**

To grade students on their work in a learning tool, choose one here. If the tool sends back grades, we'll store them automatically. Otherwise you can enter grades manually like you would for any Basic assignment. Students will be able to launch the selected tool directly from their page for this assignment.

The learning tool for this assignment is:

MediaWiki ▼

If you don't see the tool you want, you can add a new one with the **Learning Tools** portlet.

This list includes the following:

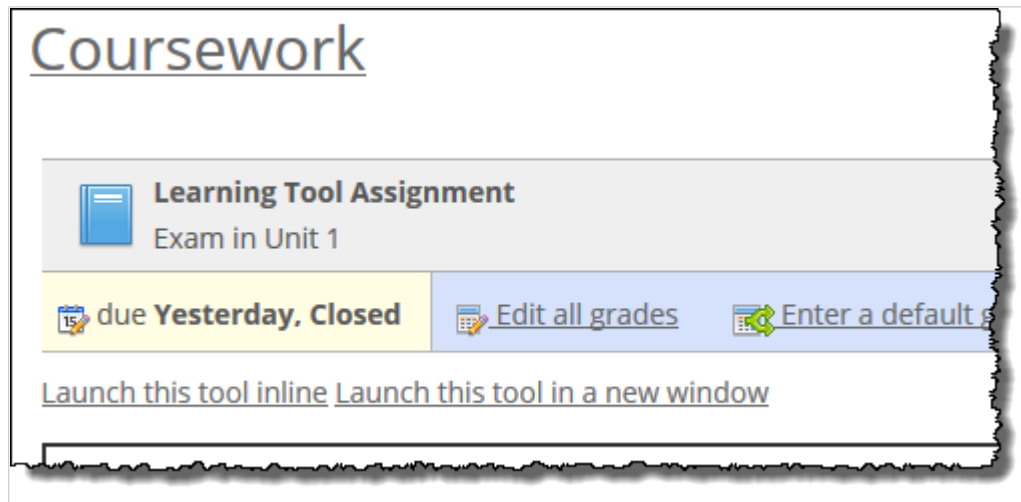
- Tools that you personally have added
- Tools that were added by someone else and shared
- Tools that were added by someone else and featured

If you have access to the Learning Tools feature, you will recognize the tools in the drop-down list as the same ones available to you after you click **Add a tool to this page** in the main Learning Tools feature view.

If you want to use a tool that is *not* available in the list, that means either that the tool needs to be added through the Learning Tools feature or the tool needs to be shared so that you have access to it. Your ability to resolve this by yourself may vary depending on what sort of permissions you have within the Learning Tools feature. For further details see [Learning Tools \(page 413\)](#)

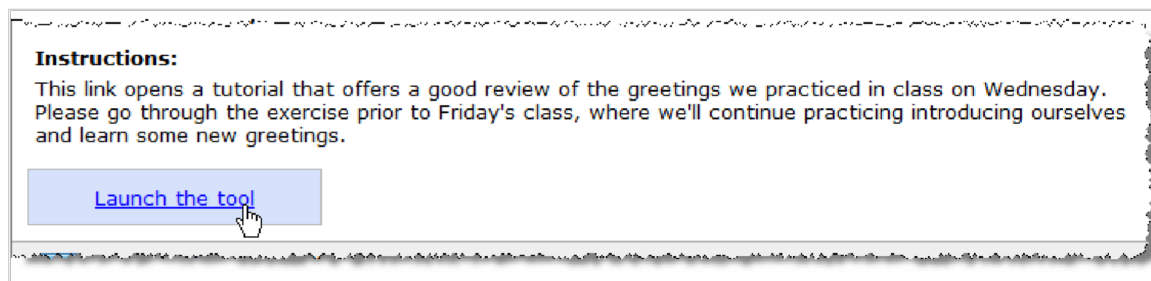
After you choose a tool and save your assignment, you will have the ability to launch the tool and make any necessary configuration within the tool itself. You do this by opening the assignment for editing (as described in [Modify an assignment \(page 105\)](#)) and choosing either **Launch this tool inline** or **Launch**

**this tool in a new window.** The tool will open in on the same page or in a new browser window depending on your selection, allowing you to configure it as needed.



Once the assignment is open, students will see a link to the learning tool on the Student Assignment Details screen. (The link will *not* display if the assignment is inactive but visible.) Note also that, when you add a learning tool, the system removes the on-screen text typically used in basic assignments that states the work for the assignment is “not completed here.”

If you’ve added instructions to the assignment, the link will display below the instructions. Note that it is not possible to customize the text of the **Launch the tool** link.



If you decide to also add readings to the assignment (as described in “Readings,” below), these are displayed below the launch link.



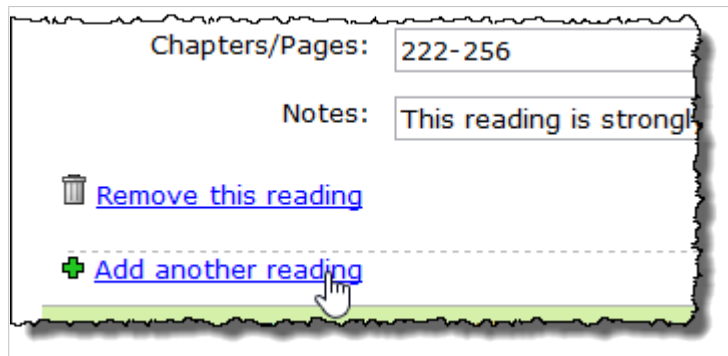


## Readings

If appropriate, you can add details to your assignment about suggested and required readings. If you do this, once the assignment is open, the details about your reading(s) will display on the Student Assignment Details screen. You can add any of the following details about each reading:

- Title
- Author
- Edition/Issue
- Library/Bookstore link
- Chapters/Pages
- Notes

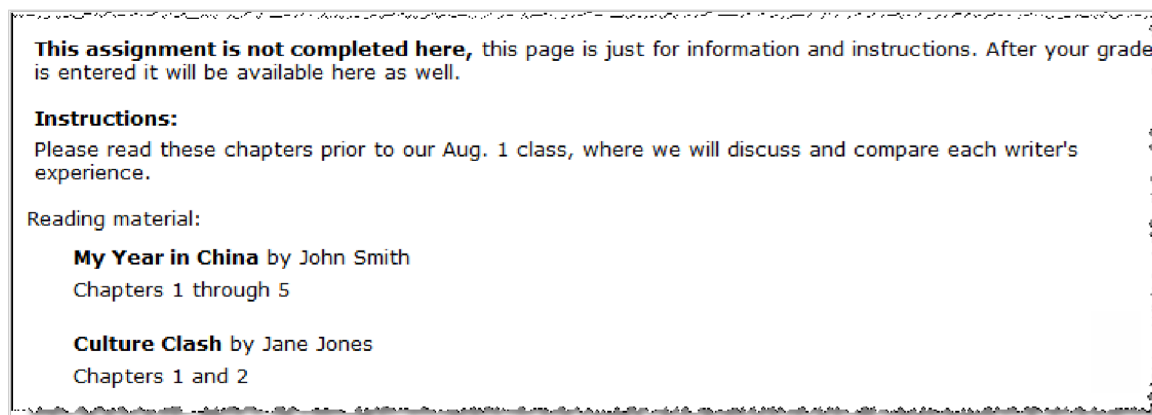
By default, the edit screen includes a form for only one reading. If you need to create multiple readings, use the **Add another reading** link to add multiple forms to the screen.



The screenshot shows a form for adding a reading. It has two input fields: "Chapters/Pages:" with the value "222-256" and "Notes:" with the value "This reading is strong!". Below these fields are two links: "Remove this reading" (with a trash can icon) and "Add another reading" (with a plus icon). A mouse cursor is pointing at the "Add another reading" link.

Similarly, if you need to remove a reading, click the **Remove this reading** link.

Once the assignment is open, students will see the details you added on the Student Assignment Details screen. (The reading will *not* display if the assignment is inactive but visible.) If you have added instructions to the assignment, the reading details will display below the instructions.



The screenshot shows the Student Assignment Details screen. It starts with a message: "This assignment is not completed here, this page is just for information and instructions. After your grade is entered it will be available here as well." Below this is the "Instructions:" section, which says: "Please read these chapters prior to our Aug. 1 class, where we will discuss and compare each writer's experience." Underneath is the "Reading material:" section, which lists two items: "My Year in China by John Smith" (Chapters 1 through 5) and "Culture Clash by Jane Jones" (Chapters 1 and 2).

If you are adding a reading to an assignment that also has a learning tool, note that the reading will display below the launch link for the learning tool.

## Uploaded assignment options

The following settings are specific to uploaded assignments.

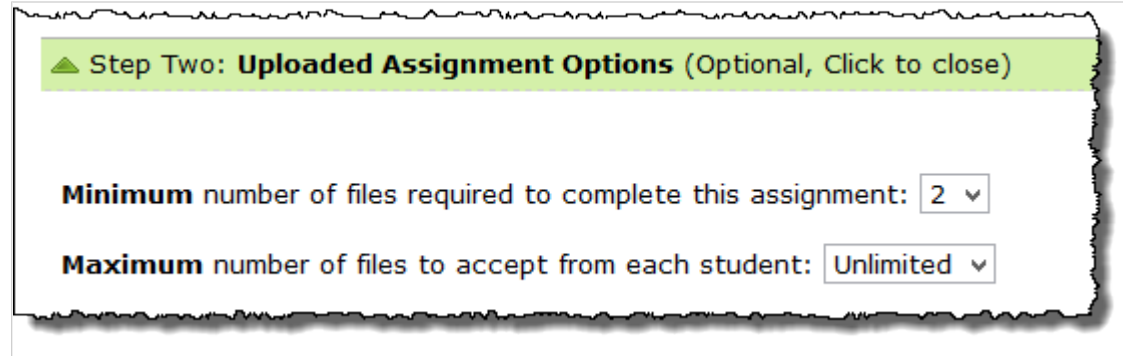


## Minimum and maximum number of files

These uploaded assignment options determine how many files students should upload for the assignment. Specifically, you can specify:

- A minimum number of files that are required (choices are 1 to 5; the default is 1).
- A maximum that will be accepted. (choices are 1 to 5 or unlimited; the default is unlimited).

You do this using a set of drop-down lists.



▲ Step Two: Uploaded Assignment Options (Optional, Click to close)

Minimum number of files required to complete this assignment: 2 ▼

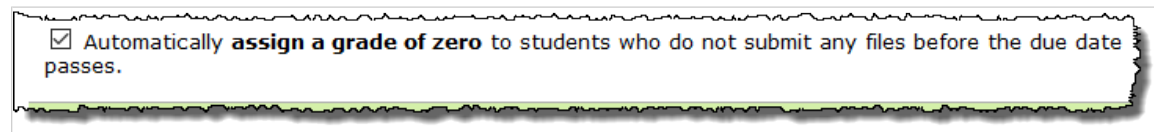
Maximum number of files to accept from each student: Unlimited ▼

## Enable preview pane for viewing student uploads inline

The **Enable preview pane for viewing student uploads inline** option allows you to enable or disable the preview pane that appears on the **Student Assignment Detail** page for each student. This check box is selected by default. To disable the preview pane for the assignment, clear the check box.

## Automatically assign a zero grade when a student does not submit files

The **Auto-Grade** option allows you to have the system automatically assign a grade of zero to students who do not submit any files before the due date passes. Automatic grading is enabled by default. You can disable this function by deselecting this check box.



☒ Automatically assign a grade of zero to students who do not submit any files before the due date passes.

## Upload a copy of student files to Google Drive

If your administrator has enabled eLearning's integration with Google Drive, you can select this option to have eLearning upload copies of your students' files to Google Drive.



After selecting this option, you may be redirected to Google after saving to connect an account or allow needed permissions. We recommend using only one JICS account per Google account. If more than one user connects their JICS account to a single Google account, this will result in issues with the uploading of assignments to Google Drive.

When a student uploads a file, eLearning will automatically save a copy of it to a folder with the student's name on your Google Drive. The student's folder will be located within a directory that has the structure *course code > section code > assignment name*. eLearning automatically creates this directory on your Google Drive once students begin uploading files.

If you enable this function after an assignment has already started, eLearning will upload files that students have already submitted.

## Forums assignment options

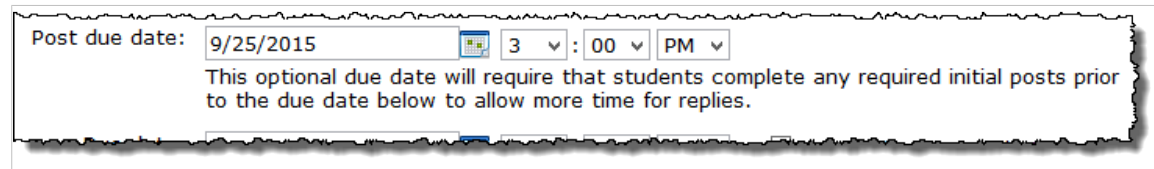
The following settings are specific to forum assignments.



A course must contain at least one forum feature that has at least one category and topic before you can create a forum assignment.

### Post due date

The **Post due date** field (located under **Step One: General Assignment Information**) allows you to specify a due date for students' initial posts to allow time for others to reply before the date specified in the **Due date** field. This field is optional.



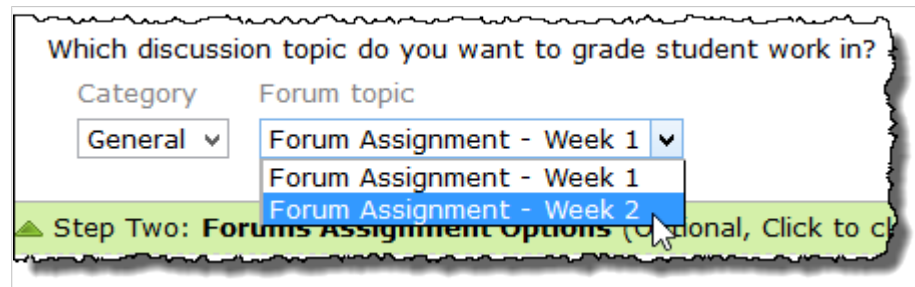
Post due date: 9/25/2015 3 : 00 PM

This optional due date will require that students complete any required initial posts prior to the due date below to allow more time for replies.

If a student has not submitted an initial post by the specified post due date, the system gives the student a zero.

### Which discussion topic do you want to grade student work in?

This field, located under **Step One: General Assignment Information**, allows you to select the forum category and topic to which the forum assignment will be linked.

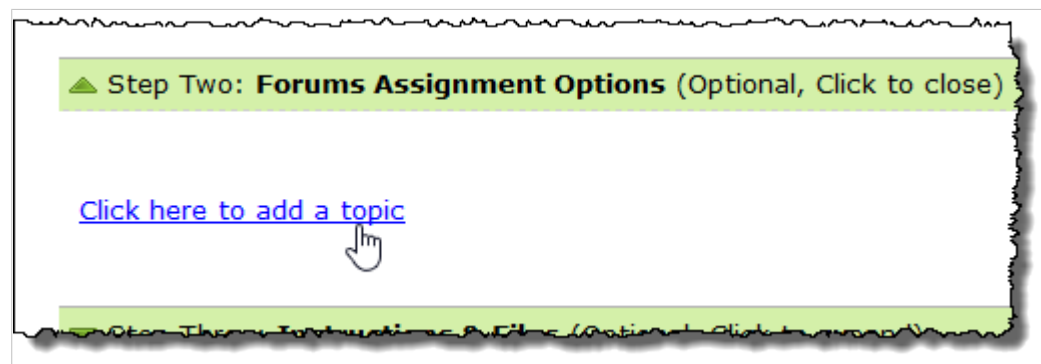


Which discussion topic do you want to grade student work in?

Category	Forum topic
General	Forum Assignment - Week 1
	Forum Assignment - Week 1
	Forum Assignment - Week 2

Step Two: Forums Assignment Options (Optional, Click to close)

If the course does not contain a forum feature with at least one category and topic, you will see a link labeled **Click here to add a topic**. This will take you to the Discussion Forum feature, where you can add a topic that can be linked to the assignment.



Step Two: Forums Assignment Options (Optional, Click to close)

[Click here to add a topic](#)

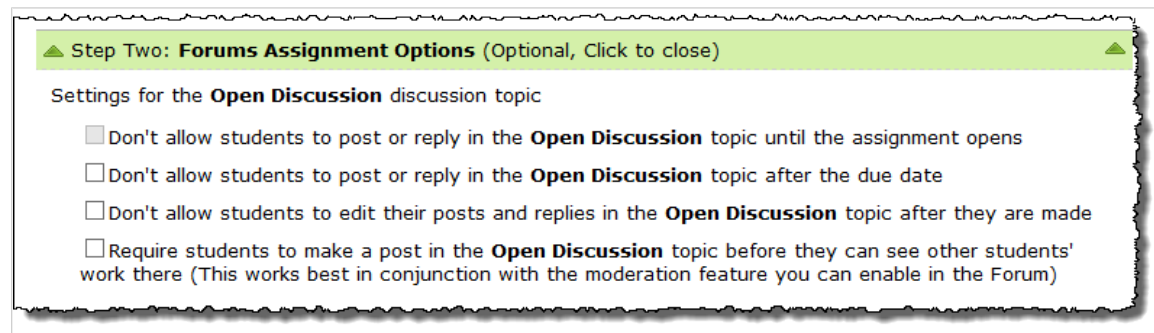
Step Three: Instructions & Files (Optional, Click to close)

## Discussion topic settings

Under **Step Two: Forums Assignment Options**, you will see the following options related to students' posts and replies:

- Don't allow students to post or reply in the **Open Discussion** topic until the assignment opens. This option is available only for assignments that are set to open later or that have a single date-based rule.
- Don't allow students to post or reply in the **Open Discussion** topic after the due date.
- Don't allow students to edit their posts and replies in the **Open Discussion** topic after they are made.
- Require students to make a post in the **Open Discussion** topic before they can see other students' work there (This works best in conjunction with the moderation feature you can enable in the forum).

The settings of the forum topic with which the assignment is linked will determine which of these options are selected. You may change the default settings by selecting or deselecting these check boxes. Depending on the discussion topic's settings, some of these options may not be available for editing.



▲ Step Two: **Forums Assignment Options** (Optional, Click to close) ▲

Settings for the **Open Discussion** discussion topic

- ☐ Don't allow students to post or reply in the **Open Discussion** topic until the assignment opens
- ☐ Don't allow students to post or reply in the **Open Discussion** topic after the due date
- ☐ Don't allow students to edit their posts and replies in the **Open Discussion** topic after they are made
- ☐ Require students to make a post in the **Open Discussion** topic before they can see other students' work there (This works best in conjunction with the moderation feature you can enable in the Forum)

## Assignment requirements

Under **Step Two: Forums Assignment Options**, you will also see the following settings related to the forum assignment:



Specific requirements for this assignment:

- ☐ At least  **Initial Post** in the **Open Discussion** topic (An initial post is the first post in a discussion)  
Ignore all posts shorter than  words long (Leave blank to not disqualify based on length)
- ☐ At least  **Replies** in the **Open Discussion** topic (A reply is a response to an existing initial post)  
Ignore all replies shorter than  words long (Leave blank to not disqualify based on length)

Select the first check box to require at least a specified number (1 – 10) of initial posts in the discussion topic. If you select this option, you can use the drop-down list to select the number of initial posts that will be required of students. You can also choose to ignore posts shorter than a specified number of words by entering a number in the appropriate field.

The second check box allows you to require at least a specified number (1 – 10) of replies in the discussion topic. If you select this option, you can use the drop-down list to select the number of replies that will be required of students. You can also choose to ignore replies shorter than a specified number of words by entering a number in the appropriate field.

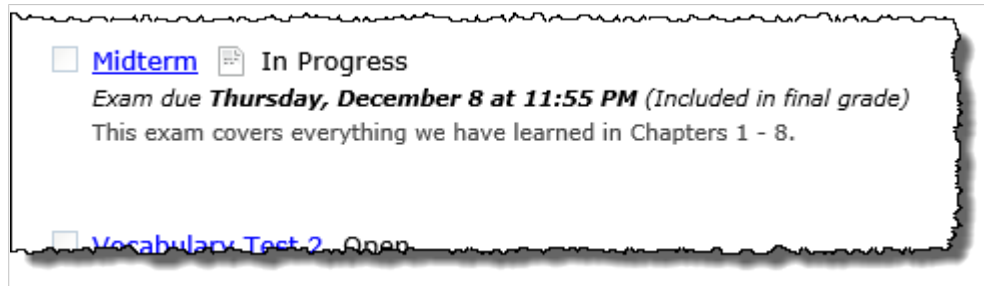
# Instructions and files

For any assignment, you can optionally give students more context by adding a description, instructions and one or more supplementary files.

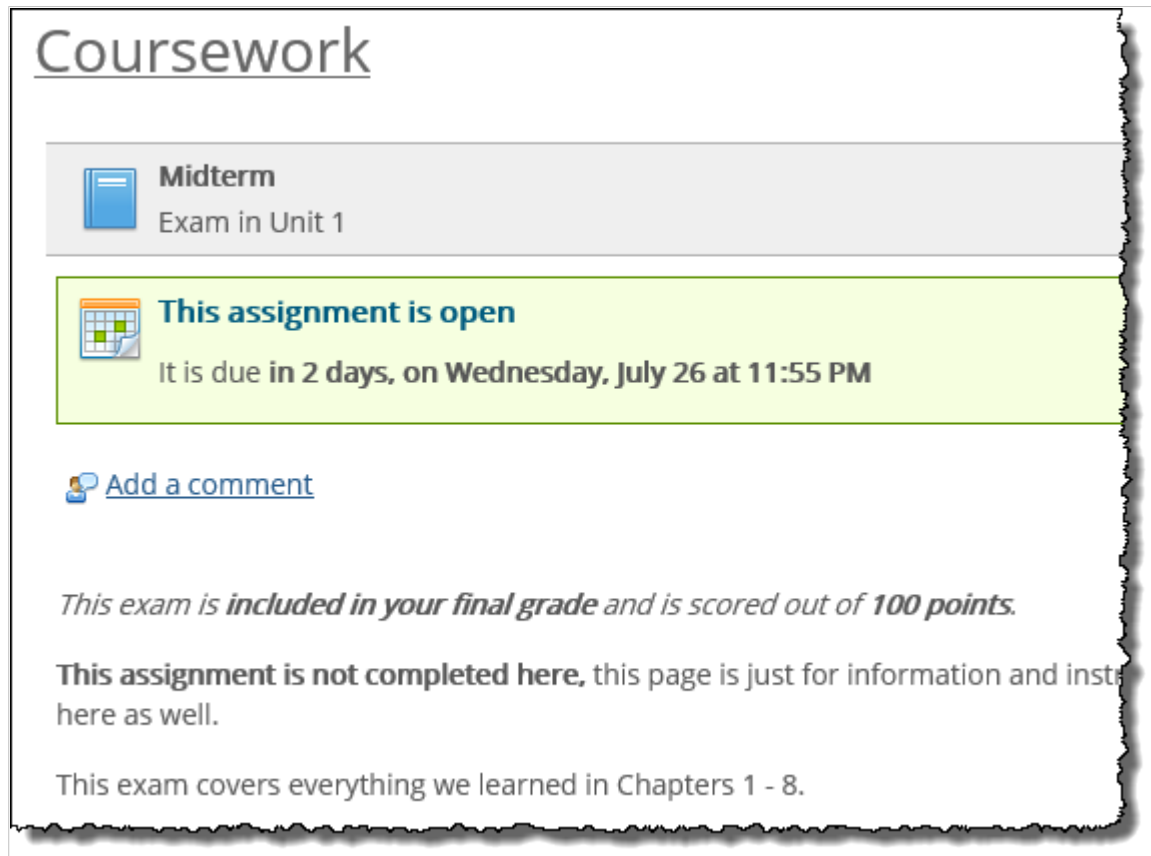
## Description

If you add a description, this text will be displayed as soon as the assignment becomes visible to students (either because it is active, or because you selected **Display to students while it's inactive**).

The description is shown in a few different places. First, students will see it in the main view of the feature, along with the name of the assignment (for this reason, it may be a good idea to keep the description somewhat concise).

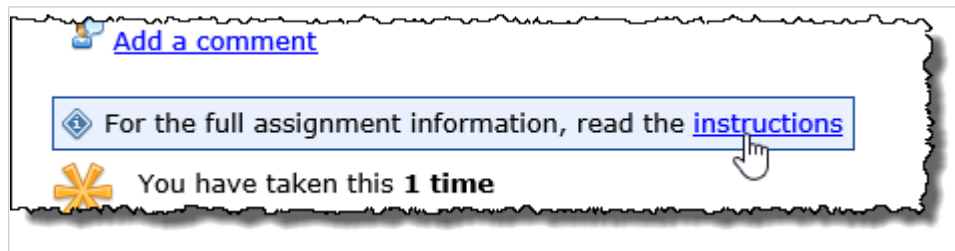


The description is also shown to students on the **Student Assignment Details** screen.

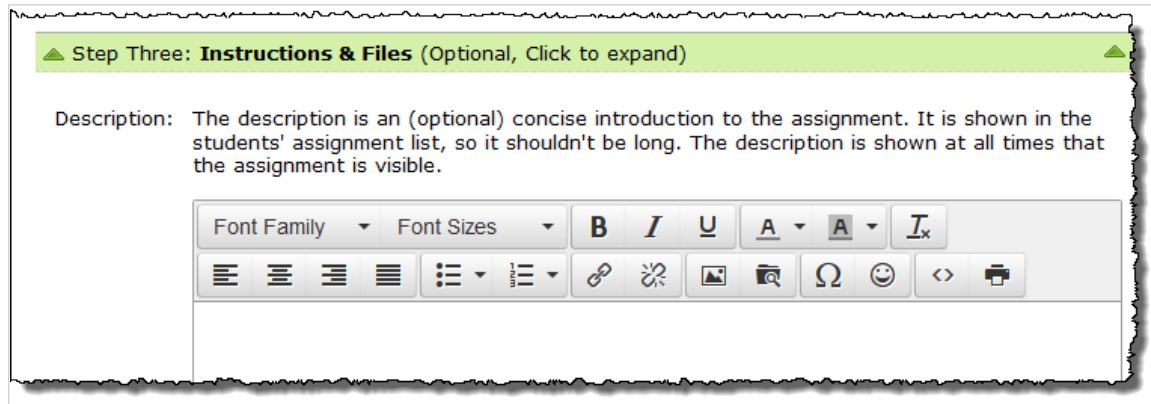


However, note that for an online test or an uploaded assignment, once the student has started taking the test or has uploaded a file, the description will be collapsed—so on future visits to the Student Assignment

Details screen, the student will need to click an **instructions** link to see the description, along with any instructions or files that you uploaded.



When creating or modifying the assignment definition, you enter the description using a rich text editor. For more information on using this editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).





## Instructions


Instructions are displayed to students *only* after the assignment has been made active (even if the assignment itself is set to be visible before then). Instructions are shown on the Student Assignment Details screen.

If you also included a description, the instructions are displayed right below the description.

# Coursework

**Midterm**  
Exam in Unit 1

**This assignment is open**  
It is due in 2 days, on Wednesday, July 26 at 11:55 PM

 [Add a comment](#)

*This exam is **included in your final grade** and is scored out of **100 points**.*

**This assignment is not completed here**, this page is just for information and instructions here as well.

This exam covers everything we learned in Chapters 1 - 8.

**Instructions:**  
Please answer only in Spanish.







However, note that for an online test or an uploaded assignment, once the student has started taking the test or has uploaded a file, the instructions will be collapsed—so on future visits to the Student Assignment Details screen, the student will need to click an **Instructions** link to view the instructions, along with any description text or files that you uploaded.









You enter the instructions in a rich text editor. For more information on using this editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).

Instructions: The instructions are an (optional) description of what your expectations are for the assignment and how your students should complete it. The instructions are only shown when the assignment is open and able to be worked on.

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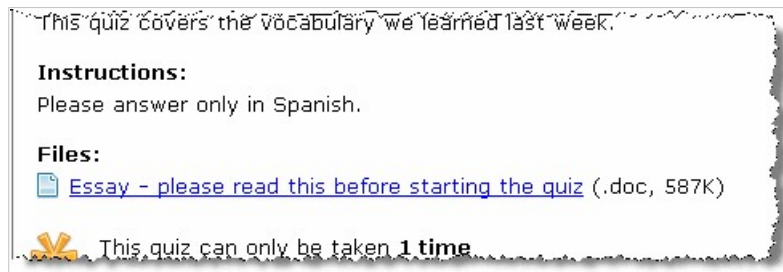
     

# Files

You use the **Files** field to make an attachment available to students as soon as the assignment becomes active. Files are not displayed before the assignment becomes active, even if the assignment itself is set to be visible before then.

If you also included instructions, the attached file will display below the instructions.



However, note that for an online test or an uploaded assignment, once the student has started taking the test or uploaded a file, the files will be collapsed—so on future visits to the Student Assignment Details screen, the student will need to click an **Instructions** link to view the files, along with any description or instructions that you created.

To upload a file, click the **Add a File** link and follow the prompts.



Note that you can give the file a label and a description, if desired.

# Creating assignments

This chapter explains how to create an assignment. It also explains how to modify an assignment's settings, delete an assignment and share an assignment with other faculty members.

This chapter does not describe how to add content to an online assignment. For help with that process, see [Adding content to online tests \(page 118\)](#).

## Adding an assignment

You have two options for adding an assignment:

- [Create an assignment \(page 100\)](#)
- [Import an assignment from the File Cabinet \(page 103\)](#)

## Create an assignment

If you want to create an assignment by manually defining all of its settings, use this procedure.




1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. In the pane at the upper left, click **Add an Assignment**.
3. In the pane at the upper left, click **Add an Assignment**.




A pop-up menu asks you what you would like to use to create your assignment.

**What would you like to use to create your assignment?**

Specific activities

-  **The Online Test format**  
For all types of online testing, from pop quizzes to final exams. You build (or import) the test, and students take it online right here.
-  **The File Upload format**  
For collecting one or more files from students. Papers, lab notes, art projects -- any files that can be uploaded can be accepted here.
-  **The Forum format**  
Completed via participation in a course forum or discussion board.

All other activities

-  **The Basic format**  
For anything (and everything!) else. Whatever the actual activity is, this simple format will present the assignment details to your students and let you manually enter grades.

If you have already created the assignment for a different course, you can [import an existing assignment](#) instead of creating a new one.

**Don't want to make an assignment after all?** You can just [go back to the Main screen](#).

4. Select one of the options. (If you need help making a choice, see [Formats \(page 37\)](#).)  
The system displays a screen with three sections:
  - **Step One: General Assignment Information.** This is the area where you define the most basic settings. Note that the **Name** and **Due date** fields are required. If this is an uploaded or basic assignment, the **Points** field is also required. For details on all of these settings, see [General assignment information \(page 63\)](#).
  - **Step Two: Format Assignment Options.** This area includes optional settings specific to the format of the assignment. For details on these, see any of the following:
    - [Online assignment options \(page 83\)](#)
    - [Basic assignment options \(page 90\)](#)
    - [Uploaded assignment options \(page 92\)](#)
    - [Forums assignment options \(page 94\)](#)
  - **Step Three: Instructions & Files.** These optional settings let you add a description, instructions, and supplementary files. For help with these, see [Instructions and files \(page 96\)](#).
5. Once you have filled out all of the fields that you want to complete, scroll to the bottom and click **Save your new assignment**.  
The system creates your assignment. If this is an online assignment, the system opens the Test Builder, which you can use to create questions. For details on this process, see [Adding content to online tests \(page 118\)](#).

# Importing an assignment from the File Cabinet

If you have saved assignments to your File Cabinet, you can import copies of these into any of your courses.



If you want to import an assignment from a course cartridge, that is a slightly different process. For details, see [Importing from course cartridges \(page 498\)](#)

## How dates are handled for imported assignments

When you import an assignment from the File Cabinet, the due date and other dates of the new assignment are determined according to the logic explained in the following two subsections.

### *If the original assignment's due date has not passed*

When you import an assignment from the File Cabinet, if the assignment's due date has not yet passed, then all of the following dates will be copied into the destination assignment as is:

- Due Date
- **Early Due Date** (if any; forum assignments only)
- **Late Date** (if any)
- **Show Grade** date (if any)
- Dates used in selective-release rules (if any) See [How selective-release rules are handled for imported assignments \(page 102\)](#) for more information.

### *If the original assignment has no due date or its due date has passed*

If the original due date has already passed or if the original assignment was added to the File Cabinet before eLearning 1.4.1 was installed (and therefore has no due date), then the dates in the destination assignment will be calculated according to the following logic:

- **Due Date** – This date will be equal to the destination section's end date.
- **Early Due Date** (if any; forum assignments only) – The system will determine this date by calculating the difference between the early due date and the due date of the original assignment and applying the same difference to the early due date in the destination assignment. For example, if the early due date is three days before the due date in the original assignment, the early due date of the destination assignment will be set to three days before the destination assignment's due date.
- **Late Date** (if any) – The system will determine this date by calculating the difference between the due date and late date of the original assignment and applying the same difference to the late date in the destination assignment.
- **Show Grade** date (if any) – The system will determine this date by calculating the difference between the **Show Grade** date and the due date of the original assignment and applying the same difference to the **Show Grade** date in the destination assignment.
- Dates used in selective-release rules (if any) – For each date-based rule, the system will determine which date to use by calculating the difference between the original rule's date and the original section's end date and applying the same difference to the destination rule's date. See [How selective-release rules are handled for imported assignments \(page 102\)](#) for more information.

## How selective-release rules are handled for imported assignments

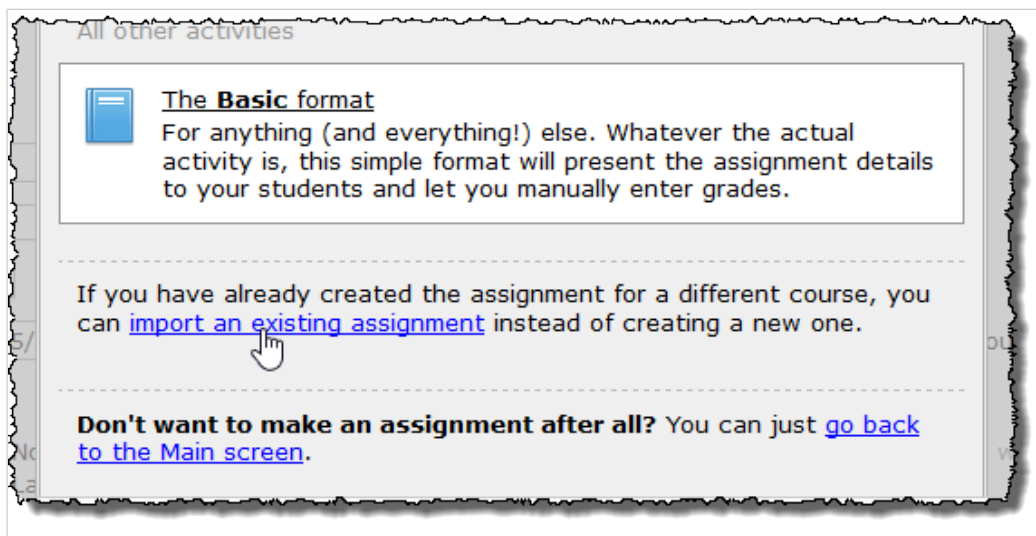
Whenever you import an assignment that is set to open based on selective-release rules, those rules will be imported according to the following logic:

- As in the original assignment, the **Open** field will be set to **Based on rules I define** in the destination assignment.

- The structure of all rules and groups of rules will be copied, and for each rule the selection in the first drop-down (**a date or an assignment**) will be copied.
- Date based rules – Dates used in selective-release rules will be copied based on the logic spelled out in [How dates are handled for imported assignments \(page 102\)](#)
- Assignment-based rules – For assignment-based rules, the system will determine which assignment to use in the rule based on the following logic:
  - The system will first look for a unit in the new course with the same name as the unit of the original assignment. If there is such a unit, the system will look for an assignment with the same name as the assignment to which the rule points. If such an assignment exists, then the selective-release rule will point to that assignment. (The comparison of unit and assignment names will be case-insensitive; for example, "Exam 1" would match "EXAM 1.")
  - Otherwise, the system will look for the first assignment in the destination course with the same name as the original, and point the assignment-based rule to that assignment. (The comparison will be case-insensitive.)
  - If there is no assignment with the same name, then the assignment-based rule will not point to an assignment.

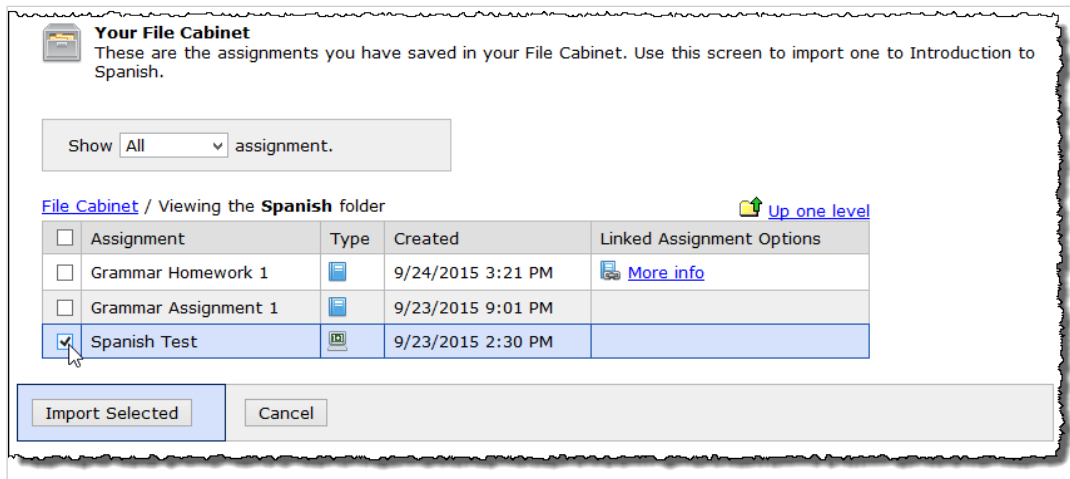
## Import an assignment from the File Cabinet

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. In the pane at the upper left, click **Add an Assignment**.  
The system displays a pop-up menu.
3. Click the link labeled import an existing assignment.



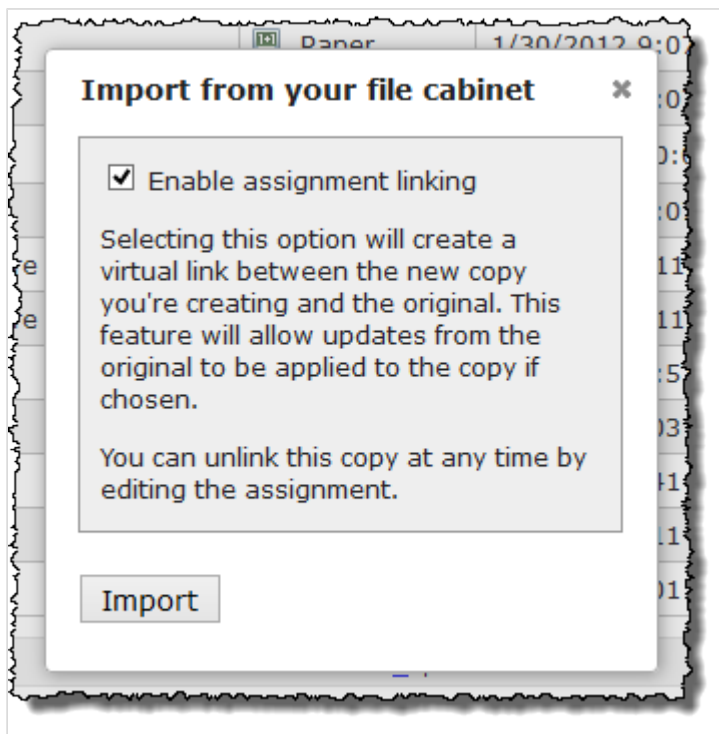
The system displays a screen that lets you browse your File Cabinet. Note that you can filter the list to show only online, basic, uploaded or forum assignments.

4. Using the check boxes at the left, select the assignment(s) you want to import.



5. Click **Import Selected**.

The system displays a dialog that allows you to enable assignment linking. The **Enable assignment linking** check box is selected by default.



6. Take one of the following actions:

- To enable assignment linking, leave the **Enable assignment linking** check box selected.
- To disable assignment linking, click the **Enable assignment linking** check box to deselect it.

For more information on assignment linking, see [Working with linked assignments \(page 161\)](#).

7. Click **Import**.

The system displays a dialog stating that it imported the assignment(s). Note that by default, the imported assignments are not active and not immediately visible to students. They are automatically given a due date equal to the last day in the term.

8. Click **OK**.

Next you might want to do either of the following:

- Modify basic settings for the assignment, such as its name and its due date (for help with this, see [Modify an assignment \(page 105\)](#)).
- If this is an online assignment, you may want to modify its content (for help with this, see [Adding content to online tests \(page 118\)](#)).
- If this is a forum assignment, you must associated it with a forum topic by editing the assignment and selecting a topic as described in [Forums assignment options \(page 94\)](#). After selecting a topic, you will be able to use all of the options available to forum assignments.

## Modify an assignment

You can use this procedure to change any aspect of an assignment except for the content of an online assignment (for help with that, see [Adding content to online tests \(page 118\)](#)).



Changing the format of an assignment will cause any linked copies to be unlinked from it. For more information on linked assignments, see [Working with linked assignments \(page 161\)](#).

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the assignment you want to modify and click the corresponding pencil icon. The system displays the **Edit Assignment** screen.
3. Make any changes necessary. For help with the fields on this screen, see the following:
  - [General assignment information \(page 63\)](#)
  - [Format-specific options \(page 83\)](#)
  - [Instructions and files \(page 96\)](#)
4. Click **Save**.

## Save an assignment to the File Cabinet

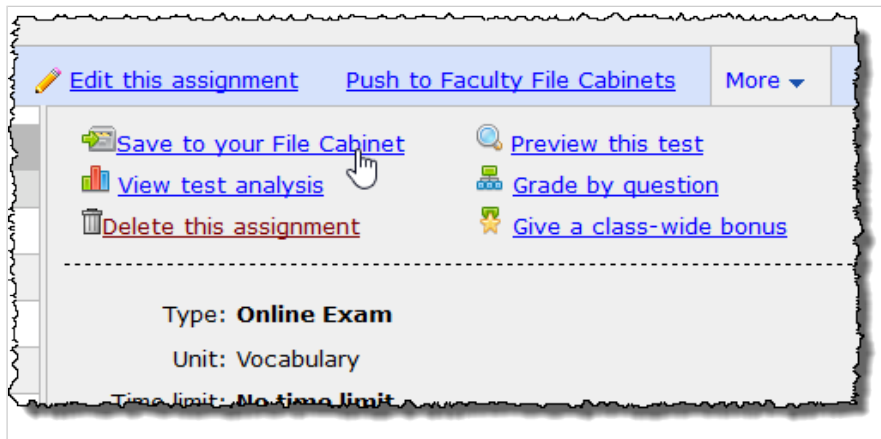
If you think you'll want to reuse some or all of an assignment, save it to the File Cabinet.



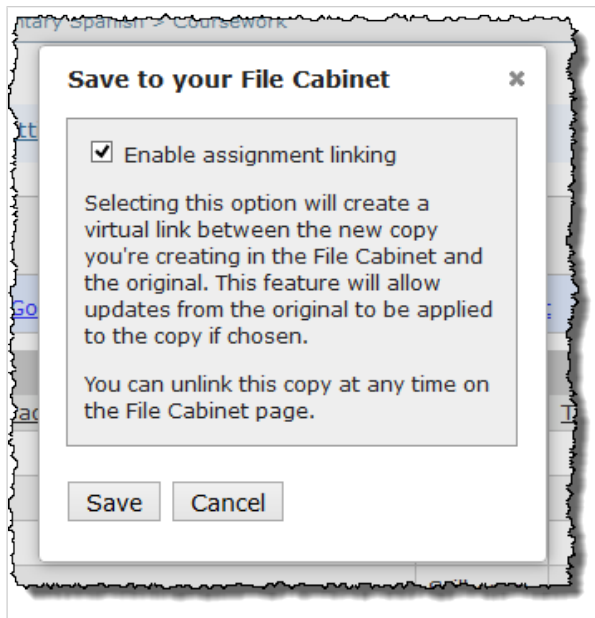
The system allows you to save the same assignment to the File Cabinet multiple times. You might want to do this if you end up making unexpected modifications to an assignment, and you want to save the revisions.

1. Navigate to the appropriate Coursework feature instance, as described on [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the assignment you want to save and click the name of it. The system displays the assignment overview.
3. At the upper right, click **More** to expand a menu with additional options.

4. In the **More** menu, click **Save to your File Cabinet**.



The system displays a dialog that allows you to enable assignment linking. The **Enable assignment linking** check box is selected by default.



5. Take one of the following actions:
  - To enable assignment linking, leave the **Enable assignment linking** check box selected.
  - To disable assignment linking, click the **Enable assignment linking** check box to deselect it.

For more information on assignment linking, see [Working with linked assignments \(page 161\)](#).

6. Click **Save**.  
The system displays a dialog stating the assignment was saved.
7. Click **OK**.

## Delete an assignment



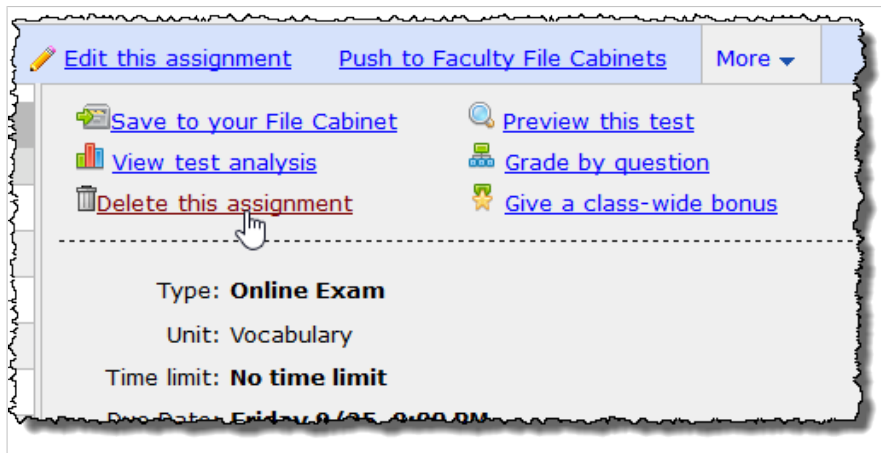
The deletion of an assignment cannot be undone.



eLearning does not allow you to delete assignments for which at least one grade has already been recorded. To delete a graded assignment, you must first remove all grades from it.

Deleting an assignment will cause any linked copies to be unlinked from it. For more information on linked assignments, see [Working with linked assignments \(page 161\)](#).

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the assignment you want to delete and click the name of it.  
The system displays the assignment overview.
3. At the upper right, click **More** to expand a menu with additional options.
4. In the expanded menu, click the link labeled **Delete this assignment**.



The system displays a dialog asking if you're sure you want to proceed.

5. Click **OK**.

## About the assignment detail screens

Regardless of its format, each assignment you create has the following:

- An **assignment overview**, which summarizes details about the assignment and lists each student's name, as well as each student's grade, if one exists.
- A **Student Assignment Details** screen—one for each student. You get to this screen by navigating first to the assignment overview, then clicking the name of any student listed. The Student Assignment Details screen lets you leave feedback for the student, view the student's detailed history with the assignment, and take other actions.

The screenshot shows a web interface for a course. At the top, the word 'Coursework' is displayed in a large, blue, sans-serif font. Below this, there is a header section for 'Translation Assignment #1' with a sub-header 'Exam in Unit 1'. The assignment is attributed to 'Bobby Jackson'. A central box highlights 'Bobby's final grade is 35/40, B (87.5%)' with a 'Change this grade' link. Below the grade box, there are two links: 'Reopen the exam' and 'View Bobby's detailed history for this assignment'. A 'Notes' section at the bottom states 'This exam was turned in on time on Friday, July 21 at 12:09 AM'.

Coursework

Translation Assignment #1  
Exam in Unit 1

by Bobby Jackson

Bobby's final grade is  
**35/40, B (87.5%)**  
[Change this grade](#)

[Reopen the exam](#) to let Bobby do more work on it

[View Bobby's detailed history](#) for this assignment

Notes

This exam was turned in on time on Friday, July 21 at 12:09 AM

You use these two screens for a variety of tasks that are described throughout this guide. This section simply offers a quick overview of these screens.

## The assignment overview

You might want to refer to the assignment overview in any of the following situations:

- For online and uploaded assignments, you can use this screen to see which students have completed the assignment.
- For uploaded and basic assignments, you can use this screen to enter students' grades, as described in [Managing and grading assignments \(page 177\)](#).
- For any assignment, you can use the assignment overview to navigate to other screens, such as the Student Assignment Details screen.

The assignment overview can be viewed only by faculty members and by roles that have the **Grading Access** or **Content Management Access** permission.

## Layout of the assignment overview

The exact contents of the assignment overview will vary depending on the format of the assignment, but all versions have the following:

- A header that includes details about the assignment—its name, its format, the unit it belongs to and so forth.
- An action bar, which includes several useful links. The exact links will vary depending on the assignment's format and whether the due date has passed. If you're looking for a link in the action bar and do not see it, click the **More** link to display additional options.



- A **Student Results** area, which lists all students in the course section, along with each student's grade on the assignment (if one exists), and related details. For uploaded and basic assignments, you can enter grades here.

The screenshot shows the 'Coursework' page for a 'Spanish Essay' assignment. At the top, there's a header with the assignment name and a 'Next' link. Below this, a status bar indicates the assignment is 'due Wednesday 7/12, Closed' and provides links for 'Edit all grades', 'Enter a default grade', 'Push to Faculty File Cabinets', and 'More'. The main section is titled 'Student Results' and contains a table with student names and their grades. To the right of the table, summary statistics are displayed: 'Scored out of 60 points', '60% have been graded', 'Average score: 54.33/60, B', 'High score: 60/60 (Mary Blakely)', and 'Low score: 45/60 (Machiko Mimura)'. The bottom of the page repeats the assignment name and 'Next' link.

Student	Grade
Blakely, Mary	60/60, A (100%)
Gomez, Jorge	58/60, A (96.67%)
Jackson, Bobby	✓ ✓ ✗
Mimura, Machiko	45/60, C (75%)
Yelabugin, Vladimir	✓ ✓ ✗

## Navigate to the assignment overview

There are a few ways of navigating to the assignment overview.

To start from outside the Coursework feature:

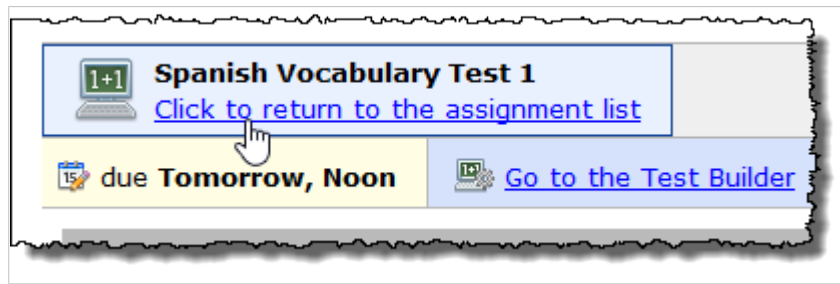
1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the assignment whose details you want to review.
3. Click the name of the assignment.  
The system displays the assignment overview screen.

To go *back* to the assignment overview from a lower-level screen:

If you are looking at another screen specific to the assignment—for example, if you are viewing the assignment in the Test Builder, or if you are on a Student Assignment Details screen—you can navigate back to the assignment overview by clicking a link in the upper left corner that says **Back to the assignment overview**. In many cases, you can display this link even if you don't see it at first. For example, sometimes the text in the corner will just list the name of the assignment, along with its type and unit.

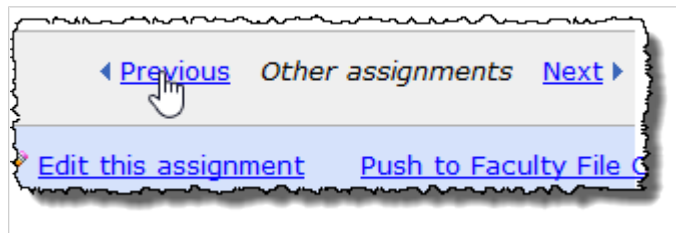
The screenshot shows the 'Spanish Vocabulary Test 1' assignment overview. It features a header with the assignment name and 'Exam in Unit 1'. Below this, a status bar indicates the assignment is 'due Tomorrow, Noon' and provides a link to 'Go to the Test Builder'. The bottom of the page shows the 'Student Results' section.

In this case, just move your cursor over whatever text is in this spot, and the text will change to a link.



To navigate from one assignment overview to the next:

If desired, you can navigate from one assignment overview to the next using the **Previous** and **Next** links at the top right corner of the overview screen.



## The Student Assignment Details screen

For every assignment, there is a screen you can use to manage each student's work. This is the Student Assignment Details screen. There are two versions of this screen—one shown to faculty and one shown to students.

### Student version of screen

The student version of the Student Assignment Details lets them do the following:

- View details about the assignment, such as how many points the assignment is worth.
- View instructions for the assignment.
- Upload a file (if this is an uploaded assignment).
- Display and take a test (if this is an online assignment), and later review the completed test, if review is allowed.
- View feedback that you or other authorized users (such as a teaching assistant) have left.
- Enter comments for you to review.
- Write a post or reply for this assignment, visit the open discussion topic and view all of the student's posts and replies (if this is a forum assignment)

## Coursework



### Vocabulary Quiz #1

Exam in Unit 1



**This exam is open and can now be taken** (See below)

It is due **on Thursday, August 3 at 11:55 PM**



[Add a comment](#)

*This exam is **included in your final grade** and is scored out of **5 points**.*



This exam can only be taken **1 time**

It has **no time limit**

Your late penalty has been forgiven and is no longer applied to your grade.

When you are ready...

[Start the Vocabulary Quiz #1 exam](#)



The **Student Assignment Details** screen is one of those which can be viewed in Student Emulation mode only in a generic sense—you can see what the screen looks like for an anonymous student who has not yet completed the assignment. You cannot preview what it looks like for a particular student.

## Faculty view

The faculty view of the **Student Assignment Details** screen lets you complete the following tasks:

- Manage this student's experience with the assignment by taking actions such as giving the student a personalized time limit, granting the student a retake, and so forth.
- If this is an uploaded assignment, download a student's file(s).
- If this is an online test, review a student's answers, adjust any scores that were automatically given, and enter feedback for any question.
- If this is a basic assignment, and if your version of eLearning is 1.6.3 or later, you can use the Student Assignment Details screen to configure a learning tool that you've added to a basic assignment.
- Enter or adjust the student's grade for the student.
- Enter feedback for the students. You can enter comments, and you can also upload a file as part of the student's feedback.
- Review comments that the student left for you.
- View all of the student's forum posts and replies (if this is a forum assignment)

The screenshot shows the 'Coursework' page in Canvas LMS. At the top, there's a header with the title 'Coursework' and navigation icons. Below this, the assignment title 'Vocabulary Quiz #1' is displayed, along with 'Exam in Unit 1'. Navigation links include 'Previous' and 'Machiko's assignments'. Below the assignment title, it says 'by Machiko Mimura' with a user icon and a link to 'Previous', 'Other students', and 'Next'. A green box highlights the status 'This assignment is open' with a due date of 'Thursday, August 3 at 11:55 PM' and a link to 'a different due date'. Below this, there are several options: 'Personal time limit' (Machiko has no time limit), 'Close the assignment', 'Grant a retake', and 'View Machiko's detailed history'. At the bottom, there's a feedback section with a message 'You have not entered any feedback yet.' and links to 'Add a feedback comment' and 'Add a feedback file'.

## Navigate to the Student Assignment Details screen

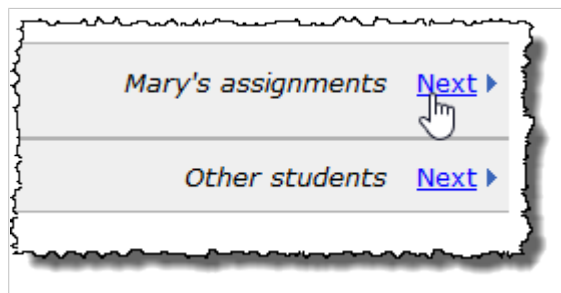
There are a few ways of navigating to the assignment overview.

To navigate to the Students Assignment Details screen:

If you are looking at the assignment overview, just click the name of a student to view the **Student Assignment Details** screen for that person. (For help navigating to the assignment overview, see [Navigate to the assignment overview \(page 109\)](#).)

To navigate from one Student Assignment Details screen to another student's screen:

If desired, you can navigate from one Student Assignment Details screen to the next using the **Previous** and **Next** links at the top right.



The links at the top let you move to **Student Assignment Details** screens for this student (but for different assignments).

The links at the bottom let you move to Student Assignment Details screens for other students (but for this same assignment).

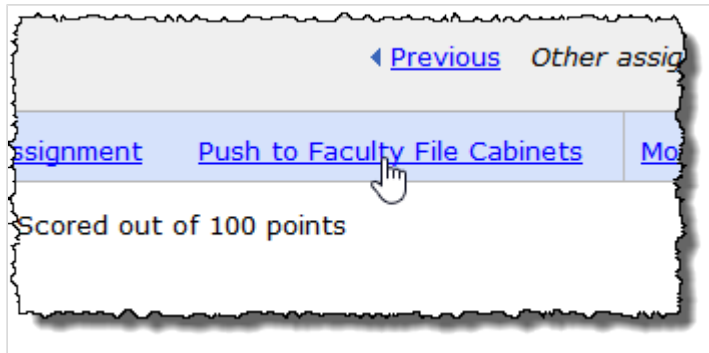
# Share an assignment with other faculty

eLearning allows you to share an assignment with other faculty members by pushing it to their File Cabinets. You have the option to share an assignment with select faculty members or with all faculty at once.

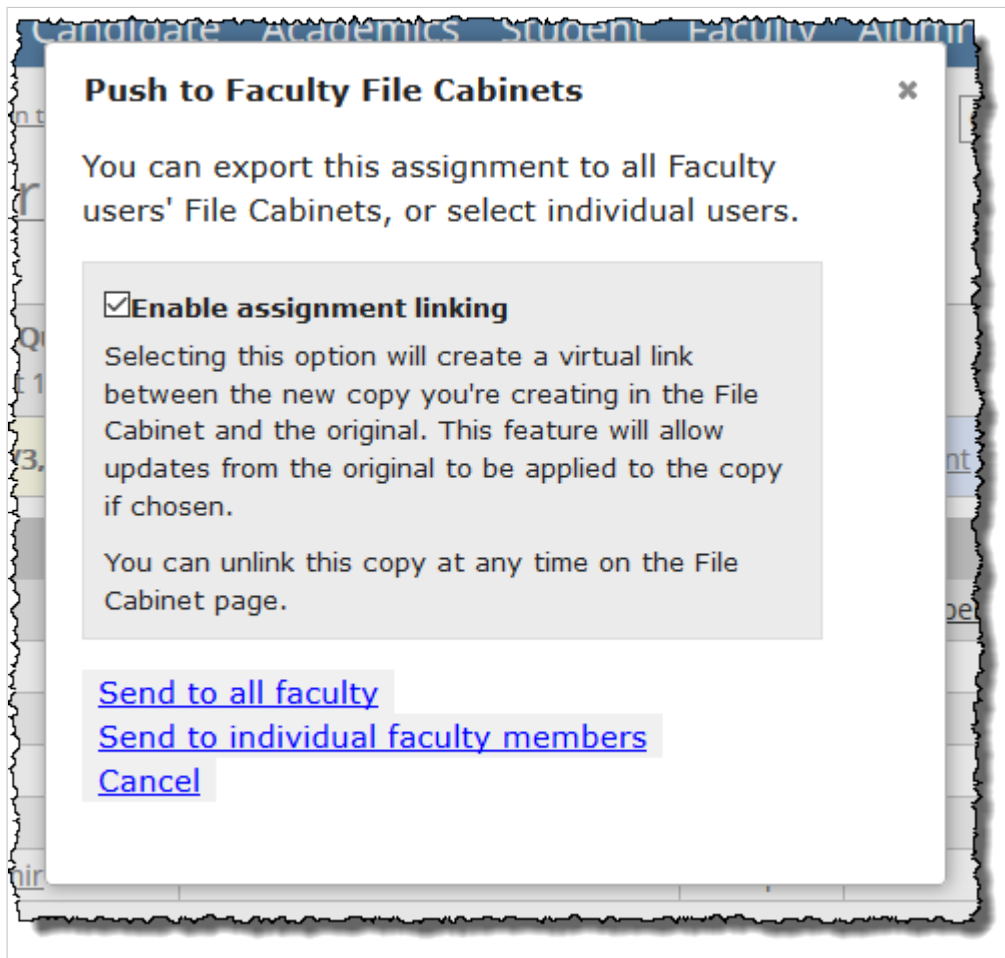


The ability to share assignments with other faculty is available only to users who have been granted access to this function by an administrator.

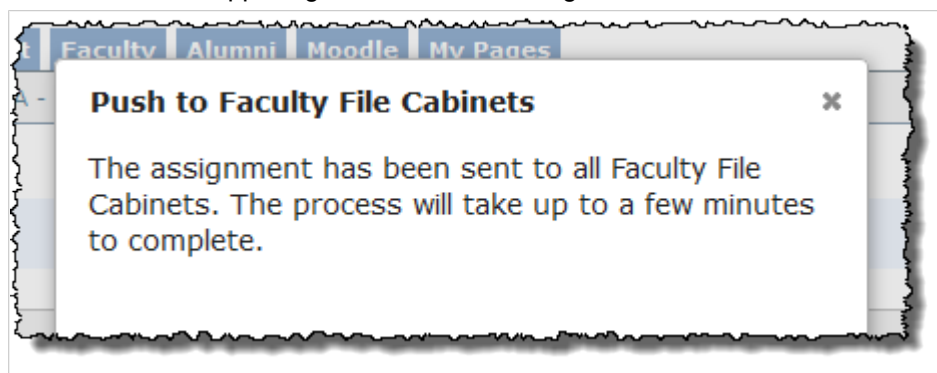
1. Navigate to the appropriate Coursework feature instance, as described on [Navigate to the Coursework feature \(page 43\)](#).
2. Click the name of the assignment.  
The system displays the assignment overview.
3. Click the link labeled **Push to Faculty File Cabinets**.



The system displays a dialog that allows you to enable assignment linking. The **Enable assignment linking** check box is selected by default.



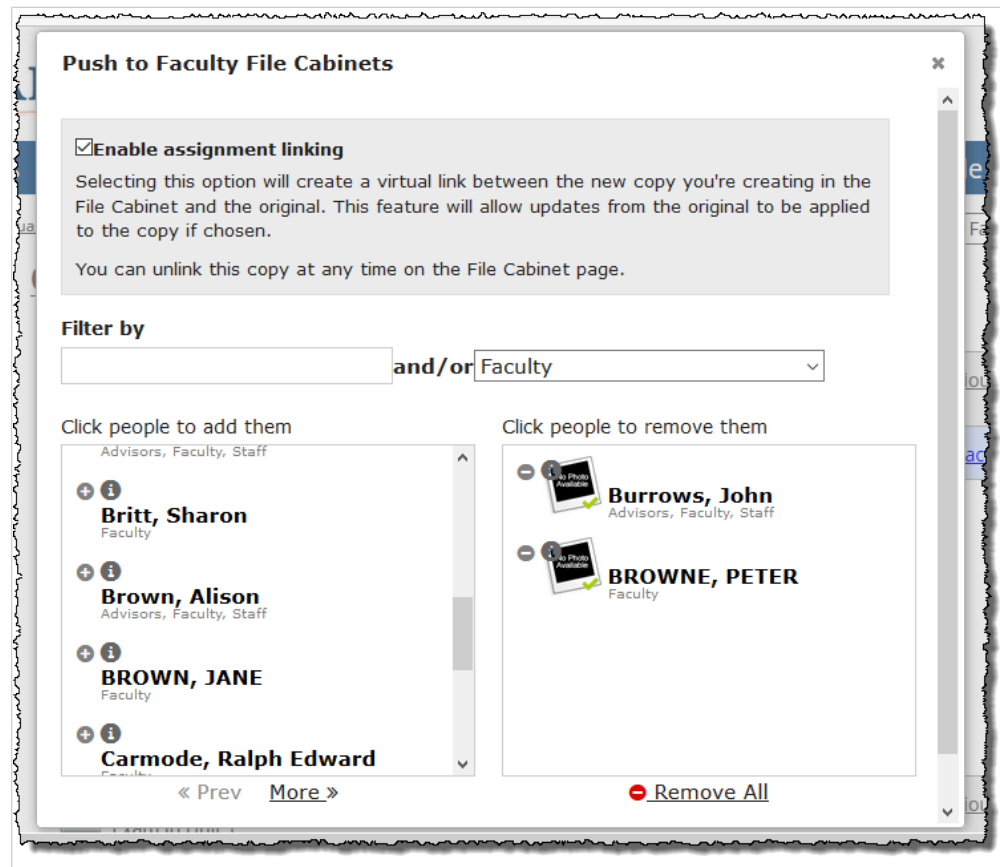
4. Take one of the following actions:
    - To enable assignment linking, leave the **Enable assignment linking** check box selected.
    - To disable assignment linking, click the **Enable assignment linking** check box to deselect it.
- For more information on assignment linking, see [Working with linked assignments \(page 161\)](#).
5. Select one of the following options:
    - **Send to all faculty** – Select this option to push the assignment to all faculty members. The system displays a message stating that the assignment was sent to all faculty file cabinets. Click the **x** in the upper-right corner of the dialog to close it.



- **Send to individual faculty member** – Select this option to push the assignment to individual faculty members. The dialog will expand to display the people chooser, which will allow you to

select one or more faculty members. Click **Save** after making your selections. The system displays a message stating that the assignment was sent to all faculty file cabinets. Click the **x** in the upper-right corner of the dialog to close it.

For more information on using the people chooser, see [Select users with the people chooser \(page 551\)](#).



## Printing an online test

eLearning versions allows you to generate a printable version of a test for students who have accessibility concerns regarding the online version. You may do this from either the Test Builder or from the assignment overview.

### Print an online test from the Test Builder

1. Navigate to the appropriate Coursework feature instance, as described on [Navigate to the Coursework feature \(page 43\)](#).
2. Click the name of the assignment.  
The system displays the assignment overview.

- Click **Go to the Test Builder**.

The screenshot shows a 'Printable test' interface for an 'Exam in Spanish Verb Conjugation'. It includes a due date of 'Friday 8/17, 11:55 PM' and a 'Go to the Test Builder' button. Below this is a 'Student Results' table with columns for Student, Grade, and Completion status.

Student	Grade	Completion
Jackson, Bobby		Still open
Mimura, Machiko		Still open
Yelabugin, Vladimir		Still open

The Test Builder opens.

- From the **More** menu, select **View printable version**.

The screenshot shows the 'Printable test' interface with a 'More' dropdown menu open. The menu options include 'Back to assignment overview', 'Import question(s)', 'Edit this assignment', 'View printable version', and 'Delete this assignment'. A hand cursor is pointing at the 'View printable version' option.

The printable version of the test displays, along with a print dialog. From here you can print the exam to provide to students.

## Print an online test from the assignment overview

- Navigate to the appropriate Coursework feature instance, as described on [Navigate to the Coursework feature \(page 43\)](#).
- Click the name of the assignment.  
The system displays the assignment overview.



3. From the **More** menu, select **View printable version**.

The screenshot shows a web interface for a 'Printable test'. At the top, it says 'Printable test' and 'Exam in Spanish Verb Conjugation'. There are navigation links: 'Previous', 'Other assignments', and 'Next'. Below this is a toolbar with buttons: 'due Friday 8/17, 11:55 PM', 'Go to the Test Builder', 'Edit this assignment', 'Push to Faculty File Cabinets', and a 'More' dropdown menu. The 'More' menu is open, showing options: 'Save to your File Cabinet', 'Preview this test', 'View test analysis', 'Grade by question', 'View printable version' (which is highlighted with a mouse cursor), and 'Delete this assignment'. On the left, there is a 'Student Results' table with columns 'Student' and 'Grade'. The table lists three students: Jackson, Bobby; Mimura, Machiko; and Yelabugin, Vladimir.

Student	Grade
Jackson, Bobby	
Mimura, Machiko	
Yelabugin, Vladimir	

The printable version of the test displays, along with a print dialog. From here you can print the exam to provide to students.

# Adding content to online tests

This chapter describes how to add questions and other content to online assignments.

## Key concepts

### About the Test Builder

Before students can take an online test, you must build it using the Test Builder, shown in the following screen shot.

The screenshot shows the 'Coursework' interface for editing a quiz. At the top, a green banner identifies the 'Week 4 Quiz' as an 'Exam in Unit 1'. Below this, the 'Time limit' is set to 'No time limit', and the due date is 'Fri 8/4, 11:55PM'. Action buttons include 'Preview this test', 'Add Section', and 'Import question(s) from your File Cabinet'. The main section, titled 'Exam', contains a table of questions and options to 'Edit' or 'Delete'. A table lists five multiple-choice questions (MC1-MC5), each worth 10 points. At the bottom, there are links for 'Assignment Detail' and 'Prev'.

Question	Type	Point Value
<a href="#">+ Add a question</a>		
<a href="#">MC1</a>	Multiple Choice	10
<a href="#">MC2</a>	Multiple Choice	10
<a href="#">MC3</a>	Multiple Choice	10
<a href="#">MC4</a>	Multiple Choice	10
<a href="#">MC5</a>	Multiple Choice	10

[Edit all points](#)   [Manage questions](#)   Total: 50 Points

[← Assignment Detail](#)   [Prev](#)

You can use the Test Builder to do any of the following:

- Add **questions** to tests and, optionally, the correct answers, so the system can automatically score the assignment.
- Group questions into **sections**. You can optionally do either of the following:
  - Configure the section so that its questions are randomly shuffled.
  - Make the section a **question pool**—that is, configure the section to randomly display a subset of its questions.
- Assign a **point** value to each question.

- Set up **automatic feedback** that will display when students review their graded tests.

## When is a test ready to be taken?

A student who is in the audience for an online assignment will not be able to take the test until all of the following are true:

- The assignment is open for that student. For an explanation of how an assignment becomes open, see [Assignment open status \(page 40\)](#).
- The test has been “built,” meaning that—
  - The test has at least one question in a non-extra-credit section. Unless the test is an extra-credit assignment, not all questions can be extra credit. You can check this by opening the assignment in Test Builder, as described in [Access the Test Builder \(page 119\)](#), and reviewing the summary of questions. Extra-credit questions are marked with a medal icon.
  - Every question has a point value. All questions must have a point value. To check this open the test in the Test Builder—if any questions lack a point value, the system will display a yellow warning and highlight questions that need point values. For more details, see [Assign point values to questions \(page 158\)](#).

## Access the Test Builder

After you create an online assignment, the system automatically displays the Test Builder. If you navigate away and need to go back later, use the following procedure.



It is possible to edit an assignment in Test Builder even if the assignment is already open and students have begun taking it. However, making major changes after students have begun taking a test is not recommended.

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Click the name of the assignment that you wish to edit in the Test Builder.

Unit 1 <a href="#">Click to close</a>		
The whole term		
Assignment	Due Date	Type
<a href="#">Spanish Essay</a>	Wednesday 7/12, Closed	Pa
<a href="#">Midterm</a>	Yesterday, Closed	Ex
<a href="#">Translation Assignment #1</a>	Tomorrow, 11:55 PM	U
<a href="#">Vocabulary Quiz #1</a>	Thursday 8/3, 11:55 PM	O
<a href="#">Week 4 Quiz</a>	Friday 8/4, 11:55 PM	O

The system displays the assignment overview.

The screenshot shows the 'Coursework' page for a 'Week 4 Quiz' (Exam in Unit 1). The due date is 'Friday 8/4, 11:55 PM'. Action links include 'Go to the Test Builder', 'Edit this assignment', and 'Push'. A message states: 'This assignment is not open for any students. It is NOT visible to students.' Below this is a 'Student Results' table.

Student	Grade	Completed	Time spent
Blakely, Mary	Not open		
Gomez, Jorge	Not open		
Jackson, Bobby	Not open		

If the test is already open to its audience, the system may already list a grade for some students.

- Click the link labeled **Go to the Test Builder**. (If the due date is in the future, this link will be in the action bar. If not, look in the **More** menu.)

This screenshot is similar to the previous one, but a hand cursor is pointing at the 'Go to the Test Builder' link in the action bar.

The system opens the Test Builder view of the assignment.

- From here, you can do any of the following:
  - Create and modify questions. For more details see [Working with questions \(page 126\)](#).
  - Change the point values of the test's questions by clicking **Edit all points**—for more details see [Point Value \(page 131\)](#).
  - Create and modify sections. For more details see [Working with sections \(page 120\)](#).
  - Modify settings related to the assignment's sections, such as whether any sections will shuffle questions. For more details see [Modify a section \(page 125\)](#).

## Working with sections

All online tests must have at least one section, which is basically a collection of questions.

### Attributes of a section

When you create or modify a section, you enter values for the following fields.

## Section name

Each section must have a name. When a student displays the test, the section name is displayed as a heading over the section's questions. For this reason, you should choose a name that's meaningful.

## Instructions

The **Instructions** field is optional. If you decide to include section instructions, these will be displayed below the section name when a student is taking the test.

**Midterm**  
Exam in Unit 1

Time limit: **No time limit**

Length: **5 questions**

Scored out of: **50 Points**

Time Remaining: **Not Timed**

[Save Progress](#) Progress has never been saved

**Vocabulary**  
Translate the following words into English.

1) azul (10pts)

☐ green  
☐ blue  
☐ orange  
☐ teal

2) cielo (10pts)

☐ sky

If appropriate, you can create equations, which you can add to the instruction text (or use instead of instruction text). To do this, click the **Add equation** link and follow the prompts.

You can also upload images and add hyperlinks and other elements to the instruction text using the options available in the MoxieManager editor.

**Coursework**

[Back to the Test Builder](#)

Section name:

Instructions:

Verdana 11pt **B** *I* U [A](#) [A](#) *L*

Translate the following words into English.

## Type

You use the **Type** field to specify whether the section will display all its questions or just a random subset (making the section a question pool). Specifically, you choose one of the following:

- **Regular** – All questions will be displayed.
- **Pool** – A random subset of the section's questions will be displayed. If you choose this, you must also enter values for the following:
  - **Number of questions to give** – Note that if you choose a value greater than what the section contains, the system will simply display all the section's questions.
  - **Point value for each question** – Specify the point value of each question in the pool.

Within the Test Builder, the system will indicate whether or not the section is a question pool in a summary displayed under the section name.

The screenshot shows a web interface for a 'Vocabulary' section. At the top, there's a header 'Vocabulary' with 'Edit' and 'Delete' buttons. Below it, a message states '5 questions are given randomly from this question pool.' A table lists five multiple-choice questions (MC1-MC5), each worth 10 points. A '+ Add a question' button is visible above the table. At the bottom, a 'Manage questions' link and a 'Question pool total: 50 Points' summary are shown.

Question	Type	Point Value
<a href="#">+ Add a question</a>		
<a href="#">MC1</a>	Multiple Choice	10
<a href="#">MC2</a>	Multiple Choice	10
<a href="#">MC3</a>	Multiple Choice	10
<a href="#">MC4</a>	Multiple Choice	10
<a href="#">MC5</a>	Multiple Choice	10

[Manage questions](#) Question pool total: 50 Points

## Question order

The **Question order** field is presented only if the section is *not* a question pool. You can choose one of the following ordering methods:

- **Static** – Questions will display in the same order that you arrange them in the Test Builder.
- **Random** – Questions will be shuffled randomly for each student.

Within the Test Builder, a label under the section name indicates how questions will be ordered.

**Fill in the Blank** Edit Delete

All questions are given, in a random order.

Question	Type	Point Value
<a href="#">+ Add a question</a>		
<a href="#">FB1</a>	Short Answer	10
<a href="#">FB2</a>	Short Answer	10

[Edit all points](#) [Manage questions](#) **Total: 20 Points**

If you choose **Static**, the description includes a **Reorder** link.

**Fill in the Blank**

All questions are given, in the order shown below. [Reorder](#)

Question	Type
<a href="#">+ Add a question</a>	
<a href="#">FB1</a>	Short Answer

Clicking **Reorder** lets you manually order the questions. For help working with this, see [Reorder questions within a section \(page 129\)](#).

## Time limit

If desired, you can set a time limit for the section. The section time limit is shown to students when they begin the section, in a boxed message at the top of the page.

**New Vocabulary** Quiz in Unit 1

Time limit: **45 minutes** Length: **25 questions** Scored out of: **150 Points**

Time Remaining: **40 minutes** [Save Progress](#) Progress has never been saved

**This page is timed**  
**5:50 minutes remaining**  
When this time runs out you will no longer be able to answer the questions on this page, even if you have time remaining for the quiz as a whole.

**Matching**

1) Match the patois words with their English counterparts. (20pts)

Once the time limit is reached, the system displays a dialog box stating tell the student that his or her work on the section has been automatically saved, but that no further work on the section is allowed.

If you previously saved a time limit for the section and you want to eliminate it, just clear the **Time limit** field and then save the section.



If you create a section time limit that exceeds the time limit you set for the assignment overall, the system will ignore the section time limit.

Similarly, if you set time limits for your sections that equal a smaller amount of time than the limit set for the test overall, then the overall time limit will be ignored.

## Extra credit

If you want the section to be solely for extra credit, select the check box labeled **Make this section extra credit**. With this option, a student can earn points for the questions but will not be penalized for *missing* any of the questions. (The point value of this section's questions will not be added to the total possible for the test.)

If a section is extra credit, when the student displays the test, each question in the section will be clearly marked as extra credit.

**Bonus questions**

22) What is the oldest continually inhabited city in South America? (🌟 5pts extra credit)

23) What is the largest city in the world reachable only by air or water? (🌟 5pts extra credit)

In your view within Test Builder, the system will also include a reminder that the section is extra credit.

**Bonus Questions** Edit Delete

🌟 All questions are given as extra credit, in the order shown below. [Reorder](#)

Question	Type	Point Value
+ Add a question		

If you want the system to be able to give get a better-than-perfect grade when it is automatically scoring the assignment, see [Extra credit \(page 87\)](#). By default, better-than-perfect automatic scores are not allowed (though regardless of this setting, you can always manually give a student a better-than perfect score).

If you want to make the entire assignment extra credit (not just this section), see [Type \(page 66\)](#).

## Adding sections

There are two ways to add a section:

- [Create a section \(page 125\)](#)
- [Import sections from the File Cabinet \(page 125\)](#)



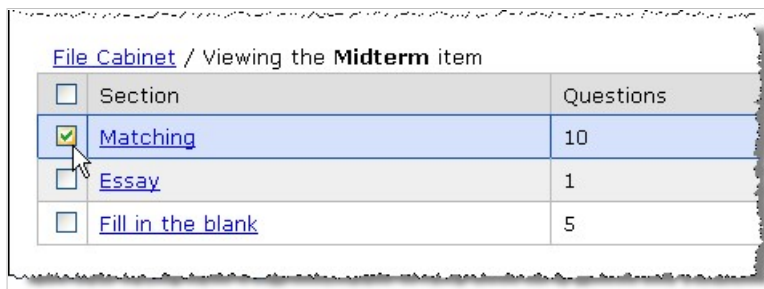
## Create a section

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Click the link labeled **Add Section**, which is near the top of the screen.
3. Enter a name for the section.
4. Enter values for any of the other fields, as appropriate. For help with these, see [Attributes of a section \(page 120\)](#).
5. Click **Save this section**.

## Import sections from the File Cabinet

If you have previously saved assignments to your File Cabinet, you may want to import one or more sections from those assignments. When you do this, you import both the section's settings and questions.

1. Locate the assignment to which you want to import questions. Open it in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Click the **More** link to expand a drop-down menu.
3. In the **More** menu, click **Import Question(s)**.  
The system lists the assignments in your File Cabinet.
4. Click the name of the appropriate assignment.  
The system lists its sections.
5. Use the check boxes to select the section(s) you want to import.



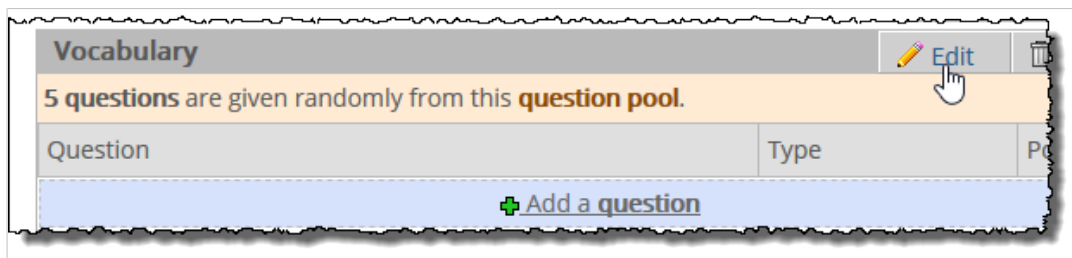
File Cabinet / Viewing the **Midterm** item



<input type="checkbox"/> Section	Questions
<input checked="" type="checkbox"/> <a href="#">Matching</a>	10
<input type="checkbox"/> <a href="#">Essay</a>	1
<input type="checkbox"/> <a href="#">Fill in the blank</a>	5

6. Click **Import Selected**.  
The system imports the selected section(s), along with each section's settings and questions.

## Modify a section

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Locate the section you want to edit, and click the corresponding **Edit** button.



**Vocabulary**  **Edit** 

5 questions are given randomly from this question pool.

Question	Type	Points
 <b>Add a question</b>		

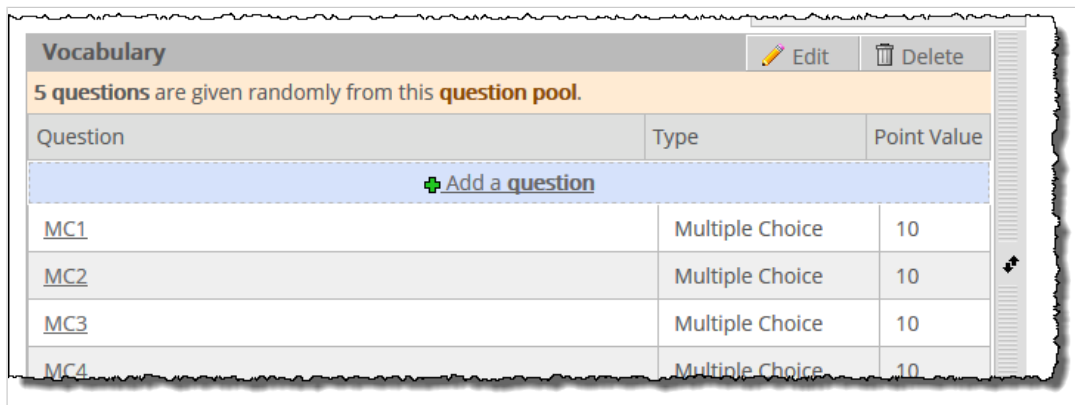
The system displays a form that lets you modify the section.

3. Modify any of the fields as appropriate. For details on any of the fields, see [Attributes of a section \(page 120\)](#).
4. Click **Save**.

## Reorder sections

Use this procedure to reorder sections. Note that when you do this, the system saves your changes automatically—so you do not have to click a save button, and you also cannot cancel the changes.

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#). Notice the pair of black arrows at the right side of each section.

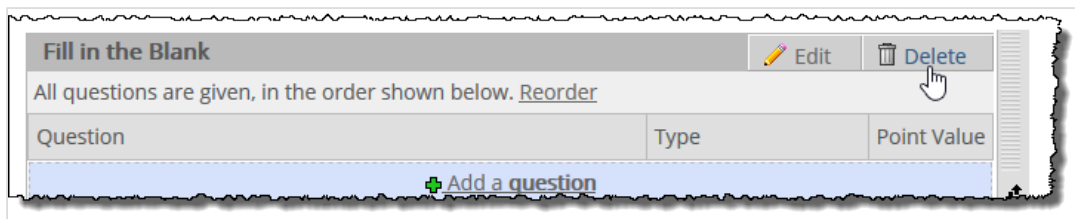


2. To move a section, clicking the corresponding black-arrow icon and drag the section to the appropriate location.

## Delete a section

When you delete a section, you also delete all of that section's questions.

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Locate the section you want to delete, and click the corresponding **Delete** button.



The system displays a dialog asking if you're sure you want to delete the section.

3. Click **OK**.  
The system deletes the section.

## Working with questions

This section explains how to add questions, move questions and related tasks.

For details on any field related to questions, see [Using the question-design screen \(page 130\)](#).

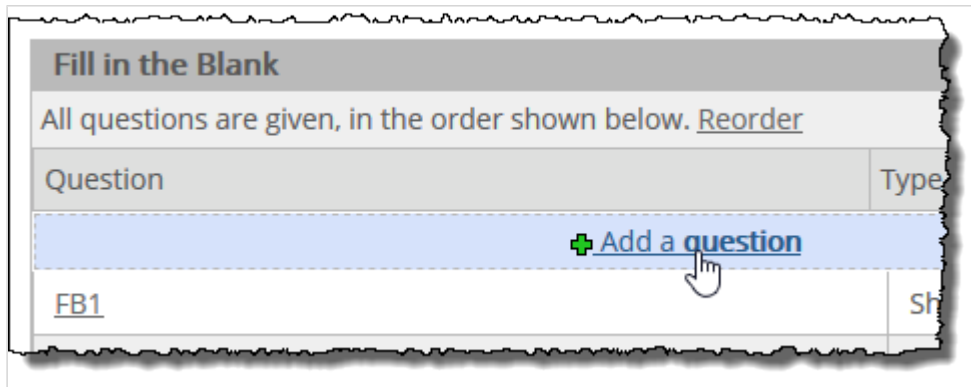
## Adding questions

There are two ways to add questions to an online assignment:

- [Create a question \(page 127\)](#)
- [Import questions from the File Cabinet \(page 127\)](#)

## Create a question

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Locate the appropriate section and click **Add a question**.



The system opens a screen that lets you design the question. At a minimum, you must fill in the following fields before you will be allowed to save the question:

- Question Label
- Question Text
- **Answer Type** (this defaults to Multiple Choice)
- Depending on the answer type you select, you may need to make additional selections in the **Design Your Answer(s)** area.

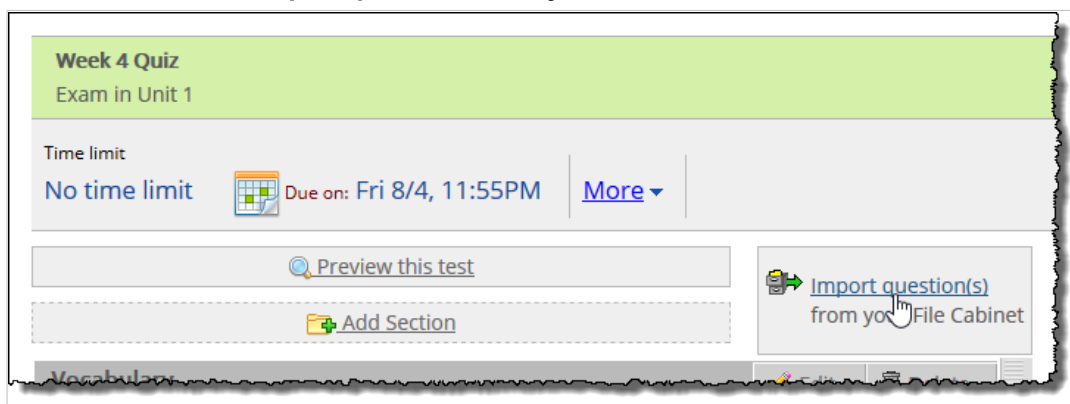
For further help with this screen, see [Using the question-design screen \(page 130\)](#).

3. If you want to preview the question, click **Preview Question**.
4. When you are done working with the question, click either **Save and add another** or **Save and return to Test Builder**.

## Import questions from the File Cabinet

If you have saved assignments to your File Cabinet, you may want to import one or more questions from those assignments.

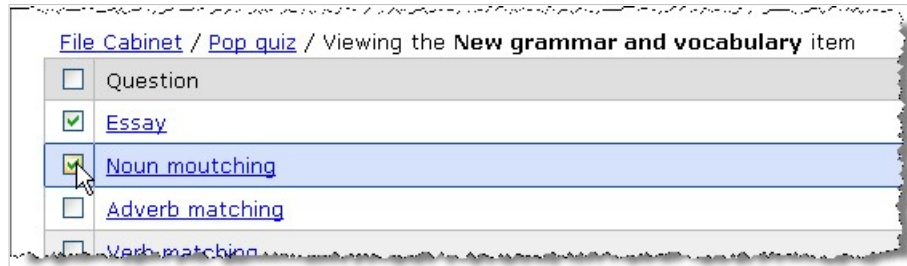
1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Click the link labeled **Import questions from your File Cabinet**.



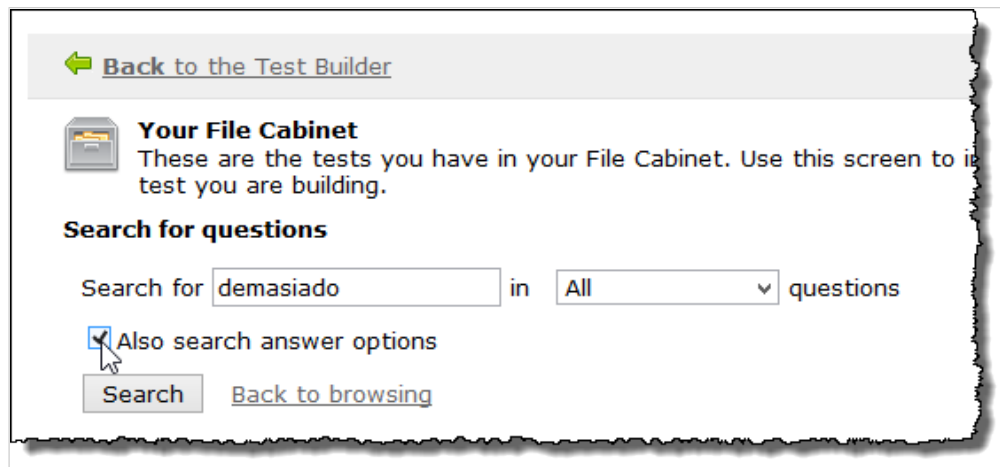
The system lists the assignments stored in your File Cabinet.

3. Do one of the following:
  - Find questions by browsing a particular assignment:
    - a. Click the name of the assignment to display a list of its sections.

- b. Click the name of a section to display a list of its questions. Note that you can click the name of any question to preview it.
- c. Use the check boxes to select the questions you want to import.



- d. Click **Import**.
- Search by keyword and/or question type:
  - a. Click the link labeled **search for them**.  
The system displays a form.
  - b. Enter a keyword in the text field provided.
  - c. If appropriate, select the check box labeled **Also search answer options**. Otherwise, you will be searching the question text only.



- d. If you want to restrict your search to a specific type of question, use the drop-down list to choose one.
- e. Click **Search**.  
The system displays all the questions that match your criteria.
- f. Select the questions you want.
- g. Click **Import Selected**.

## Open a question for editing

After you create or import a question, you may want to make changes to it. Note that while you can make changes to most of a question's settings, you cannot change its answer type.

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Click the name of the question you want to edit.  
The system opens the main question-design screen, which lets you modify the question and any options that will display for students. This screen is described in detail in [Using the question-design screen \(page 130\)](#).

## Moving questions

After creating questions, you may want to move them or reorder them.

### Move a question to a different section

1. Open the assignment in the Test Builder, as described on [Access the Test Builder \(page 119\)](#).
2. Locate the section that contains the question(s) you want to move and click the corresponding **Manage questions** link.



The system updates the screen to include check boxes and two drop-down lists.

3. Use the check boxes to select the question(s) you want to move.
4. Leave the first drop-down list set to the default of **Move** and use the other list to choose the section that should host the question(s).
5. Click **Submit**.  
The system moves the questions.
6. Click **Finish managing these questions**.

### Reorder questions within a section

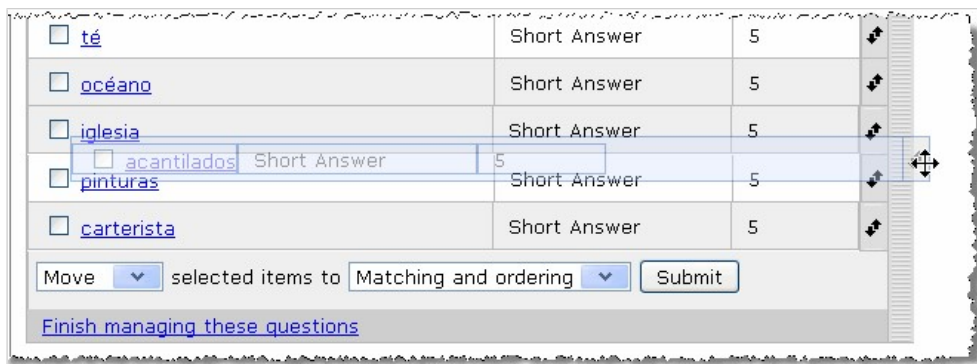
If a section is configured so that its questions will be presented in the same order as in the Test Builder, then you may want to reorder them.

Note that the system will not allow you to reorder questions if the section is set up to shuffle questions randomly for students.

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Locate the section that contains the question or questions you want to reorder and click the corresponding **Manage questions** link.

The system updates the screen to include black arrows to the right of the questions. If you do not see this, that means the section is set up to display questions randomly and you cannot reorder them. (For help changing the setup of the section, see [Modify a section \(page 125\)](#).)

3. To move a question, clicking the corresponding black-arrow icon and drag the question to the appropriate location.



4. When done, click **Finish managing these questions**.

## Preview a question

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Click the label of the question you want to preview.
3. Scroll to the bottom of the screen and click the **Preview Question** link.

## Delete a question

1. Open the assignment in the Test Builder, as described on [Access the Test Builder \(page 119\)](#).
2. Locate the section that contains the question(s) you want to delete and click the corresponding **Manage questions** link.  
The system updates the screen to include check boxes and two drop-down lists.
3. Use the check boxes at the left to select the question(s) you want to delete.
4. Set the first drop-down list to **Delete**.
5. Click **Submit**.
6. Click **Finish managing these questions**.

## Using the question-design screen

This section describes the screen you use to create and modify questions. This screen is divided into three parts:

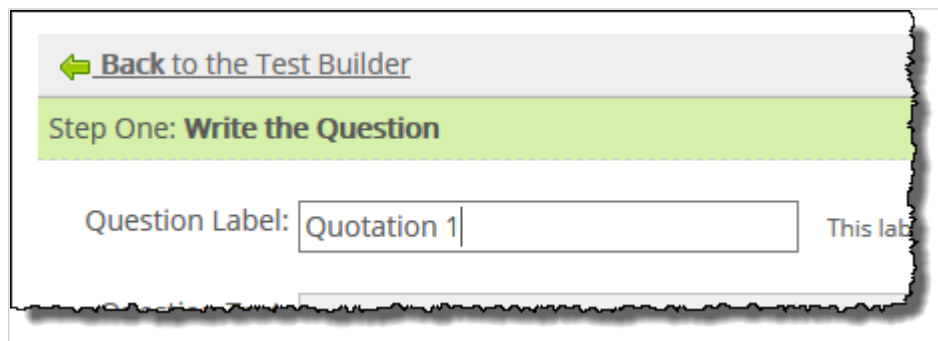
- [Step One: Design the Question \(page 130\)](#)
- [Step Two: Design the Answer\(s\) \(page 132\)](#)
- [Step Three: Automatic Feedback \(page 156\)](#)

### Step One: Design the Question

In the **Design the Question** area, you enter the text of the question and other basic details.

#### Question Label

The question label is used to identify the question within the Test Builder. It is not shown to students. If you do not enter a label, the system will generate a label based on the question text.



← [Back to the Test Builder](#)

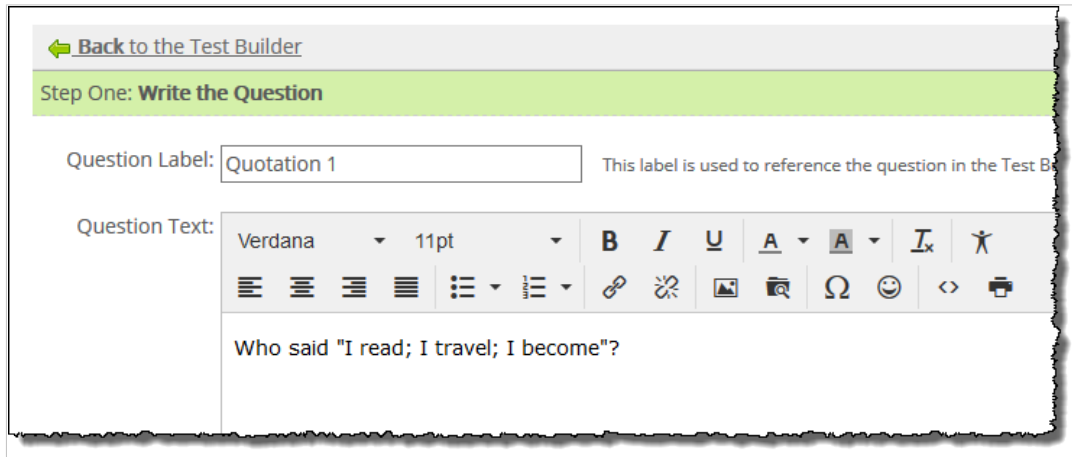
Step One: **Write the Question**


Question Label:  This label

## Question Text

You use the **Question Text** field to create the question that will be shown to students. This field is required. It can include any combination of the following:

- **Text** – You input this using the rich-text editor. For more information on using this editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).



- One or more images – To input images, use the **Insert/edit image** button  in the text editor. For more information on working with images, see [Working with images and other files \(page 557\)](#). (Alternatively, you can use the **Add Image(s)** button to select image to upload. Images uploaded in this manner will appear below the text as a gallery of thumbnails that can be clicked to display the full-size image.)
- An equation – To add an equation, use the **Add equation** link to open a LaTeX-format Equation Editor.

You can leave your images and equations in a gallery that will be displayed below any text you've entered, or you can drag them into the rich-text editor to resize them and arrange them alongside your text.

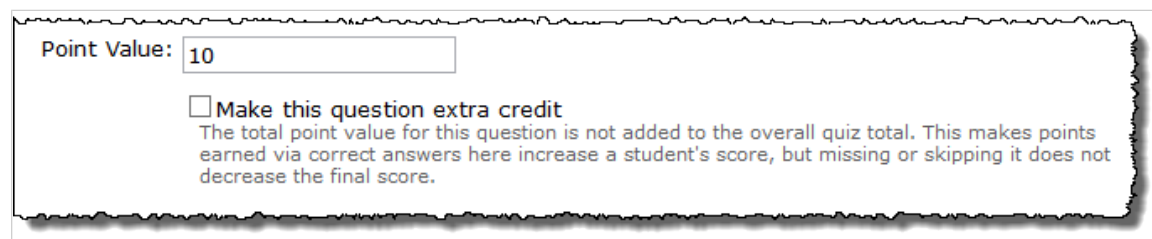
If you need additional help with images, click the link labeled **How Do I Use Images**. If you need help with the Equation Editor, note that after you open it, you can display instructions using the link labeled **Show help text**.



If you want students to **answer** using the Equation Editor, make sure you select “equation” as this question’s answer type. For more on answer types, see [Step Two: Design the Answer\(s\) \(page 132\)](#).

## Point Value

If you want to assign a point value to a question, enter it in the **Point Value** field.



Eventually, every question must have a point value before you will be allowed to mark the test as ready—but you don't have to enter the value now.

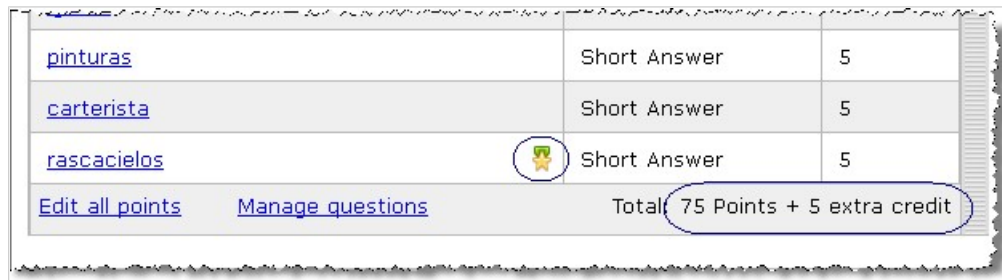
If you do not see a **Point Value** field, that means that this question belongs to a question pool—all questions in the pool must have the same value, and you can set this when you edit the section. (This is described in [Type \(page 122\)](#).)


## Make this question extra credit

If you want the question to be one that can only benefit the student, click the check box labeled **Make this question extra credit**.

When you do this, the point value for the question is not added to the total for the test. This means the student will not be penalized for skipping or missing the question.

To help you keep track of which questions you have designated as extra credit, the system adds an extra-credit icon next to the corresponding questions in the main Test Builder view. It also makes a notation about the section's total extra-credit point value.



<a href="#">pinturas</a>	Short Answer	5
<a href="#">carterista</a>	Short Answer	5
<a href="#">rascacielos</a> 	Short Answer	5
<a href="#">Edit all points</a> <a href="#">Manage questions</a>	Total: 75 Points + 5 extra credit	

When they take the test, students will be able to easily see which questions are extra credit.



23) rascacielos  5pts extra credit)

## Step Two: Design the Answer(s)

In the **Design the Answer(s)** area, you select an answer type, which determines how students will submit their responses.



## Answer Type

You choose the answer type using a drop-down list.

Step Two: Design the Answer(s)

Answer Type: Multiple Choice ▾

- Equation
- Essay
- Matching
- Multiple Choice
- Ordering
- Short Answer
- True or False

Correct	Options
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>

After you make a selection, the system updates the rest of the screen with details specific to your choice.



Once you save the question, you will not be allowed to change the answer type.

The various question types fall into two general categories:

- Types that can be graded automatically by the system.
- Types that *cannot* be graded automatically.

For types that can be automatically graded, you have to fill in a bit more information after selecting the answer type.

The answer types are described in the following table.

Type	Response required from student	Will the question be automatically graded?
Equation	A mathematical answer submitted using a LaTeX-format Equation Editor.	No
Essay	A text response that can be lengthy.	No
Matching	The matching of items from one list with their counterparts in a second list.	Yes, see <a href="#">Options for matching (page 134)</a> .
Multiple Choice	Selection of one or more answers from a list of correct and incorrect choices.	Yes, see <a href="#">Options for multiple choice (page 139)</a> .
Ordering	Correct ordering of a list of items that have been presented randomly.	Yes, see <a href="#">Options for ordering (page 146)</a> .
Short Answer	A short text response.	Optionally, see <a href="#">Options for short answer (page 150)</a> .
True or False	Assessment of a statement (the Question Text) as true or false.	Yes, see <a href="#">Options for true-or-false (page 156)</a> .

## Options for matching

When you select **Matching** as your answer type, the system updates the screen to include two columns—one labeled **Object** and one labeled **Correct Match**. You fill out these two columns with pairs of items that go together.

The screenshot shows the 'Step Two: Design the Answer(s)' interface. At the top, 'Answer Type' is set to 'Matching'. Below this, the 'Matching Options' section contains two columns: 'Object' and 'Correct Match'. The 'Object' column has three text input fields containing 'perro', 'gato', and 'vaca'. The 'Correct Match' column has three corresponding text input fields containing 'dog', 'cat', and 'cow'. Blue arrows point from each object to its match. Each object field has a small icon of a document with a magnifying glass to its right.

Object	Correct Match
perro	dog
gato	cat
vaca	cow

When the question is shown to students, items in the **Object** column are listed on the screen. Next to each object is a drop-down list that includes the **Correct Match** items in alphabetical order.

The screenshot shows a student-facing matching question: '24) Match the Spanish words with their English counterparts. (5pts)'. It features a table with Spanish words in the first column and drop-down menus in the second column. The drop-down menu for 'vaca' is open, showing a list of English words: 'cat', 'cow', 'dog', 'horse', and 'mouse'. 'dog' is currently selected and highlighted. The other drop-down menus are closed and show 'Select One'.

Spanish Word	English Counterpart
perro	Select One
gato	Select One
vaca	dog
ratón	horse
caballo	Select One

If appropriate, you can configure the drop-down list to include distractors—choices that do not go with any of the objects. To do this, enter incorrect choices in the fields labeled **Unmatched distractor**.

You also have the following options:

- You can configure items in the **Object** column to use images, equations, or rich text (or any combination of these). For details, see .
- If you plan to allow students to review their completed tests, you may want to set up automatic feedback to display if the student makes a correct match or chooses a specific distractor. For details, see [Create match/distractor feedback \(page 137\)](#).
- You can have the system randomize items in both lists, enable partial credit, and more, as described in [Other choices \(page 139\)](#).

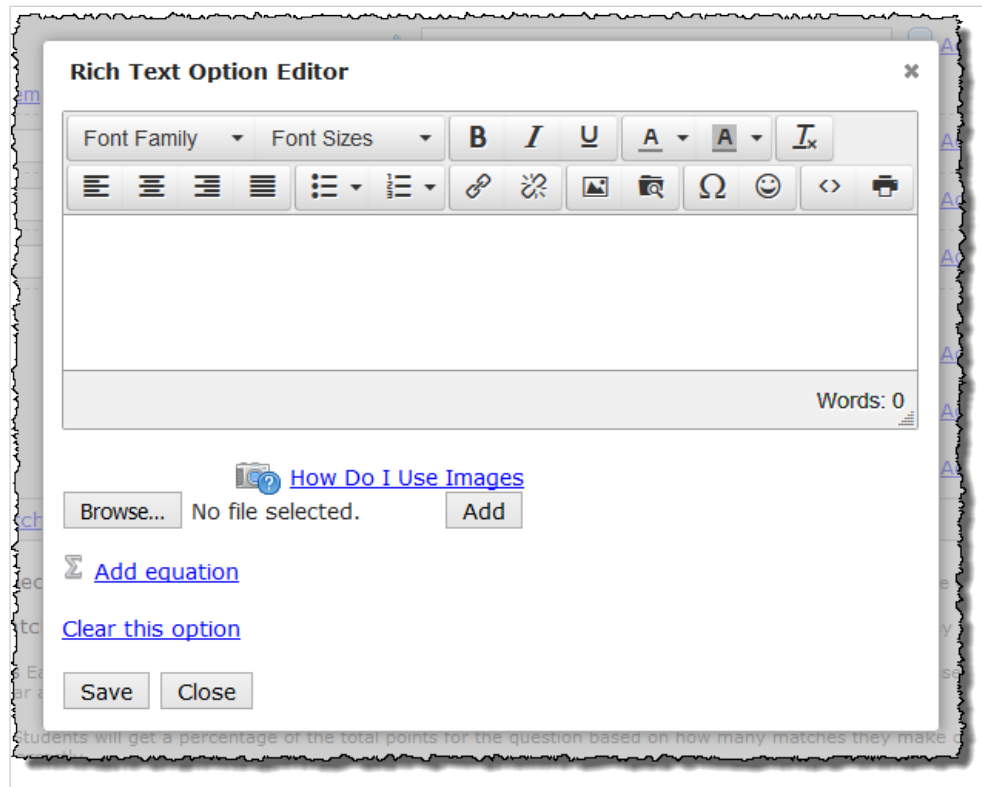
### ***Using images, equations, and rich text in the Object column***


If appropriate, you can make each object an image, an equation, rich text, or some combination of the three. You do this using a rich-text editor.

Note that if you follow these steps, and if you have already entered text in the **Object** field, your text will be lost. To make sure your text displays, enter it again using the Rich Text Option Editor (in step 3 below).

1. In the **Design the Answer(s)** area of the screen, locate the object you want to edit. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the rich-text/camera icon.

The Rich Text Option Editor opens.



3. Do any of the following as appropriate:
  - Enter text in the text field.
  - Click the **Insert/edit image** button  in the text editor and follow the prompts to upload an image file. For more information on working with images, see [Working with images and other files \(page 557\)](#). (Alternatively, you can use the **Browse** button to select image to upload. Images uploaded in this manner will appear below the text as a gallery of thumbnails that can be clicked to display the full-size image.)
  - Select the **Add equation** link to open the Equation Editor. Create your expression and click **Save your equation** to return to the Rich Text Option Editor.
4. In the Rich Text Option Editor, click **Save**.  
The editor closes, and your new material is displayed in the **Object** column. However, note that this item will not be saved until you save the question.
5. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### **Modify or delete images, equations, rich text**

Use this procedure to modify or remove an object made up images, equations or rich text. You can also use this procedure to remove the image, equation or rich text in the **Options** field, which might be desirable if you want to replace it with a plain-text value.

1. In the **Design the Answer(s)** area of the screen, locate the object you want to change or remove. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)

2. Click the corresponding **Edit this item** link.



The Rich Text Option Editor opens.

3. Do one of the following:
  - To modify the option, make the appropriate changes and click **Save**.
  - To delete the material, click **Clear this option**.

The system again displays the main question-editing screen, with your changes reflected. However, your changes will not be saved until you save the question.

4. If you deleted the item, do one of the following:
  - Clear the corresponding text from the **Correct Match** column.
  - Type something into the **Object** column to replace the rich text you deleted.

This is necessary because the system will not allow the question to be saved with an unmatched **Correct Match**.

5. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### Create match/distractor feedback

You can set up automatic feedback for each of the following:

- A correct match – this feedback will be displayed only for students who match the item correctly.
- A distractor – this feedback will display if the student chooses that distractor.

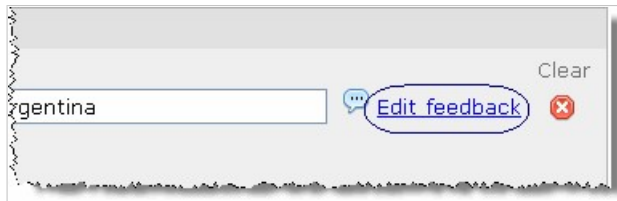
Students will see match/distractor feedback only if you have set up the test so that they can review their completed work, as described in [Test review \(page 84\)](#).

You can also set up a more general type of feedback linked to this question. For details, see [Step Three: Automatic Feedback \(page 156\)](#).

To create automatic feedback for a correct match or a distractor:

1. In the **Design the Answer(s)** area of the screen, locate the item for which you want to add feedback. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the corresponding **Add feedback** link.  
The system displays a pop-up text editor.
3. Enter the comments you want to be displayed if the student matches this pair correctly or selects this distractor. The editor allows you to enter both text and images. For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
4. Click **Save**.

The pop-up editor closes. The system updates the balloon icon to include an ellipsis, and the link now reads **Edit feedback**.



However, note that your feedback will not be saved until you save the question.

5. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### ***Modify or delete feedback for a correct match or distractor***

1. In the **Design the Answer(s)** area of the screen, locate the item for which you want to edit feedback. For help getting to this screen, see [Open a question for editing \(page 128\)](#).
2. Click the corresponding **Edit Feedback** link.



The system displays a pop-up editor.

3. Do one of the following:
  - If you want to modify the feedback, make the appropriate changes, then click **Save**. For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
  - If you want to delete the feedback, click **Clear this feedback**.

The system again displays your list of matching pairs. If you deleted feedback, note that the **Edit feedback** link has changed to an **Add feedback** link. However, your changes will not be saved until you save the question.

4. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### ***Delete a matching pair***

Use this procedure if want to remove an object and its correct match, and any automatic feedback that you created to go with it.

1. In the **Design the Answer(s)** area of the screen, locate the pair you want to delete. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the red **x** to the right of the pair.
3. Save the question by clicking either **Save and add another** or **Save and return to Test Builder**.

## Other choices

The check boxes at the bottom of the form let you take advantage of a few additional features, which are described in the following table.

Option	If you select this:	If you do not select this:
Randomize objects	For each student, the system scrambles the choices listed on the test (the objects).	Objects are listed in the order that you list them in the Test Builder.
Randomize matches	For each student, the system scrambles the choices displayed in the drop-down list (the correct matches and the distractors).	Correct matches and distractors are listed in alphabetical order.
Filter matches	The system displays a particular match or distractor only once, even if you entered it multiple times in the Test Builder.	The system shows each match and distractor the same number of times as you entered it in the Test Builder form.
Partial credit	The system automatically gives the student a number of points proportional to the objects the student matched correctly.	The student must match every object correctly in order to get any points.

After selecting any of these options, remember to save the question.

## Options for multiple choice

With a multiple-choice question, you create options that students can choose from. You can designate multiple options as being correct, or just one.

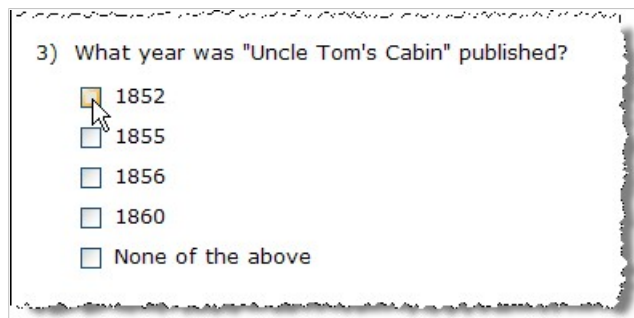
The screenshot shows the 'Step Two: Design the Answer(s)' interface. At the top, a green header bar contains the text 'Step Two: Design the Answer(s)'. Below this, the 'Answer Type' is set to 'Multiple Choice' in a dropdown menu. The main section is titled 'Multiple Choice Options' and contains a table with four rows. Each row has a 'Correct' checkbox, an 'Options' text input field, a 'Feedback' button with a speech bubble icon, and a 'Clear' button with a red 'X' icon. The first row has the 'Correct' checkbox checked and the option '1852'. The other three rows have the 'Correct' checkbox unchecked and options '1855', '1856', and '1860' respectively. At the bottom of the table, there is a blue bar with a green plus icon and the text 'Add more items'.

Correct	Options	Feedback	Clear
<input checked="" type="checkbox"/>	1852	Add feedback	
<input type="checkbox"/>	1855	Add feedback	
<input type="checkbox"/>	1856	Add feedback	
<input type="checkbox"/>	1860	Add feedback	

Add more items

Note that this form includes a few static options—**All of the above** and **None of the above**. You can select one or both of these to have them listed alongside the options you enter manually.

On the test, students will see each option listed next to a check box or radio button.



3) What year was "Uncle Tom's Cabin" published?

☒ 1852

☐ 1855

☐ 1856

☐ 1860

☐ None of the above

You also can do any of the following:

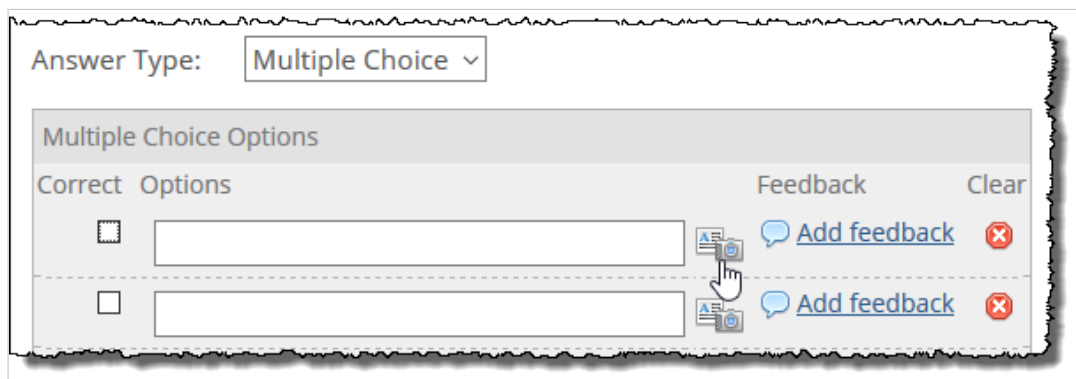
- Configure items in the **Options** column to use images, equations, or rich text (or any combination of these). For details, see [Using images, equations, and rich text in the Options column \(page 140\)](#).
- If you plan to allow students to review their completed tests, you may want to set up automatic feedback that will display if a student chooses a specific option. For details, see [Create feedback for an option \(page 142\)](#).
- Configure the question to automatically give students partial credit in certain circumstances, as described in [Working with partial credit for an ordering question \(page 149\)](#).
- Set up the question so that it will tell students how many correct options exist, as described in [Limit selections \(page 145\)](#).
- Configure the question so the options will be presented randomly for each student, as described in [Randomizing options \(page 143\)](#).

### ***Using images, equations, and rich text in the Options column***





If appropriate, you can make a multiple-choice option an image, an equation, rich text, or some combination of the three.

Note that if you follow these steps, and if you have already entered text in the **Options** field, your text will be lost. To make sure your text displays, enter it again using the Rich Text Option Editor (in step 3 below).

1. In the **Design the Answer(s)** area of the screen, locate the option you want to work with. (For help getting to this screen, see [Open a question for editing \(page 128\)](#)).
2. Click the corresponding rich-text/camera icon.

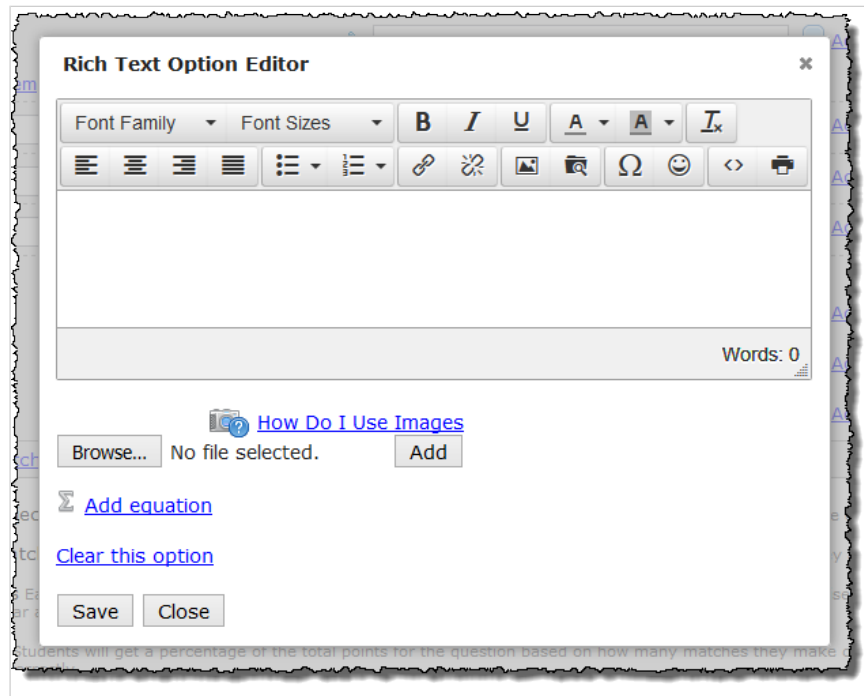


Answer Type: Multiple Choice ▾


Multiple Choice Options		
Correct	Options	Feedback
<input type="checkbox"/>	<input type="text"/>	 <a href="#">Add feedback</a> 
<input type="checkbox"/>	<input type="text"/>	 <a href="#">Add feedback</a> 



The Rich Text Option Editor opens.



3. Do any of the following as appropriate:

- Enter text in the text field.
- Click the **Insert/edit image** button  in the text editor and follow the prompts to upload an image file. (Alternatively, you can use the **Browse** button to select image to upload. Images uploaded in this manner will appear below the text as a gallery of thumbnails that can be clicked to display the full-size image.)
- Select the **Add equation** link to open the Equation Editor. Create your expression and click **Save your equation** to return to the Rich Text Option Editor.

For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).

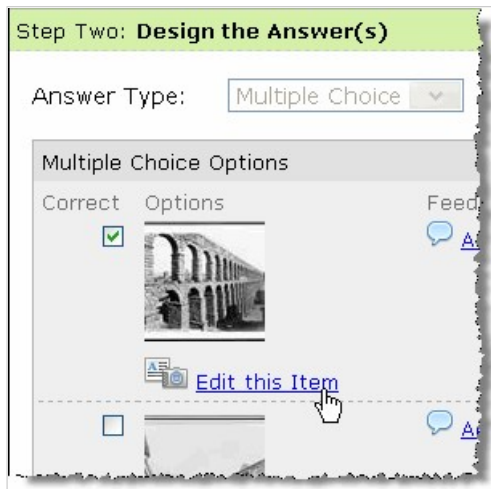
4. In the Rich Text Option Editor, click **Save**.  
The editor closes, and your new material is displayed in the **Options** column. However, note that your changes will not be saved until you save the question.
5. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### ***Modify images, equations, and rich text***

Use this procedure to modify or remove an option made up images, equations or rich text.

1. In the **Design the Answer(s)** area of the screen, locate the option you want to change or remove. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)

2. Click the corresponding **Edit this item** link.



The Rich Text Option Editor opens.

3. Do one of the following:
  - To modify the option, make the appropriate changes and click **Save**.
  - To delete all of the material, click **Clear this option**.

The system again displays the main question-editing screen, with your changes reflected. However, your changes will not be saved until you save the question.

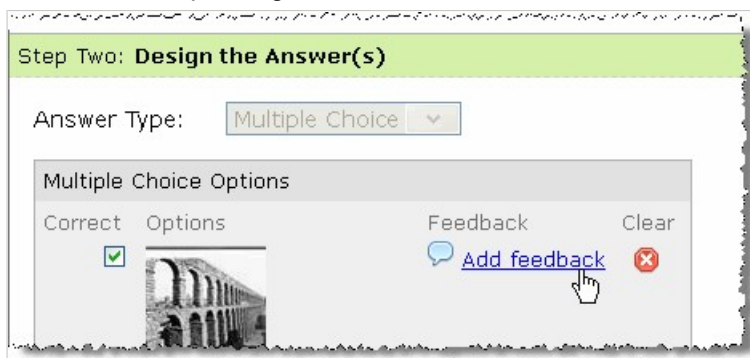
4. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### **Create feedback for an option**

For each option, you can enter feedback that will be displayed for the students if they chose that item. Students will see this feedback only if you have set up the test so that they can review their completed work, as described in [Test review \(page 84\)](#).

You can also set up a more general type of feedback linked to this question. For details, see [Step Three: Automatic Feedback \(page 156\)](#).

1. In the **Design the Answer(s)** area of the screen, locate the option for which you want to create automatic feedback. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the corresponding **Add feedback** link.



The system displays a pop-up editor.

3. Enter the comments that you want to be displayed if the student selects this option. The editor allows you to enter both text and images. For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
4. Click **Save**.

The pop-up editor closes. The system updates the balloon icon to include an ellipsis, and the link now reads **Edit feedback**. However, your feedback will not be saved until you save the question.

5. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### **Modify or delete feedback for an option**

1. In the **Design the Answer(s)** area of the screen, locate the option for which you want to modify feedback. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the **Edit Feedback** link.  
The system displays a pop-up text editor showing the saved feedback.
3. Do one of the following:
  - If you want to modify the feedback, make the appropriate changes, then click **Save**. For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
  - If you want to delete the feedback, click **Clear this feedback**.

The system again displays your list of options. If you deleted feedback, note that the **Edit feedback** link has changed to an **Add feedback** link. However, your changes will not be saved until you save the question.

4. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### **Delete an option**

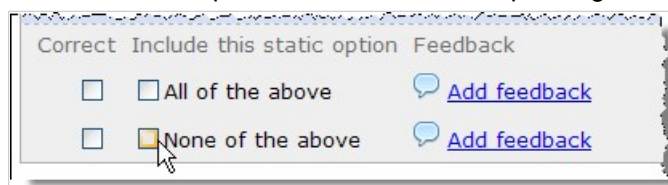
Use this procedure to remove a multiple-choice option. Note that when you do this, you also delete any feedback that you may have created for the option.

1. In the **Design the Answer(s)** area of the screen, locate the option you want to delete. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Do one of the following:

- If this is an option you created, click the red **x** to the right of the option.



- If this is a static option, deselect the corresponding **Include** check box.



3. Save the question by clicking either **Save and add another** or **Save and return to Test Builder**.



An alternate way of deleting an option you manually added is to delete the text in the Option column and save the question.

### **Randomizing options**

By default, the system will display multiple-choice options in the same order that you list them in the Test Builder. However, you can have the system scramble the options for each student if desired.

Note that the two static options—**All of the above** and **None of the above**—will always be listed last, if you are using them.

To activate or deactivate the 'randomize options' feature:

1. In the **Design the Answer(s)** area of the screen, scroll to the bottom of the screen and select or deselect the **Randomize** check box as appropriate. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. If you are done working with the question, click either **Save and add another** or **Save and return to Test Builder**.

### ***Working with partial credit for multiple-choice questions***

For any multiple-choice question, you can activate partial credit, which lets the system automatically give students some points even if they don't answer the question perfectly.

With this option, the system will award partial credit in the following situations:

- If the student selects some but not all correct options. For example, a student who selects only one of two correct choices will get 50% credit.
- If the student selects all (or some) correct options but also a distractor.
- If the student selects a particular distractor that you have configured to be worth a specific amount of partial credit.

Essentially, if you do *not* set up partial credit, the student must select all correct options and no incorrect options to get any credit for the question through the system's automatic scoring.

By contrast, with partial credit, the system will take the total number of correct responses the student made and divide it by the total number of selections the student made (unless the student made too few selections, in which case the system will divide by the total number of correct answers configured for the question). This value will be used to calculate the student's partial credit.

For example, suppose there is one correct option, and the student selects one correct response and one distractor: one correct choice divided by two total choices is 1/2 or .5, so the student will get 50% credit. For more examples of how these values are calculated, click **Help with Multiple Choice partial credit setting** on the **Design the Answer(s)** section of the screen.

To activate partial credit for a multiple-choice question:

1. In the **Design the Answer(s)** area of the screen, scroll to the bottom of the screen and select the **Partial Credit** check box. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)  
The screen updates to include a **Partial Credit** column. For each incorrect option, the **Partial Credit** column includes a field that you can use to enter a percentage.
2. If you want any particular distractor to be worth some amount of partial credit, enter the percentage in the field provided.

Correct	Options	Feedback	Partial credit
<input type="checkbox"/>	Jorge Luis Borges	<a href="#">Add feedback</a>	Worth <input type="text"/> % of a correct option
<input checked="" type="checkbox"/>	Mario Vargas Llosa	<a href="#">Add feedback</a>	A correct option is worth 100% credit
<input type="checkbox"/>	Gabriel García Márquez	<a href="#">Add feedback</a>	Worth <input type="text"/> % of a correct option
<input type="checkbox"/>	Isabel Allende	<a href="#">Add feedback</a>	Worth <input type="text"/> % of a correct option
<input type="checkbox"/>	Vicente Aleixandre	<a href="#">Add feedback</a>	Worth <input type="text"/> 50 % of a correct option

[Add more items](#)

Note that these values will not be saved until you save the question.

3. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### ***Deactivate partial credit***

To deactivate partial credit, simply deselect the **Partial Credit** check box, then save the question. Note that when you do this, any values you may have entered for distractors will be lost, so if you later decide to restore partial credit will have to manually add these back.

### ***Limit selections***

If desired, you can have the system spell out for students how many correct options exist. To do this, you select the **Limit Selections** option.

With this feature, if the student selects too few or too many options, the system will display a popup error and prevent the student from submitting the test. The only exception is if the student does not make any selections at all (that is, if the student just tries to skip the question)—this is allowed.

If the **Limit Selections** feature is *not* selected, the test offers no indication of the number of correct options, and the system will allow the student to make any number of selections.

If you intend to use this feature, make sure students are instructed to configure their browsers to allow pop-ups.

To activate or deactivate the Limit Selections feature:

1. In the **Design the Answer(s)** area of the screen, scroll to the bottom of the screen and select or deselect the **Limit Selections** check box as appropriate. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. If you are done working with the question, click either **Save and add another** or **Save and return to Test Builder**.

## Options for ordering

When you select **Ordering** as your answer type, the system updates the screen to include a form labeled **Ordering Items**. When you fill out this form, place your items in the correct order—the system will scramble the list for students.

Step Two: Design the Answer(s)

Answer Type: Ordering

Order Items	Feedback	Clear
1 <input type="text" value="The Sound and the Fury"/>	<a href="#">Add feedback</a>	
2 <input type="text" value="As I Lay Dying"/>	<a href="#">Add feedback</a>	
3 <input type="text" value="Light in August"/>	<a href="#">Add feedback</a>	
4 <input type="text" value="Absalom, Absalom!"/>	<a href="#">Add feedback</a>	

[+ Add more items](#)

You also have the following options:

- You can configure the content in the **Items** column to use images, equations, or rich text. For details, see [Using images, equations, and rich text in the Items column \(page 146\)](#).
- If you plan to allow students to review their completed tests, you may want to set up automatic feedback to display next to certain items. For details, see [Modify or delete feedback for an ordering item \(page 148\)](#).
- You can set up the system to award partial credit if the student gets some of the order correct, but not all. For details, see [Working with partial credit for an ordering question \(page 149\)](#).

### Using images, equations, and rich text in the Items column

If appropriate, you can make a choice in the **Items** list an image, an equation, rich text or some combination of the three.

Note that if you follow these steps, and if you have already entered text in the **Items** field, your text will be lost. To make sure your text displays, enter it again using the Rich Text Option Editor (in step 3 below).

1. In the **Design the Answer(s)** area of the screen, locate the item for which you want to add an image, equation, or rich text. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)

2. Click the corresponding rich-text/camera icon.

Answer Type: **Ordering**

Ordering Items

Order Items

1 The Sound and the Fury

2 As I Lay Dying

Feedback

Add feedback

The Rich Text Option Editor opens.

Rich Text Option Editor

Font Family Font Sizes **B** *I* U **A** **A** *I<sub>x</sub>*

Words: 0

[How Do I Use Images](#)

**Browse...** No file selected. **Add**

[Add equation](#)

[Clear this option](#)

**Save** **Close**

3. Do any of the following as appropriate:
- Enter text in the text field.
  - Click the **Insert/edit image** button in the text editor and follow the prompts to upload an image file. (Alternatively, you can use the **Browse** button to select image to upload. Images uploaded in this manner will appear below the text as a gallery of thumbnails that can be clicked to display the full-size image.)
  - Select the **Add equation** link to open the Equation Editor. Create your expression and click **Save your equation** to return to the Rich Text Option Editor.

For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).



Note that you can leave images and equations in a gallery that will display below the text, or you can drag them into the text field to display alongside any text you have added. (Once in the text field, images can be resized as needed.)

4. In the Rich Text Option Editor, click **Save**.  
The editor closes, and your new rich text is displayed in the **Items** column. However, note that your item will not be saved until you save the question.
5. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### ***Modify images, equations, and rich text***

Use this procedure to modify an ordering item that uses images, equations, or rich text.

1. In the **Design the Answer(s)** area of the screen, locate the item you want to modify or remove. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the corresponding link labeled **Edit this item**.  
The Rich Text Option Editor opens.
3. Do one of the following:
  - To modify the item, make the appropriate changes and click **Save**. For more information on using the text editor to insert and edit text and images, see [Working with text, images, files and hyperlinks \(page 556\)](#).
  - To delete all of the material, click **Clear this option**.The system again displays the main question-editing screen, and you will see your changes in the **Items** column. However, your changes will not be saved until you save the question.
4. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### ***Create feedback for an ordering item***

If appropriate, you can create feedback for any ordering item. This feedback will be displayed next to the item *only* if the student orders this item correctly. Also, students will see this feedback only if you have set up the test so that they can review their completed work, as described in [Test review \(page 84\)](#).

If desired, you can set up a more general type of feedback linked to this question. For details, see [Step Three: Automatic Feedback \(page 156\)](#).

1. In the **Design the Answer(s)** area of the screen, locate the item for which you want to add feedback. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the corresponding **Add feedback** link.  
The system displays a pop-up editor.
3. Enter the appropriate feedback (remember, it will be shown only if the student orders the item correctly). The editor allows you to enter both text and images. For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
4. Click **Save**.  
The pop-up editor closes, and the system updates the balloon icon to include an ellipsis, which indicates that you have added feedback. (However, note that your feedback is not truly saved until you save the question.) The system also changes the **Add feedback** link—it now says **Edit feedback**.
5. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### ***Modify or delete feedback for an ordering item***

1. In the **Design the Answer(s)** area of the screen, locate the item for which you want to modify feedback. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)



- Click the **Edit Feedback** link.  
The system displays a pop-up text editor showing the existing feedback.
- Do one of the following:
  - If you want to modify the feedback, make the appropriate changes, then click **Save**. For more information on using the text editor to insert and edit text and images, see [Working with text, images, files and hyperlinks \(page 556\)](#).
  - If you want to delete the feedback, click **Clear this feedback**.

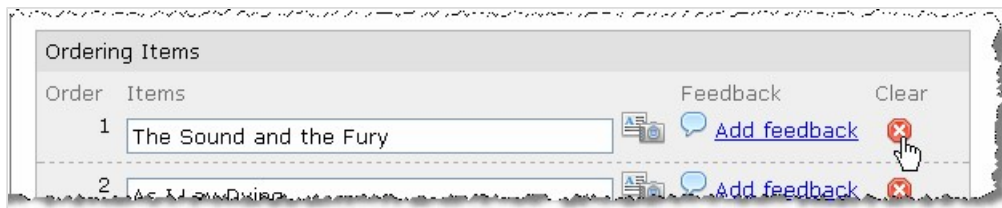
The system again displays your ordering items. If you deleted feedback, note that the **Edit feedback** link has changed to an **Add feedback** link. However, your changes will not be saved until you save the question.

- If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

### **Delete an ordering item**

Use this procedure to remove an ordering item. Note that when you do this, you also delete any feedback that you may have created for the option.

- In the **Design the Answer(s)** area of the screen, locate the item you want to delete. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
- Click the red **x** to the right of the item.



- Save the question by clicking either **Save and add another** or **Save and return to Test Builder**.



An alternate way of deleting an ordering item is to delete the text in the Items column and save the question.

### **Working with partial credit for an ordering question**

If appropriate, you can set up the question so that, when the test is automatically scored, the system will give the student a number of points proportional to the items the student ordered correctly. Otherwise, the student must order *all* items correctly in order to get any credit for the question.

If you opt to allow partial credit, note that the way the system calculates partial credit varies slightly depending on your version of eLearning.

In 1.6.0, 1.6.1, and 1.6.2, partial credit is awarded only if the student has some positional accuracy—that is, if the student places at least some items in the correct positions.

In 1.6.3 and later, the system *also* looks at sequential accuracy (as well as positional accuracy), and gives the student the highest of the two values.

To understand positional accuracy better, consider a question that asks the student to correctly order the numbers 1, 2, 3, 4, 5. If the student answers 5, 1, 2, 3, 4; the student will get no credit, because none of the numbers were in the correct positions. With the sequential accuracy assessment, the student would get credit for the placing some of the numbers in the correct sequence, even though they are not in the right positions. Note also that the test review screen (the screen you use to grade a student's work on the test) includes pop-up help text that explains these differences further, and it shows you both calculations.

In any version, the instructor can then adjust the student's credit if needed (as with any automatically scored question).

To activate or deactivate partial credit:

1. In the **Design the Answer(s)** area of the screen, scroll to the bottom of the screen and locate the **Partial Credit** check box. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Select or deselect the check box as appropriate.
3. Scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

## Options for short answer

When you choose **Short Answer** as your answer type, the system updates the screen to include a gray box labeled **Answer Field**.

Step Two: Design the Answer(s)

Answer Type: Short Answer ▾

Answer Field

Automatic scoring (optional)

Automatically award Full ▾ credit to answers that

match ▾  [Add feedback](#)

+ [Add an alternate correct answer](#)

All other responses should be scored manually ▾

+ [Add another answer field](#) (for questions that require students to enter more than one answer)

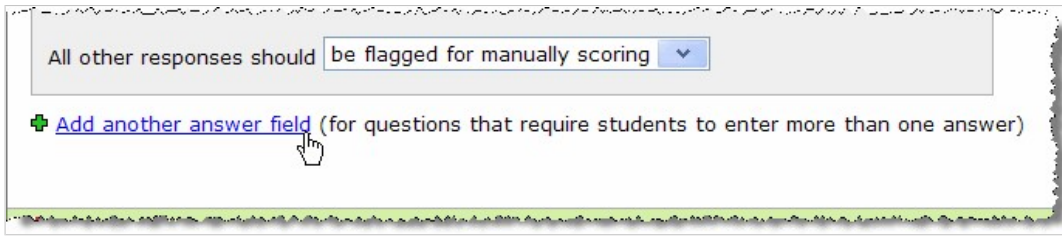
If desired, you can use this screen to:

- Place additional answer fields on the test. That is, by default, when you create a short-answer question, the system will display only one field on the test for the student to fill in. However, you might have a question that requires two or more answers. (For example: “Name a.) the 41st U.S. president and b.) the year that he took office.”) For such questions, you create an additional answer field. When you do this, your own view of the Test Builder is updated to include a second gray **Answer Field** box on the screen. For more details, see [Create additional answer fields \(page 150\)](#).
- Set up automatic scoring for any of your answer fields. To do this, you enter one or more acceptable responses in any **Answer Field** box. When you do this, the system will automatically give the student full or partial credit for matching this response. If you do not enter any responses for automatic scoring, then all student responses will be flagged for manual grading. For more details, see [Setting up automatic scoring \(page 151\)](#).

### Create additional answer fields

If you want to ask a multi-part question, you should configure the question to provide the student with multiple answer fields. When you do this, the first answer field will be labeled “a,” the second will be labeled “b,” and so forth.)

1. In the **Design the Answer(s)** area of the screen, click the link labeled **Add another answer field**. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)



The system updates the screen to include an additional gray box labeled **Answer Field**.

2. If you want the system to automatically score the responses submitted using this answer field, enter the appropriate details under the label **Automatic scoring (optional)**. (For more details on this, see [Setting up automatic scoring \(page 151\)](#).) Or, if you want to manually score all student responses entered in this field, you can ignore this section.
3. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.



If you have set up automatic scoring for more than one answer field, you may want to select the Partial Credit check box, which will allow the system to give the student some points for one answer field even if they miss the other. For details, see [Working with partial credit for multiple answer fields \(page 156\)](#).

## Setting up automatic scoring

For any **Answer Field** box, you can enter one or more correct (or partially correct) answers that the system can use to grade the student's response.

For each answer you enter, you can specify the following:

- The percentage of points that the student should be awarded for that response—your choices are 25%, 50%, 75%, or full credit.
- The precision with which the student must match the response. Your choices for this are described in Table 4-3.

option	The student must:
match	Match the spelling of the answer, with no extraneous text. With this choice, the portal forgives capitalization and punctuation errors, as well as leading and trailing spaces.
match exactly	Match the spelling, punctuation, and capitalization of the answer, with no extraneous text. The portal forgives only leading and trailing spaces.
option	The student must:
include	Match the spelling of the answer, with or without extraneous text. The portal forgives capitalization and punctuation errors, as well as leading and trailing spaces.
in between	A number (entered in digits, not spelled out) that is between two numbers that you specify (or is one of the numbers that you specify), with no extraneous text, no punctuation, and no spaces.

You can set up multiple acceptable responses for each answer field, and give each response a different value. For example, you could give full credit for a complete answer (such as “Martin Luther King, Jr.”) and partial credit for an answer that is incomplete but conveys the right general idea (such as “Martin Luther King”).

Another approach is to create one correct answer, but have the system give full credit for “matching exactly” and a lesser amount of credit to students who just “match” the answer.

You can also combine different scoring techniques, as shown here:

Answer Type: Short Answer

Answer Field

Automatic scoring (optional)

Automatically award Full credit to answers that

match exactly Ada or Ardor: A Family Chronicle [Add feedback](#)

Automatically award 75% credit to answers that

match Ada or Ardor: A Family Chronicle [Add feedback](#) ✖

Automatically award 50% credit to answers that

match Ada or Ardor [Add feedback](#) ✖

Automatically award 25% credit to answers that

include Ada [Add feedback](#) ✖

[+ Add an alternate correct answer](#)

All other responses should be scored manually

To set up automatic scoring for an answer field:

1. Navigate to the **Design the Answer(s)** area of the screen. (For help getting to this screen, see [Open a question for editing \(page 128\)](#). For help understanding the options in the drop-down list, see the table above.)
2. Use the left drop-down list to indicate how closely the student must match the answer you are planning to enter.

Answer Type: Short Answer

Answer Field

Automatic scoring (optional)

Automatically award Full credit to answers that

match  [Add feedback](#)

match  [Add feedback](#)

match exactly  [Add feedback](#)

include  [Add feedback](#)

in between  [Add feedback](#)

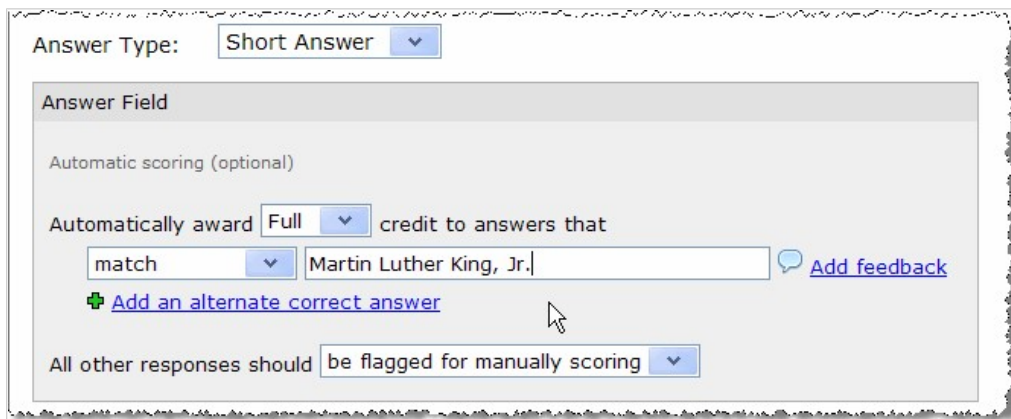
[+ Add an alternate correct answer](#)

All other responses should be flagged for manually scoring

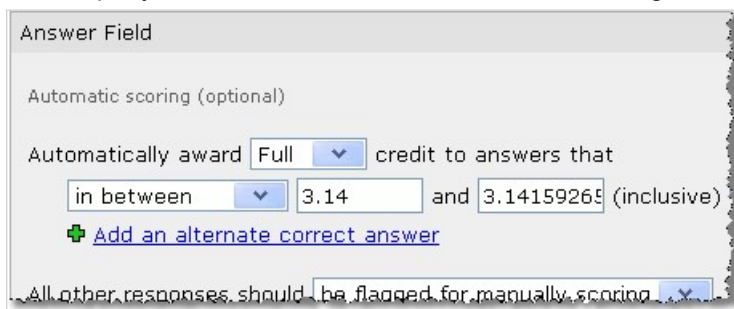
If you chose **in between**, the system updates the form slightly so that you can enter a number range.

3. Do one of the following:

- If in Step 2 you chose **match**, **match exactly** or **include**, enter the appropriate response in the text field provided.



- If in Step 2 you chose **in between**, enter a number range in the fields provided.



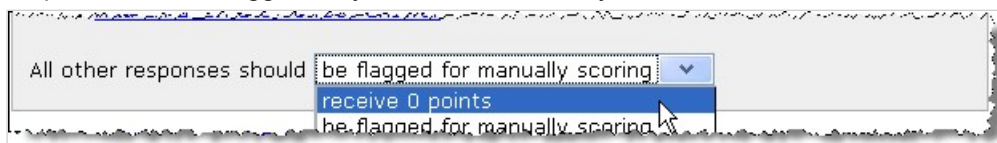
4. In the drop-down list above the response, specify what percentage of the question's points this response merits:

- Full
- 75%
- 50%
- 25%

5. If you want to add another response that will automatically give the student some amount of credit for this answer field, click the link labeled **Add an alternate correct answer**. The system adds additional response fields to the screen.

6. Repeat steps 1 through 4 for the new response.

7. If you want all other responses to get zero credit, adjust the last drop-down list in the response field, so that it reads **All other response should receive 0 points**. If you do not do this, then all other responses will be flagged for you to score manually.



8. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.



If you have set up automatic scoring for more than one answer field, you may want to select the Partial Credit check box, which will allow the system to give the student some points for one answer field even if they miss the other. For details, see [Working with partial credit for multiple answer fields \(page 156\)](#).

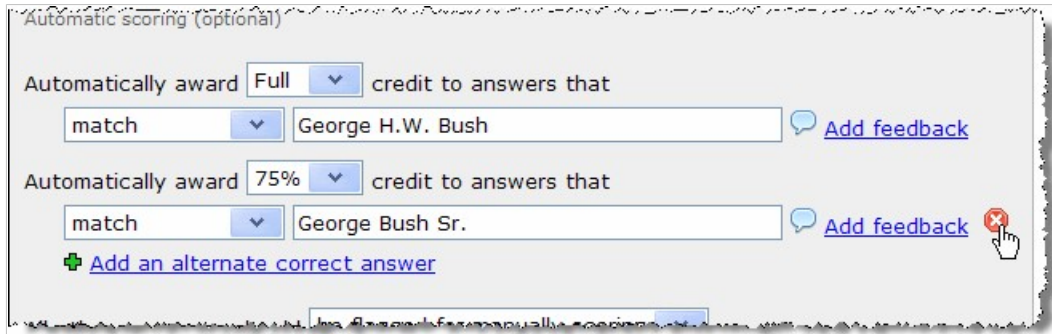
## Edit a response

If you need to change a response that you already set up, simply open the question for editing and change the text, the style of matching, or the credit value, as appropriate, then save the question.

## Delete a response

If you need to remove a response that you previously set up, do one of the following:

- If the response you want to remove was not the first one you added, you can remove it by clicking the red x icon to the right of the response.



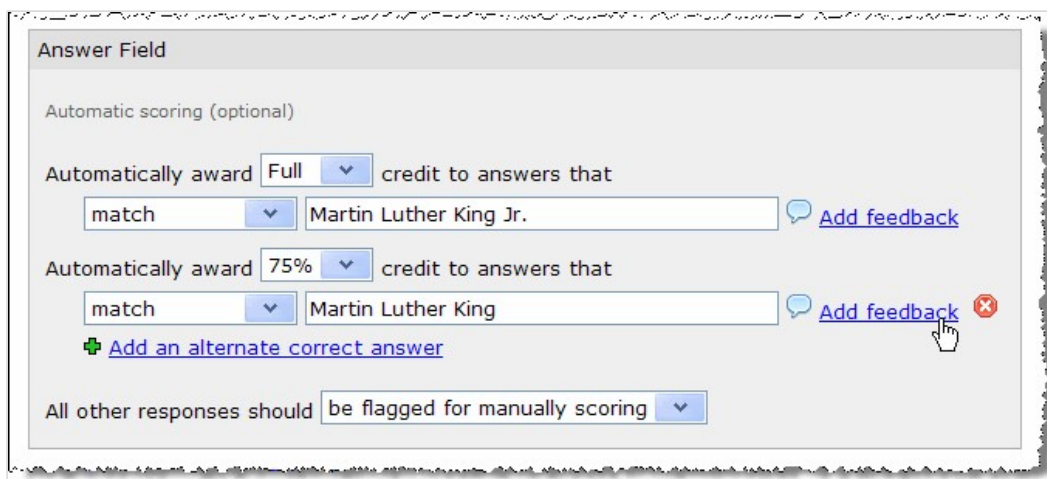
- If the response you want to remove is the first one on the form, clear the answer text and save the question.

## Create feedback for a response

For each response you have created, you can add automatic feedback. The system will automatically display this feedback for a students who gets credit for the response. Students will see this feedback only if you have set up the test so that they can review their completed work, as described in [Test review \(page 84\)](#).

You can also set up a more general type of feedback linked to this question. For details, see [Step Three: Automatic Feedback \(page 156\)](#).

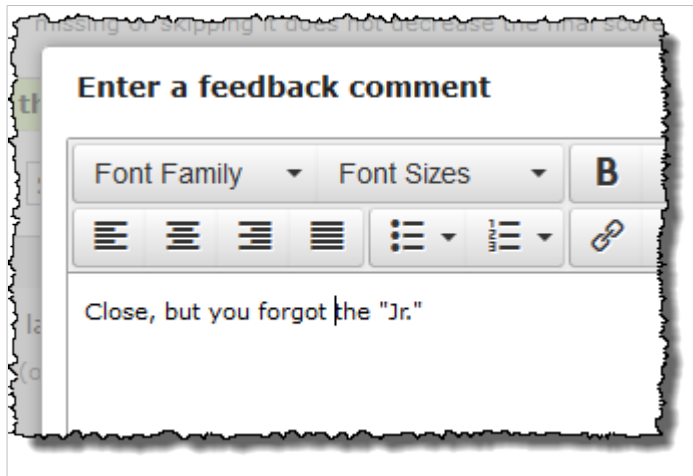
1. On the **Design the Answer(s)** area of the screen, locate the response for which you want to add feedback. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. In the **Answer Field** area, click the **Add feedback** link.



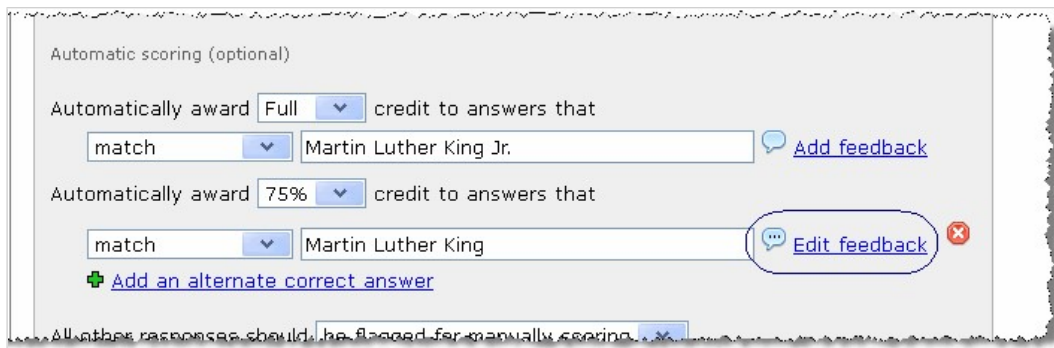
The system displays a pop-up text editor.



3. Enter the feedback you want to display if the student enters this response. The editor allows you to enter both text and images. For more information on using the text editor, see .



4. Click **Save**.  
The system updates the balloon icon in the **Answer Field** area with an ellipsis, which indicates that you have created feedback for this response. However, your feedback will not be saved until you save the question.



5. If you are done working with the question, scroll to the bottom of the screen and click **Save and return to Test Builder**.

### ***Modify or delete automatic feedback***

If you have set up automatic feedback to go with a particular response, as described in [Create feedback for a response \(page 154\)](#), you may want to change or remove it later.

1. On the **Design the Answer(s)** area of the screen, locate the response for which you want to modify feedback. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).)
2. Click the corresponding **Edit Feedback** link.  
The system displays a pop-up text editor showing the existing feedback.
3. Do one of the following:
  - If you want to modify the feedback, make the appropriate changes, then click **Save**. For more information on using the text editor to insert and edit text and images, see [Working with text, images, files and hyperlinks \(page 556\)](#).
  - If you want to delete the feedback, click **Clear this feedback**.

The system again displays your response(s). If you deleted feedback, note that the **Edit feedback** link has changed to an **Add feedback** link. However, your changes will not be saved until you save the question.

4. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.

## Removing an answer field

If you decide later that you want to remove an answer field that you previously added, open the question for editing and click the link labeled **Remove this answer field**.



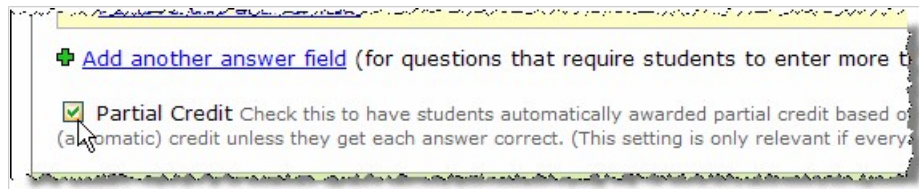
The system will prompt you to confirm that you want to remove the answer field. To complete the removal, click **OK**.

## Working with partial credit for multiple answer fields

If you have set up more than one answer field, and if you have configured automatic scoring for all answer fields, by default the system will not automatically give the student any credit unless the student matches responses that you set up as being worth some amount of credit for all answer fields.

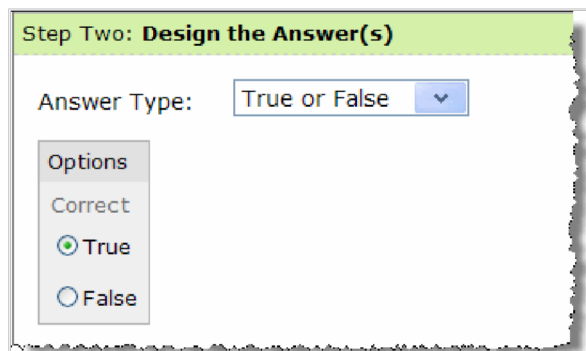
If you want the student to get some credit even if they *completely* miss one answer field, select the **Partial Credit** check box.

Note that this check box is displayed only if your question has at least two answer fields.



## Options for true-or-false

If your answer type is **True or False**, the system adds an **Options** field to the screen with radio buttons for **True** and **False**. Use this field to provide the correct response to the question.



## Step Three: Automatic Feedback

If appropriate, you can set up automatic feedback, for any question, using the area of the screen labeled **Step Three: Automatic Feedback**. This area includes three fields:

- **Feedback for all students** – Displayed regardless of how the student responded
- **Feedback for all correct responses** – Displayed for students who get full credit on this question
- **Feedback for all incorrect responses** – Displayed for students who get 0 points on this question



Students will see this feedback only if you have set up the test so that they can review their completed work, as described in [Test review \(page 84\)](#).

To add, modify or delete automatic feedback:

1. On the question-design screen, expand the area labeled **Step Three: Automatic Feedback**. (For help getting to this screen, see [Open a question for editing \(page 128\)](#).) The screen expands to include fields for adding several different types of feedback.
2. Add, modify or delete feedback text using the text editors for each of these fields. The text editor allows you to enter both text and images. For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
3. If you are done working with the question, scroll to the bottom of the screen and click either **Save and add another** or **Save and return to Test Builder**.



If you want to set up feedback for students that are getting partial credit, or feedback that corresponds with a particular option in the answer set, note that you can do this for some question types. For details, see the following sections:

- For matching questions, [Create match/distractor feedback \(page 137\)](#).
- For multiple-choice questions, [Create feedback for an option \(page 142\)](#).
- For ordering questions, [Create feedback for an ordering item \(page 148\)](#).
- For short-answer questions, [Create feedback for a response \(page 154\)](#).

## Working with point values

Before students can take an online assignment, all of its questions must have point values.

For a regular section (not an extra-credit section), you use these procedures to ensure each question has the appropriate value:

- Adding point values to questions
- Modifying a question's point value

Point values for question pools are handled a bit differently. You do this by editing the section and specifying the point value for all questions there. For more details, see [Type \(page 122\)](#).

## Assign point values to questions

When a question has no point value, the main Test Builder screen displays an alert at the upper-right corner of the screen and adds yellow highlighting to the section hosting the question. A text field is provided for the question that needs a point value.

The screenshot shows the 'Coursework' interface with a top navigation bar containing 'Access', 'Options', 'Settings', and 'Moxie Manager'. Below this is a 'Midterm' section for 'Exam in Unit 1'. A yellow alert banner at the top right of the exam section states '1 question needs a point value'. The 'Time limit' is set to 'No time limit', and the 'Due on' date is 'Thu 12/8, 11:55PM'. There are buttons for 'Preview this test', 'Add Section', and 'Import question(s) from your File Cabinet'. The 'Exam' section has 'Edit' and 'Delete' buttons and a 'Reorder' link. Below this is a table with columns 'Question', 'Type', and 'Point Value'. The 'Vocabulary' section also has 'Edit' and 'Delete' buttons and a 'Reorder' link. It contains a table with 6 rows of questions, all of type 'Multiple Choice'. The first five rows have a point value of 10, and the sixth row has an empty point value field. At the bottom of the 'Vocabulary' section are links for 'Edit all points', 'Manage questions', and a 'Save' button. The bottom of the interface shows a navigation bar with 'Assignment Detail', 'Previous', 'other online tests', and 'Next'.

Question	Type	Point Value
<a href="#">MC1</a>	Multiple Choice	10
<a href="#">MC2</a>	Multiple Choice	10
<a href="#">MC3</a>	Multiple Choice	10
<a href="#">MC4</a>	Multiple Choice	10
<a href="#">MC5</a>	Multiple Choice	10
<a href="#">MC6</a>	Multiple Choice	

To assign point values:

1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Locate the question that needs a point value, and add the appropriate number in the corresponding **Point Value** column.
3. Click **Save**.

## Modify a question's point value

There are two ways to change a question's point value.

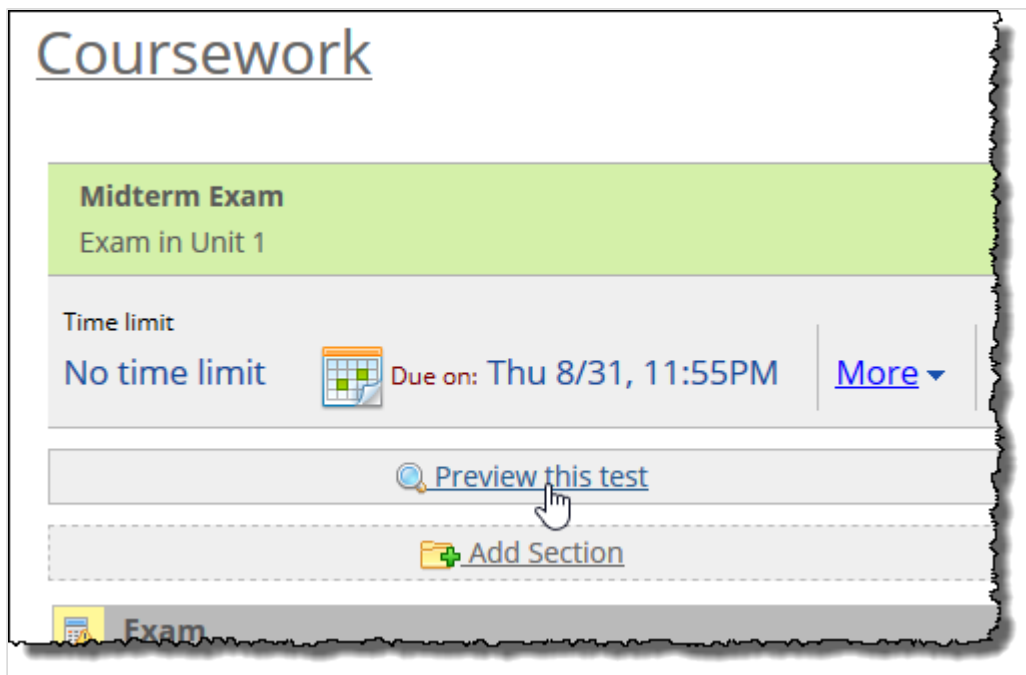
1. Open the assignment in Test Builder, as described in [Access the Test Builder \(page 119\)](#).
2. Do one of the following:

- Make your changes on the main Test Builder screen:
  - a. Locate the section that contains the question whose value you want to change.
  - b. Click the link labeled **Edit all points**.  
The screen updates so that all the Point **Value** fields are modifiable.
  - c. Make any changes necessary.
  - d. Click **Save**.
- Make your changes by opening the question for editing:
  - a. Open the question for editing, as described on [Open a question for editing \(page 128\)](#).
  - b. Modify the **Point Value** field as appropriate.
  - c. Save the question by clicking either Save and add another or Save and return to Test Builder.

## Preview a test

There are two methods of previewing an assignment:

- You can set the assignment status to open, then switch to Emulation mode and review and complete the test as a student would. This is described in [Previewing a context as a student \(page 536\)](#). The disadvantage with this method is that the assignment is also viewable by students once it becomes open (unless you are testing it in a test course section; for example, one set up just for your own testing.)
  - You can preview the assignment from within Test Builder, which lets you view the assignment and make choices, but not submit it. This is the method described below.
1. Open the assignment in the Test Builder, as described in [Access the Test Builder \(page 119\)](#).
  2. Click the link labeled **Preview this test**.



The system displays the preview. If the assignment has multiple pages, you can page through the whole assignment. The system will display only those sections that contain questions.

3. When finished, click the exit link that displayed at the upper right corner. The exact wording will vary depending on the type of assignment this is (for example, **Exit this Exam**, **Exit this Quiz** and so forth).

# Working with linked assignments

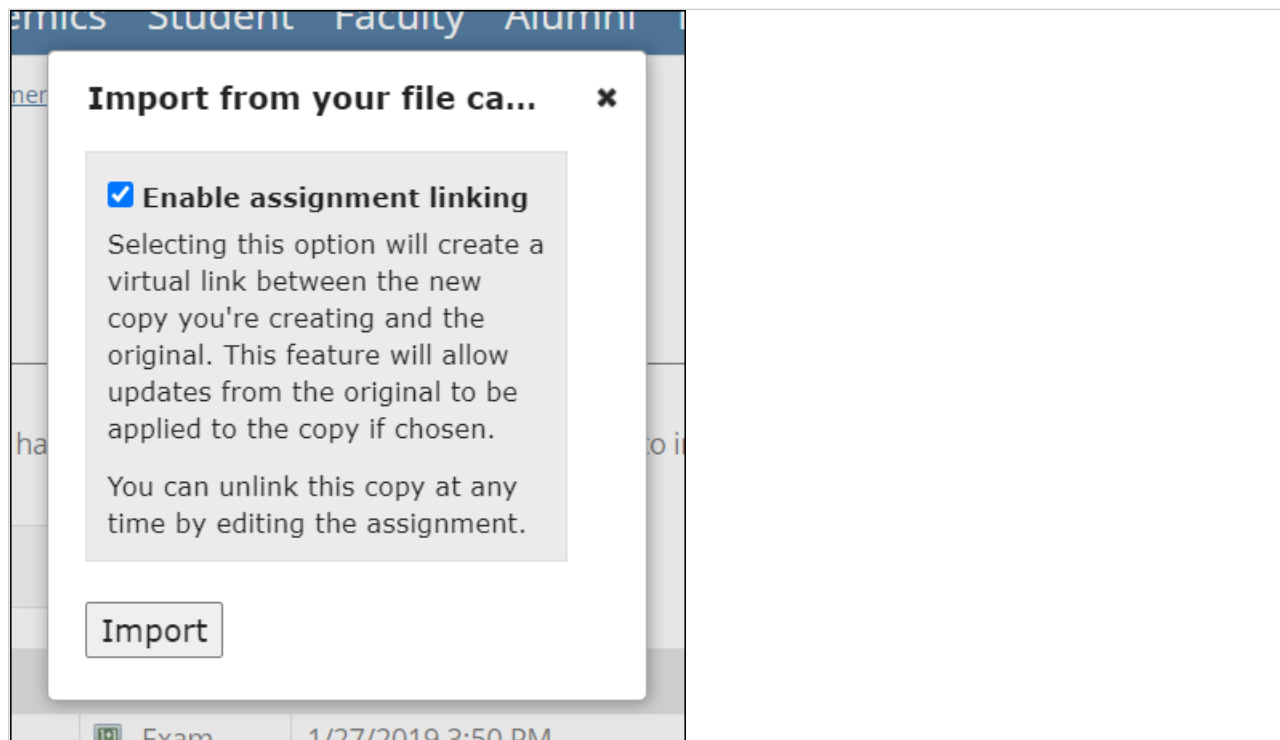
At times you may want to make a copy of an assignment so that it can be reused or shared. This chapter explains how to link assignment copies so that updates to the original can also be applied to any copies. It also explains a number of other options for managing linked assignments.

## About linked assignments

When creating a copy of an assignment, you have the option to link the copy to the original version so that the copy can be kept up to date with any changes made to the original. You will see this option anytime you take one of the following actions:

- Importing an assignment into a course from the File Cabinet, as explained in [Importing an assignment from the File Cabinet \(page 102\)](#)
- Saving an assignment to the File Cabinet, as explained in [Save an assignment to the File Cabinet \(page 105\)](#)
- Pushing an assignment to the File Cabinets of other faculty members, as explained in [Share an assignment with other faculty \(page 113\)](#)
- Copying a course using the **Copy Courses** feature (all assignments in the new course will be linked to their corresponding versions in the original), as explained in [Copying course materials \(page 484\)](#)


When you take one of these actions, the system will ask if you would like to enable assignment linking. For example, the following dialog displays when you choose to import an assignment from your File Cabinet:



In this example, to link the new copy of the assignment with the original residing in the File Cabinet, you would simply leave the **Enable assignment linking** check box selected. If you deselect this check box, the assignment copy will not be linked with the original.


You can tell if an assignment has linked copies from the **Edit Assignment** screen, where the **Linked options** area will indicate if any copies exist in users' File Cabinets or other course sections.


**Step One: General Assignment Information**


 The **Online Test** format  
For giving online tests to your students.

[Change the format](#)

Name:

Unit:  

Type:   

Due date:    :  :  ☐ Hide this assignment from all My Calendar feeds

☐ Accept late submissions until:  :  :

Open: ☐ Now (students can start working on this immediately)  
☒ Later (opening date to be determined)  
☐ On:  :  :

☐ Display to students before it's open

Grading:

Show grade:

☐ Show the class average to all students

Linked options: 1 copy of this assignment exists in a user's File Cabinet, and 1 copy exists in a Course Section.



If an assignment is a copy that is linked to its original, the **Edit Assignment** screen will indicate this in the **Linked options** area. This area will also provide several options for managing the copy.

Grading:

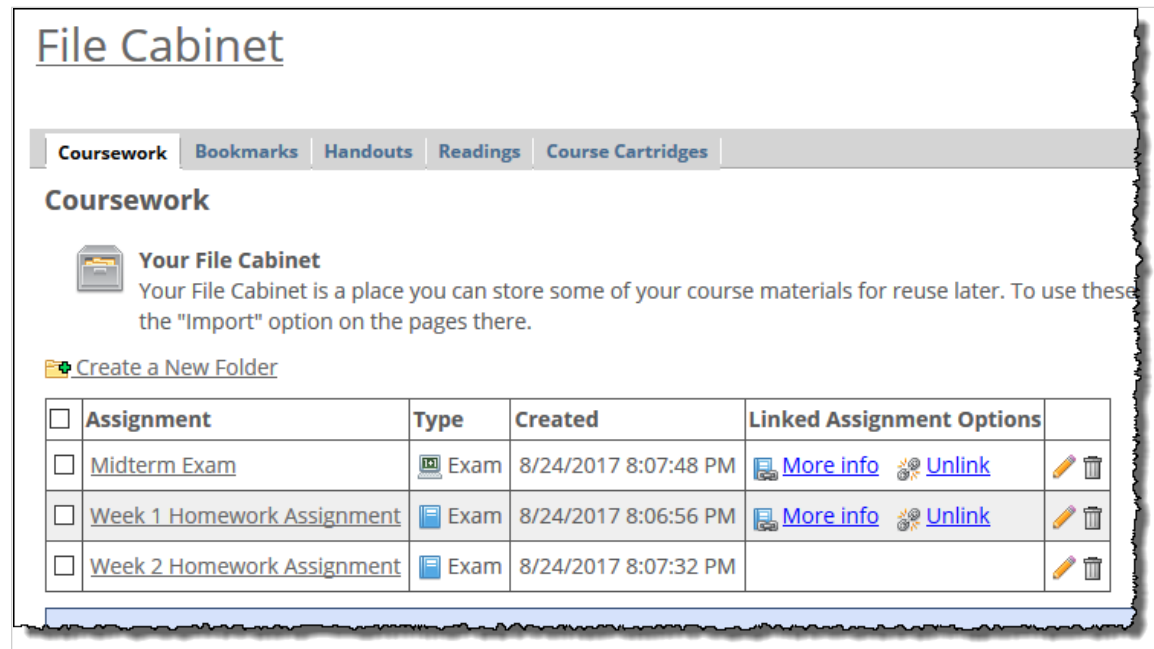
Show grade:

☐ Show the class average to all students

Linked options: The original assignment is from the following section: [SPA 101 A - Elementary Spanish](#)  
Click [here](#) to access the original.

 [Unlink](#)  [Convert this to new original](#)


In your File Cabinet, the **Linked Assignment Options** column will indicate which assignments are linked. A linked assignment will have a **More info** link and **Unlink** link in this column. If changes have been made to the original, you will also see an **Update** link.

















**File Cabinet**

**Coursework** | Bookmarks | Handouts | Readings | Course Cartridges

**Coursework**

 **Your File Cabinet**  
Your File Cabinet is a place you can store some of your course materials for reuse later. To use these, click the "Import" option on the pages there.

 [Create a New Folder](#)

<input type="checkbox"/>	Assignment	Type	Created	Linked Assignment Options	
<input type="checkbox"/>	<a href="#">Midterm Exam</a>	 Exam	8/24/2017 8:07:48 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 
<input type="checkbox"/>	<a href="#">Week 1 Homework Assignment</a>	 Exam	8/24/2017 8:06:56 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 
<input type="checkbox"/>	<a href="#">Week 2 Homework Assignment</a>	 Exam	8/24/2017 8:07:32 PM		 

## Viewing information about linked assignments

If an assignment is linked to one or more other assignments, either as an original or as a copy of an original, the **Edit Assignment** screen and the File Cabinet will display information about the assignment's relationship with its linked versions, as well as several options for managing that relationship. The following two subsections explain how to access this information.

### View linking information from the Edit Assignment screen

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the assignment for which you want to view information about linked assignments, and click the corresponding pencil icon.  
The system displays the **Edit Assignment** screen.
3. Scroll down to the **Linked options** area, where you will see the following information:
  - The course section that is the source of the original assignment (if the assignment is a copy). A link is provided to allow you to access the course section.
  - The locations of any copies of the assignment (if the assignment is an original).
  - A link that allows you to access the original (if the assignment is a copy), as described in [Viewing an original assignment \(page 165\)](#).
  - A link that allows you to unlink the assignment from its original (if the assignment is a copy), as described in [Unlinking an assignment \(page 168\)](#).



- A link that allows you to convert the assignment to a new original (if the assignment is a copy), as described in [Convert a copy to a new original \(page 169\)](#).

Grading: Graded

Show grade: As soon as grade is available

☐ Show the class average to all students

Linked options: The original assignment is from the following section: [SPA 101 A - Elementary Spanish](#)  
Click [here](#) to access the original.


 [Unlink](#)  [Convert this to new original](#)



















You will see the link to the original assignment only if you have the proper permissions (generally, if you are faculty in the course to which the assignment belongs).

## View linking information from the File Cabinet

1. Navigate to the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#).
2. In the list of assignments, click the link labeled **More info** next to the assignment in the **Linked Assignment Options** column.

 **Your File Cabinet**  
Your File Cabinet is a place you can store some of your course materials for reuse later. To use these materials, use the "Import" option on the pages there.

[Create a New Folder](#)

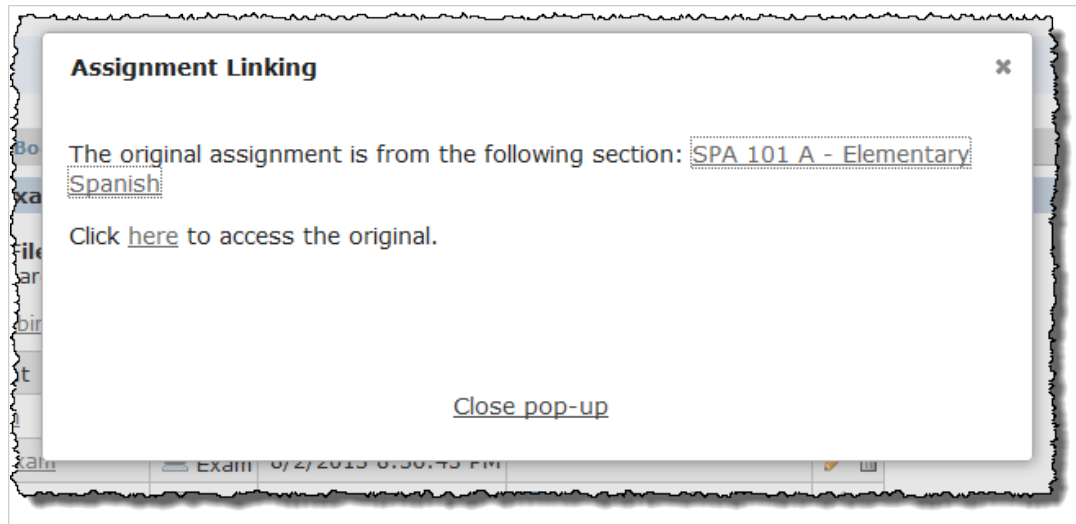
<input type="checkbox"/>	Assignment	Type	Created	Linked Assignment Options	
<input type="checkbox"/>	<a href="#">Grammar Assignment 1</a>	 Homework	9/23/2015 9:01:12 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>  <a href="#">Update</a>  	
<input type="checkbox"/>	<a href="#">Midterm Exam</a>	 Exam	1/30/2012 9:07:21 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 
<input type="checkbox"/>	<a href="#">Spanish Test</a>	 Exam	9/23/2015 2:30:38 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 

The system displays a dialog that provides the following:

- The course section that is the source of the original assignment. A link is provided to allow you to access the course section.



- A link that allows you to access the original assignment, as described in [Viewing an original assignment \(page 165\)](#).



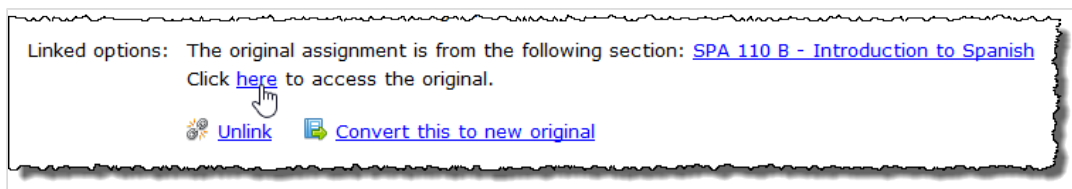
You will see the link to the original assignment only if you have the proper permissions (generally, if you are faculty in the course to which the assignment belongs).

## Viewing an original assignment

If an assignment is linked to an original version, you can access the original from either the Edit Assignment screen or the File Cabinet.

### View an original assignment from the Edit Assignment screen

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the linked assignment whose original you want to view and click the corresponding pencil icon.  
The system displays the **Edit Assignment** screen.
3. In the Linked options area, click the link labeled Click here to access the original.



The system opens the original assignment.

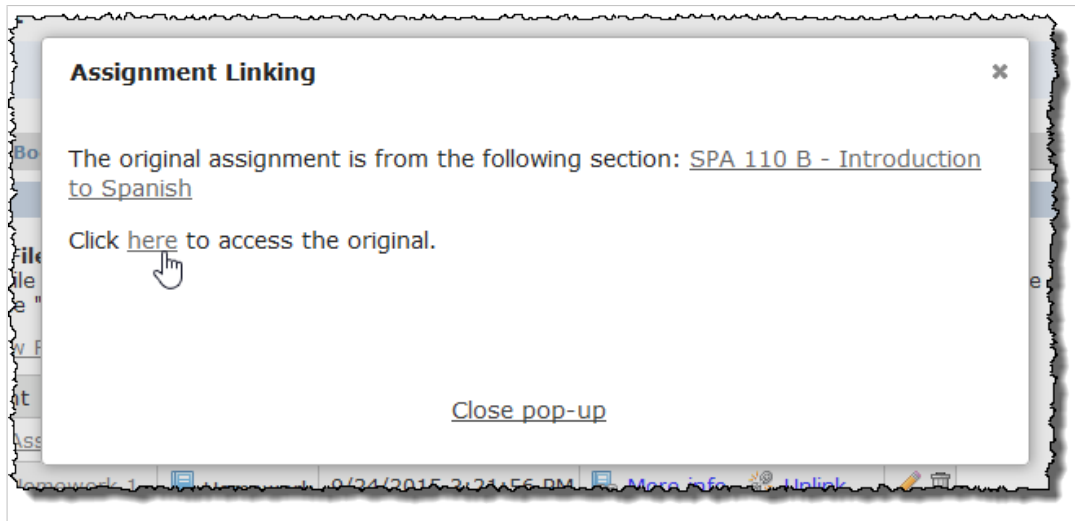


You will see the link to the original assignment only if you have the proper permissions (generally, if you are faculty in the course to which the assignment belongs).

### View an original assignment from the File Cabinet

1. Navigate to the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#).

2. In the list of assignments, click the link labeled **More info** next to the assignment in the **Linked Assignment Options** column.  
The system displays a dialog.
3. Click the link labeled Click here to access the original.



The system opens the original assignment.



You will see the link to the original assignment only if you have the proper permissions (generally, if you are faculty in the course to which the assignment belongs).

## Updating a copy with changes made to the original

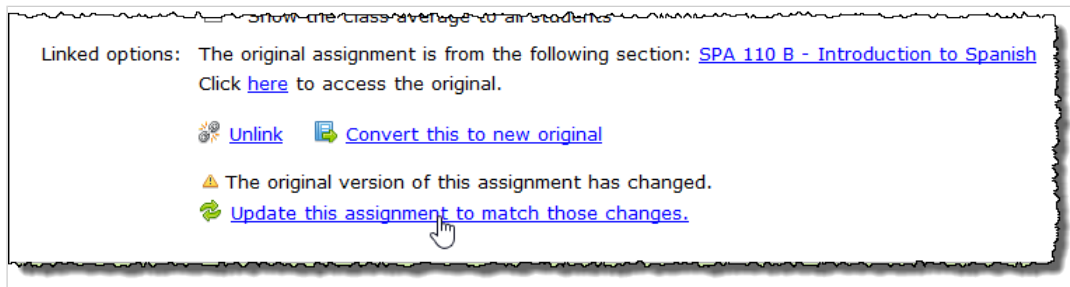
When a copy is linked to an original assignment, anytime changes are made to the original, the system will allow you to update the copy with those changes.

If the original version of a linked assignment has changed, you will be alerted to this on the **Edit Assignment** screen, where you will see an **Update this assignment to match those changes** link in the **Linked options** area. When you click this link, the system will replace the copy with a new copy of the original.

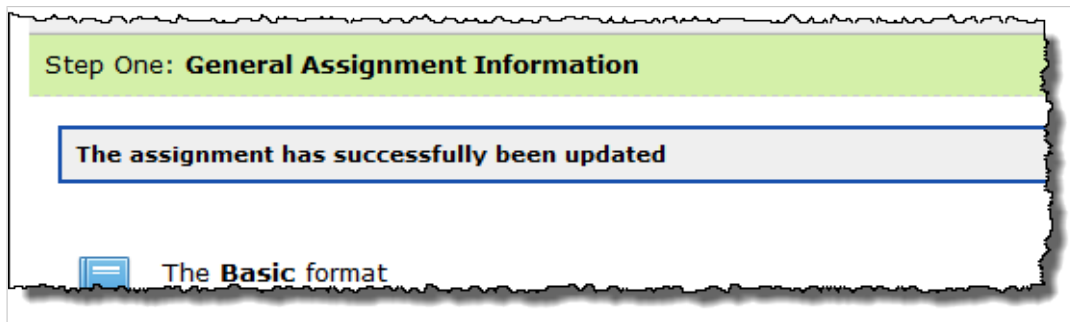
## Update a copy of an assignment from the Edit Assignment screen

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the linked assignment that you wish to update and click the corresponding pencil icon.  
The system displays the **Edit Assignment** screen.

3. In the Linked options area, click the link labeled Update this assignment to match those changes.



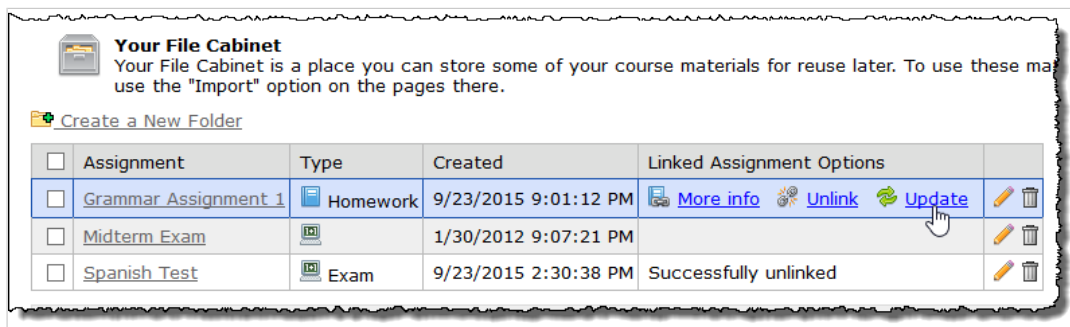
The system displays a message confirming that the assignment was updated.



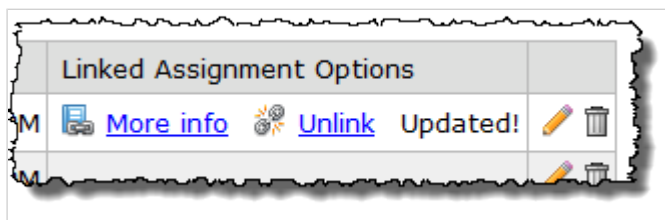
## Update a copy of an assignment from the File Cabinet

You can also update an assignment from the File Cabinet, where you will see an **Update** link for any assignment with a linked original version that has been modified.

1. Navigate to the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#).
2. Locate the linked assignment that you wish to update and click the corresponding **Update** link in the **Linked Assignment Options** column.



The system displays a message confirming that the assignment was updated.



Changes to an assignment name or to the dates associated with an original assignment will not trigger the option to update the copy with those changes.

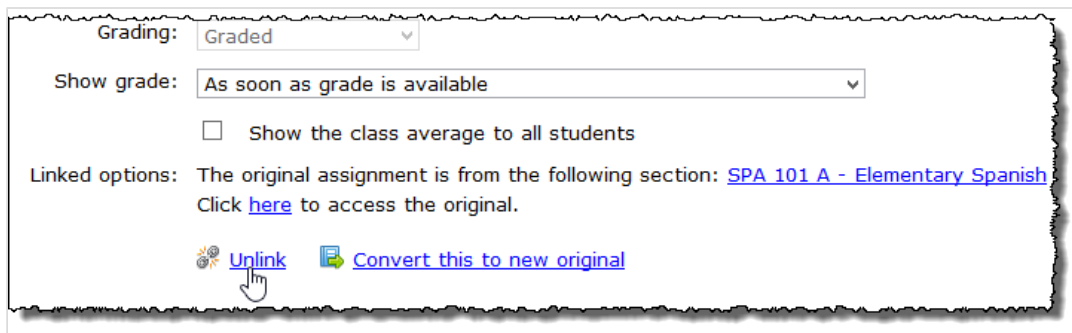
# Unlinking an assignment

You can unlink an assignment from its original from the Edit Assignment screen or the File Cabinet. Once you unlink an assignment, you will no longer be given the option to update it with any changes made to the original.

## Unlink an assignment from the Edit Assignment screen

Take the following steps to unlink an assignment from its original on the Edit Assignment screen.

1. Navigate to the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the linked assignment that you wish to unlink and click the corresponding pencil icon. The system displays the **Edit Assignment** screen.
3. In the **Linked options** area, click the link labeled **Unlink**.

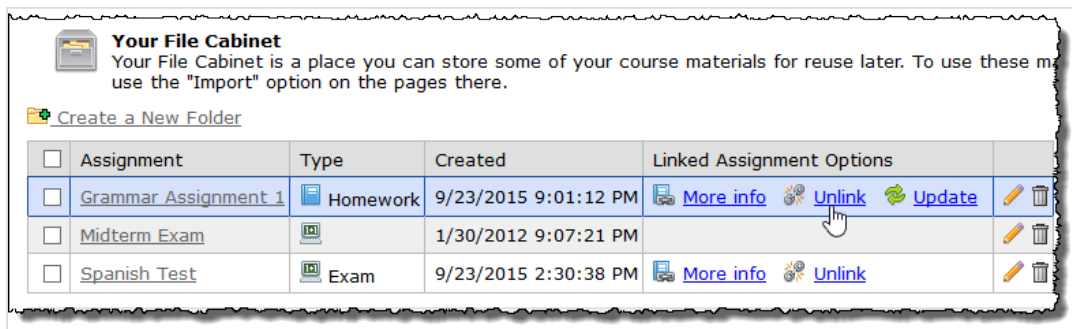


The screenshot shows the 'Edit Assignment' screen. At the top, there is a 'Grading:' dropdown set to 'Graded'. Below it is a 'Show grade:' dropdown set to 'As soon as grade is available'. A checkbox labeled 'Show the class average to all students' is unchecked. In the 'Linked options:' section, a message states: 'The original assignment is from the following section: [SPA 101 A - Elementary Spanish](#). Click [here](#) to access the original.' At the bottom of this section, there are two links: 'Unlink' (with a gear icon) and 'Convert this to new original' (with a document icon). A mouse cursor is pointing at the 'Unlink' link.

In the **Linked options** area, the system displays a message confirming that the assignment has been unlinked from its original.

## Unlink an assignment from the File Cabinet

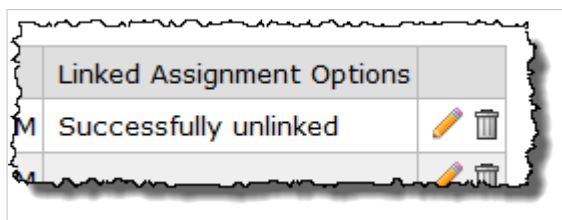
1. Navigate to the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#).
2. In the list of assignments, click the link labeled **Unlink** next to the assignment in the **Linked Assignment Options** column.



The screenshot shows the 'Your File Cabinet' interface. It includes a heading 'Your File Cabinet' and a description: 'Your File Cabinet is a place you can store some of your course materials for reuse later. To use these materials, use the "Import" option on the pages there.' Below this is a link 'Create a New Folder'. A table lists assignments with columns: Assignment, Type, Created, and Linked Assignment Options.

Assignment	Type	Created	Linked Assignment Options
<input type="checkbox"/> <a href="#">Grammar Assignment 1</a>	Homework	9/23/2015 9:01:12 PM	<a href="#">More info</a> <a href="#">Unlink</a> <a href="#">Update</a>
<input type="checkbox"/> <a href="#">Midterm Exam</a>	Exam	1/30/2012 9:07:21 PM	<a href="#">More info</a> <a href="#">Unlink</a>
<input type="checkbox"/> <a href="#">Spanish Test</a>	Exam	9/23/2015 2:30:38 PM	<a href="#">More info</a> <a href="#">Unlink</a>

The system displays a message confirming that the assignment was unlinked.

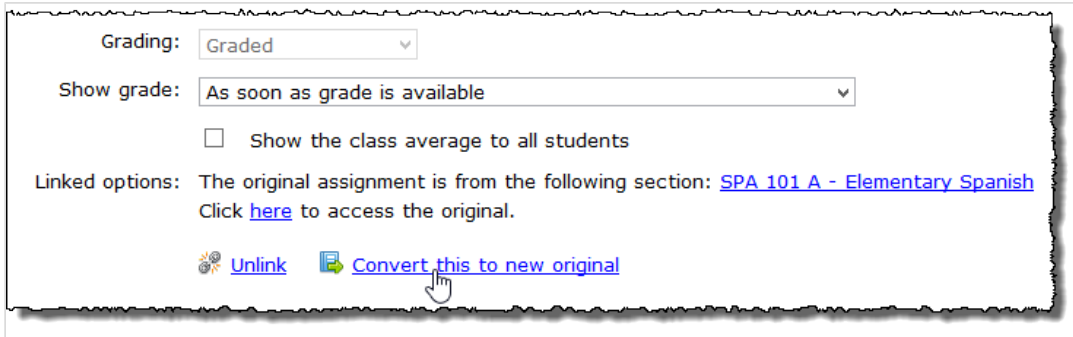


The screenshot shows a message box titled 'Linked Assignment Options'. It contains the text 'Successfully unlinked' and has edit and delete icons to its right.

# Convert a copy to a new original

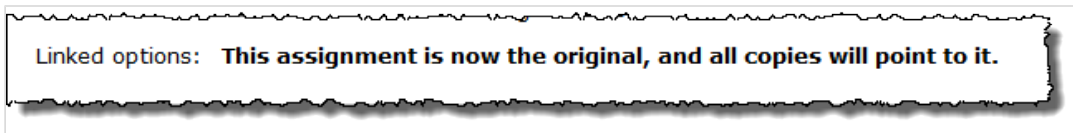
You can convert an assignment copy to a new original version. When you select this option, all other copies will now point to the new original.

1. Navigate to the appropriate Coursework feature instance, as described on [Navigate to the Coursework feature \(page 43\)](#).
2. Locate the linked assignment that you wish to convert to a new original and click the corresponding pencil icon.  
The system displays the **Edit Assignment** screen.
3. In the Linked options area, click the link labeled **Convert this to new original**.



The **Convert this to new original** link will appear only if the assignment is a linked copy of an original.

In the **Linked options** area, the system displays a message confirming that the assignment is now the original and that all copies now point to it.



# Using Respondus LockDown Browser

This chapter offers additional details and guidance on Respondus LockDown Browser, a secure browser you might wish to require for online tests.

If you are looking for help specifying that LockDown Browser be required for a particular test, note that this is a setting you can configure when you create or modify the assignment. The field that you use to require the browser is **Security**, which is described in [Security \(page 88\)](#). For help opening the assignment for editing, see [Modify an assignment \(page 105\)](#).

This chapter includes more details on how the browser works, how to install it, and related topics.

## Key concepts

LockDown Browser is a customized browser that increases the security of online testing. When students use LockDown Browser to access a test, they are unable to print, copy, go to another URL or use other applications. Students are locked into a test until it is submitted for grading.

For a student to take a test using LockDown Browser, the browser must first be installed on the student's computer.

The browser installer provides a custom interface for the Internet Explorer (Windows) or Safari (Macintosh) software that is already installed on the computer. The locked-browser installer does not modify existing copies of Internet Explorer or Safari, but rather installs a separate program that will display the custom browser when it is started.

LockDown Browser uses the same security features and service packs that are currently installed for Internet Explorer or Safari. Installing LockDown Browser won't modify the current version of Internet Explorer or Safari in any way.

## Features of LockDown Browser

LockDown Browser creates a "locked" testing environment for eLearning online tests. It includes the following features, among others:

- Tests are displayed full-screen and cannot be minimized.
- Tests cannot be exited until submitted by students for grading.
- Task switching is prevented, as are any attempts to access other applications.
- Printing functions are disabled.
- Print Screen and capturing functions are disabled.
- Copying and pasting anything to and from a test is prohibited.
- Right-click menu options are disabled (Windows); key + click options are disabled (Macintosh).
- Browser menu and toolbar options are disabled except Back, Forward, Refresh and Stop.
- Function keys (F1-F12) are disabled.
- Source code for the HTML page cannot be viewed.
- URLs cannot be typed.
- Hundreds of screen capture, messaging, screen-sharing and network monitoring applications are blocked from running.
- The browser automatically starts when the student launches a test that requires LockDown Browser (by clicking the links labeled **Start the test**, **Resume the test**, or **Launch the locked browser to review your test**).

- Links in questions that point to other servers don't compromise the "locked" testing environment.
- Pages from the test aren't cached or stored in the browser's history.

LockDown Browser is not intended to replace the browser typically used by faculty or students within eLearning. LockDown Browser is only intended for use by students while taking tests that have been prepared for use with locked browser. The locked browser has not been tested for use in other areas of eLearning.

## Technical requirements for browser installation

This section describes prerequisites for students' computers.

### Windows

A Windows computer must have the following:

- Windows XP, Vista, 7, 8 and 10
- Internet Explorer
- 4 MB of permanent space on the hard drive

Note also that prior to installation, the student (or an administrator) should have started Internet Explorer at least once and dismissed any prompts presented related to settings or preferences.

### Macintosh

A Macintosh computer must have the following:

- OS X 10.3.9 or higher (Power PC or Intel)
- Safari
- 2 MB of free hard drive space
- 512 MB RAM

Note also that prior to installation, the student (or an administrator) should have started Safari at least once and dismissed any prompts presented related to settings or preferences.

## Downloading the browser installers

Depending on your school, there may be a few ways for you to obtain the locked-browser installers.

### Obtain the installer from the Student Assignment Details screen

1. Create an online test that requires students to use the locked browser. (For help creating tests, see [Create an assignment \(page 100\)](#).)
2. Make the test visible to students, either by activating it or marking it as visible (by choosing the option labeled **Display to students before it's open**, in the **Step 1** portion of the form where you create the assignment).
3. Use Student Emulation to view the Coursework feature as a student:
  - a. At the upper right corner of the screen, set the drop-down list to View as: Students.
  - b. Click **Change View**.

4. While in the student view, open the Student Assignment Details screen for the test that you created in Step 1. Note that this screen allows you to download either the PC or Mac version of the installer.

## Other options

Jenzabar makes LockDown Browser available on its support site, MyJenzabar.net (<http://www.myjenzabar.net/ics/>). If you do not have access to this site, check with an administrator for your school's portal—they may already have the installers available for you.

If not, ask an administrator to obtain the installers from MyJenzabar using the steps below.

1. Log in to <http://www.myjenzabar.net/ics/>.
2. Choose Support > Jenzabar eLearning > Downloads > Jenzabar LockDown Browser Installers. The installers can be downloaded from this page.

## Setup tips and suggestions

Make sure students know well in advance that they must use LockDown Browser to take an online test. This is particularly important if students are required to install LockDown Browser on their own computers.

It is also recommended that you have students visit the test's Student Assignment Details screen as soon as it is visible—even if they can't yet take the test. The Student Assignment Details contains a confirmation link the student can use to make sure LockDown Browser is properly installed.

If you are giving the test in a computer lab, be sure that the staff has installed LockDown Browser on all computers there before your test begins.

It's also a good practice for you to preview the exam using LockDown Browser. This can be done using the Student Emulation feature, which is described in [Previewing a context as a student \(page 536\)](#).

Once a student begins a test in LockDown Browser, the test will appear in a full-screen window, and all other applications and links will be locked down. The student cannot exit the test without clicking the **Exit** link or using the **Submit** button.

LockDown Browser will maintain the "locked" testing environment even if a question contains a link to another web page (which opens another secure browser window). However, all links that may appear on the new web page will be blocked, so be sure the content that students must see is available from the initial linked page.

## Making online tests even more secure

LockDown Browser is an important tool for preventing cheating, but it's not a total solution. For example, students working from remote locations could use two computers at once (one for taking the exam, the other for accessing other applications). Students could use digital cameras to capture the screen content, send text messages on mobile phones or simply refer to printed notes.

Additional methods can be employed that further reduce the risk of cheating and ensure that students know the course material. Each approach below provides another layer of security. Even one or two of these items can often provide sufficient security for most tests.

## Have a proctor monitor test taking

Having students take an exam in a room being monitored by a proctor is a major deterrent to most forms of cheating. Enhance this method by having the proctor check the identification of the student prior to the start



the exam, placing web cameras throughout the room or using a “test password” (see next item). If your course is taught remotely, note that proctored settings can be established in other cities, even other countries. Because of the time and expense required for a proctored setting, proctors are sometimes used only with high-stake tests (such as midterms and finals).

## Set up a password for opening the test

Using a password prevents students from accessing the test until a password has been supplied. You can set up a password for any online test when you create (or edit) the assignment. The password feature is described more in [Password \(page 88\)](#).

You can simply give students the password at the start of the test, or, for added security, you can have a proctor enter the password for each student.

## Disallow multiple attempts

If you allow only one attempt for a test, students won't be able to look up the answers to questions between attempts. You control the number of attempts allowed when you create (or edit) the assignment. The setting feature is described more in [Retakes \(page 89\)](#).

## Randomize answers

Answer choices to multiple choice questions can easily be randomized. You can set this when you create the question, or when you modify it later. For details, see [Randomizing options \(page 143\)](#).

## Randomize questions

For tests delivered in a classroom setting, question randomization is a good strategy. You can randomize the questions in any section on your test. For details, see [Question order \(page 122\)](#).

### Use question pools

Question pools are groups of questions that assess similar content. During a test, questions are randomly drawn from the pool so that each student sees a different set of questions. For example, the first question in a test might be drawn from a pool of 5 questions, making the odds only 1 in 5 that two students will see the same question. Question pools are ideal for creating alternate forms of the same question. For help creating a question pool, see [Type \(page 122\)](#).

## Use time limits

By limiting the time a student can spend on a test, students can be discouraged from consulting other sources (since they won't have time to do so). Time limits can be set at the test level or at the section level—or both—to give as much control as you need over the available time.

For details on time limits for a test, see [Due date \(page 68\)](#). For help setting up a time limit in a section, see page 130.

## Restrict the dates and times that the test can be viewed

Consider restricting when the test can be launched and when it must be turned in. You can do this using the start date and the end date settings of the assignment. These are described in [Open \(page 71\)](#) and [Due date \(page 68\)](#).

## Deliver questions one at a time

Have the test deliver questions one at a time. Having test questions delivered this way makes it more difficult for students to capture the test's contents using a digital camera (because a test of 50 questions

would require 50 photos.) This can be controlled using the **Pagination** field, which is in the **Step 2** area of the screen where you edit the assignment. For details, see [Pagination \(page 86\)](#).

## Require LockDown Browser for test review

If you allow students to review their completed, corrected test, you can require they use LockDown Browser to view it. This is another way of limiting the possibility that the questions can be copied. For help setting this up, see [Requiring LockDown Browser \(page 88\)](#).

## Create a code of conduct

Have students sign a statement that summarizes your expectations and requirements regarding academic honesty.

## Other ideas

Combine objective tests with other methods of assessment, such as group projects and writing assignments. Essay questions also make it difficult for students to cheat, because they will know the instructor may recognize an answer that has been copied from another student.

# Working with ProctorFree

## About ProctorFree

As explained in [Requiring ProctorFree \(page 88\)](#), you can require students to use ProctorFree while taking an online test. ProctorFree is a third-party online solution that provides a range of proctoring and security options for your testing environment. For more details refer to your ProctorFree documentation.

## Setting up a practice quiz

Before requiring your students to take an online test using ProctorFree, you can allow them to practice using the tool by setting up a practice quiz. To do so, while creating or editing the assignment in eLearning, select the check box labeled **Require that students use ProctorFree for this test** and then select the **Practice** check box. The practice quiz will not count toward the students' grades.

Extra credit: ☐ Allow better-than-perfect scores (e.g. 105/100)  
Otherwise extra credit will only raise scores to a maximum of 100%

Security: Password:  If entered, students without this password can't take the test

☒ Require that students use ProctorFree for this test

☐ Record only (Leave this option unchecked to use full proctoring)

☒ Practice

☐ Require that students use Respondus LockDown Browser for this test  
This browser locks down the test environment, ensuring that students CANNOT take screenshots, copy/paste, print

## Reviewing tests in ProctorFree

After a student has taken a test in ProctorFree, you can review the test by clicking the link on the **Student Assignment Details** page. A separate link will appear for each submission from the student. This will take you to the ProctorFree website, where you can review the video of the student completing the assignment as well as any anomalies that may have occurred during the test.



## ProctorFree 006

Exam in Unit 1

[Previous](#) [Reggie's assignments](#) [Next](#)

by [Reggie Jackson](#)

[Other students](#)



### This assignment is open

It is due **on Friday, December 31 at 11:55 PM**

You can give Reggie [a different due date](#)



**Personal time limit** - Reggie has **no time limit** to take this exam. Use this option to give Reggie a different time limit.



**Close the assignment** to end Reggie's ability to work on it, and to enable grading.



**Rework the exam** - If Reggie needs to make corrections (or answer skipped questions) on a submitted exam, use this option.



Reggie has an unlimited number of attempts



View Reggie's [detailed history](#) for this assignment



You have not entered any feedback yet.



[Add a feedback comment](#)



[Add a feedback file](#)



**Reggie has taken the test in ProctorFree. Click to review in ProctorFree:**

[Tuesday, October 19, 2021 at 6:37 PM](#)

[Thursday, September 9, 2021 at 8:07 PM](#)

Reggie submitted this attempt **on time** on **Tuesday, October 19 at 2:37 PM**

Reggie spent **39 days 22 hours 31 minutes** taking the attempt

Reggie took this exam from IP address 172.16.49.128

# Managing and grading assignments

For each assignment in the Coursework feature, you will probably want to review students' work, enter scores and so forth. This chapter describes these processes.

## Key concepts

There are a number of actions you might want to take with assignments you've created. Most of these tasks are things you would do once you've made the assignment available to students. These actions vary depending on the assignment's format.

## Uploaded assignments

For an uploaded assignment, you may want to do some or all of the following:

- Monitor student progress, as described in [Monitoring student progress \(page 178\)](#).
- Download students' files for review, as described in [Review uploaded assignments \(page 181\)](#).
- Manage a particular student's ability to interact with the assignment. You can do any of the following as needed:
  - Give a student a personalized start date or due date, as described in [Reopen an assignment \(page 189\)](#).
  - Manually close an assignment, ending a student's ability to work on it and allowing you to enter a grade, as described in [Close an assignment for a student \(page 189\)](#).
  - Reopen the assignment, as described in [Reopen an assignment \(page 189\)](#).
  - Grade the assignment and, optionally, enter feedback, as described in [Grading basic and uploaded assignments \(page 202\)](#).

## Online tests

For an online test, you may want to do some or all of the following:

- Monitor student progress, as described in [Monitoring student progress \(page 178\)](#).
- Review students' completed tests, as described in [Reviewing online tests \(page 182\)](#).
- Manage the student's ability to interact with the test by doing any of the following as needed:
  - Give a student a personalized start date or due date, as described in [Working with personalized start and due dates \(page 186\)](#).
  - Manually close an assignment, ending a student's ability to work on it and allowing you to enter a grade, as described in [Close an assignment for a student \(page 189\)](#).
  - Reopen the assignment, as described in [Reopen an assignment \(page 189\)](#).
  - Give a student a personalized time limit, as described in [Set a personalized time limit \(page 192\)](#).
  - Let a student rework an attempt on a test, as described in [Let a student rework an assignment \(page 194\)](#).
  - Grant a student a retake, as described in [Grant a student a retake \(page 195\)](#).
  - Grade the test and, optionally, enter feedback, as described in [Grading online assignments \(page 197\)](#).

## Basic assignments

If you are using basic assignments, at some point you will need to enter grades for students and, optionally, feedback. To complete these tasks, see [Grading basic and uploaded assignments \(page 202\)](#).

# Monitoring student progress

After an assignment becomes open, you may want to periodically check to see whether students have completed it. You can do either of the following:

- To see a list showing which students have completed an assignment, refer to the assignment overview. For more details see [Understanding the assignment overview \(page 178\)](#).
- To see an overview of all work that a particular student has completed, refer to the Student List, which is described in [View the Student List \(page 180\)](#).

To help keep you abreast of student progress, the system will send you an email notification to your preferred email addresses whenever a student submits an assignment. If SMS messages and desktop notifications are enabled, the system will also send them to you when sending the email.

## Understanding the assignment overview

This section includes a few more details on the assignment overview. This screen offers slightly different options and information depending on the assignment's format—each one is described below.

If you need help getting to the assignment overview, see [Navigate to the assignment overview \(page 109\)](#).

## For uploaded assignments

With uploaded assignments, the assignment overview tells you whether students have uploaded files and marked them as final. You get these details from the **Grade** and **Files** columns:

- If the **Grade** column has a link that says **Download**, that means the student has uploaded at least one file and marked it as final. You can see how many files were uploaded by looking at the **Files** column.
- If the **Grade** column is empty but there is a number in the **Files** column, that means the student uploaded at least one file but did not mark it as final (and the student may still be working).

The screenshot shows the 'Coursework' interface for a 'Spanish Essay Assignment' (Exam in Unit 1). At the top, it indicates the assignment is due on Tuesday 8/29, 11:55 PM. Below this, there are links to 'Edit this assignment', 'Enter a default grade', 'Edit all grades', and 'Push to Faculty Files'. The main section is titled 'Student Results' and contains a table with columns: Student, Files, Grade, and Turned in. The table lists five students: Blakely, Mary (1 file, Download link, 8/24/2017 8:28 PM), Gomez, Jorge (0 files, Still open), Jackson, Bobby (Not open), Mimura, Machiko (1 file, Download link, 8/24/2017 8:30 PM), and Yelabugin, Vladimir (Not open). To the right of the table, a summary box shows 'Scored out of 60 points', '67% of students are finished', and '0% have been graded'. The bottom of the screen shows the assignment title and a 'Previous' link.

Student	Files	Grade	Turned in
Blakely, Mary	1	<a href="#">Download</a>	8/24/2017 8:28 PM
Gomez, Jorge	0		Still open
Jackson, Bobby		Not open	
Mimura, Machiko	1	<a href="#">Download</a>	8/24/2017 8:30 PM
Yelabugin, Vladimir		Not open	

Note that if the due date has passed, all students who are in the audience for the assignment will have a date in the **Turned in** column, even if they did not upload a file and mark it final. This is because the system automatically closes the assignment for the student when the due date passes. If the student never uploaded a file, the system will also automatically give the student a failing grade if **Auto-Grade** is enabled. See [Automatically assign a zero grade when a student does not submit files \(page 93\)](#) for more information.

If the **Grade** column shows a **Download** link, you can click this to download the student's files. If you don't see a **Download** label but want to review the student's uploaded files, click the student's name to display the Student Assignment Details screen—from this screen, you can download the files. (For more details, see [Review uploaded assignments \(page 181\)](#).)

For students who are not in the audience for the assignment, the **Grade** column will show “Not open,” and the **Files** and **Turned in** columns will show no values.

Yellow highlighting on any student's name means that there is an action that needs to be taken with that assignment—either the student has to finish working, or you have to give the student a grade.


## For online assignments


With online assignments, you can use the assignment overview to see who has finished the test, how long each student spent on the test, and other details.


You can see each student's progress by looking at the **Completed** column:


- If the value in this column is **Still open**, that means either that the student has not taken the test, or that the student has unused attempts remaining.
- If the student has used all of his or her attempts, then the **Completed** column shows the time the student completed the last attempt.

### Coursework

**Vocabulary Quiz**  
Exam in Unit 1

 due **Thursday 8/31, 11:55 PM**

 [Go to the Test Builder](#)

 [Edit this assignment](#)

[Push to](#)

Student Results			
Student	Grade	Completed	Time spent
<a href="#">Blakely, Mary</a>	50/50, A (100%)	8/24/2017 8:43 PM	0 Minutes
<a href="#">Gomez, Jorge</a>		Still open	
<a href="#">Jackson, Bobby</a>		Still open	
<a href="#">Mimura, Machiko</a>	40/50, C (80%)	8/24/2017 8:44 PM	0 Minutes
<a href="#">Yelabugin, Vladimir</a>		Still open	

Note that if the due date has passed, all students who are in the assignment's audience will have a date in the **Completed** column, even if they did not take the test. This is because the system automatically turns in the test for the student when the due date passes. If a student in the assignment's audience never took the test, the system will also automatically give the student a failing grade if **Auto-Grade** is enabled. See [Auto-Grade \(page 85\)](#) for more information.

If the **Grade** column shows a **Review** link, you can click this to review the student's work. The **Review** label displays only if the test includes questions that you must grade manually. If you don't see a **Review** label but want to review the student's assignment, click the student's name to display the Student Assignment Details screen—you can view the completed assignment on this screen. (For more on reviewing online assignments, see [Reviewing online tests \(page 182\)](#).)

The **Time spent** column shows the total amount of time that the student spent on the test. If the test was set up to allow multiple attempts, this column shows the amount of time spent on the most recent attempt.

For students who are not in the audience for the assignment, the **Grade** column will show “Not open,” and the **Completed** and **Time spent** columns will show no values.

Yellow highlighting on any student’s name means that there is an action that needs to be taken with that assignment—either the student has to finish working, or you have to give the student a grade.

## View the Student List

For every course, the system includes a Student List that lists all students associated with the course (both enrolled and non-roster students).



This list shows the number of assignments each student has finished and includes a link to the student’s most recent submission. If the student has any assignments that need to be graded, the student’s name is highlighted in yellow and marked with the needs-grading icon.

**Coursework**

[← Back to main screen](#)

**Student List**

Choose a student to see all of his or her Coursework.

Students		
Student	Completed	Most recent submission
<b>Blakely, Mary</b> 	2/7	<a href="#">Vocabulay Quiz</a>
<a href="#">Gomez, Jorge</a>	2/8	<a href="#">Spanish Essay Assignment</a>
<a href="#">Jackson, Bobby</a>	0/7	
<b>Mimura, Machiko</b> 	2/7	<a href="#">Vocabulay Quiz</a>
<a href="#">Yelabugin, Vladimir</a>	0/6	

To view the Student List:

1. Navigate to the Coursework feature, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. In the pane at the upper left, click **Student List**.  
The system displays the Student List. From here you can click any student’s name to see more details about that student’s work and, optionally, enter grades. You can also click an item in the **Most recent submission** column to go to the **Student Assignment Details** screen for the corresponding student and assignment.



# Reviewing completed assignments

This section describes how to review students' uploaded and online assignments.

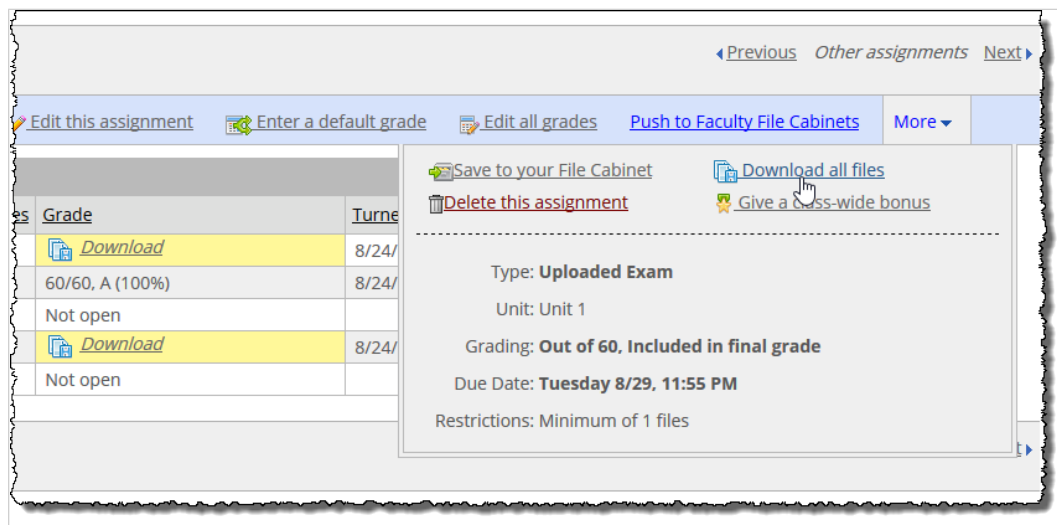
## Review uploaded assignments

When you are ready to review students' uploaded assignments, you can do either of the following:

- Download all students' files in a single .zip archive. In this case, the .zip archive will contain a folder for each student.
- Download each individual student's file (or files) separately. In this case, you'll download a single .zip archive that contains the file or files turned in by one particular student.

You can do this at any time after students have begun uploading the files—even if students have not marked the files as final. Just be aware that if the student did not mark the file(s) final, he or she is probably still working.












1. Display the assignment overview, as described in [Navigate to the assignment overview \(page 109\)](#).
2. Do one of the following:
  - If you want to download all uploaded files together in one .zip archive, click the **More** link, select **Download all files** and follow the prompts to save or open the .zip archive.



Note that if the link is not in the action bar, then you should see it in the **More** menu.

- To download a single student's files, locate the student's name on the assignment overview. If you see the **Download** link on this screen, in most cases that means that the student has marked the assignment as final and feels that the work is done (it could also mean that the due

date passed, and the files were automatically marked final by the system). Click the **Download** link and follow the prompts for opening or saving the .zip archive.


 <b>Spanish Essay Assignment</b> Exam in Unit 1			
 due <b>Tuesday 8/29, 11:55 PM</b>		 <a href="#">Edit this assignment</a>	 <a href="#">Enter a default grade</a>
<b>Student Results</b>			
Student	Files	Grade	Turned in
 <a href="#">Blakely, Mary</a>	1	 <a href="#">Download</a>	8/24/2017 8:28 PM
<a href="#">Gomez, Jorge</a>	1	60/60, A (100%)	8/24/2017 8:47 PM
<a href="#">Jackson, Bobby</a>		Not open	
 <a href="#">Mimura, Machiko</a>	1	 <a href="#">Download</a>   	8/24/2017 8:30 PM
<a href="#">Yelabugin, Vladimir</a>		Not open	


- If there is no **Download** link, but the **Files** column indicates that the student has uploaded one or more items, this means that the student has not yet marked the files as final and may still be working on them. If you still want to download the files, click the student's name to display the **Student Assignment Details** screen. This screen lists the files that the student has uploaded. You can click the name of one of the files to download it, or click **Download all of student name's files**.


Here are the files Bobby has uploaded for this exam:

**Bobby has not turned in this exam yet.**

You can review these files any time, but they might not be final or complete.

 [Essay Assignment.docx](#) (.docx, 11K, 8/8/2016 3:50 AM)

 [Download all of Bobby's files](#)

 Bobby hasn't turned this assignment in yet, but if you think it is complete and ready to be graded, you can close it manually and then enter a grade.

## Reviewing online tests

After a student completes an online test, you may want to go over the completed test to grade individual questions or just take a look at the student's work. You also have the option of viewing all students' answers to a single question side by side. This might be useful if you want to compare the full range of different responses while grading.

### Review one student's test

1. Navigate to the assignment overview, as described in [Navigate to the assignment overview \(page 109\)](#).
2. Locate the name of the student whose work you want to review. If you want to check whether the student is done, look at the **Completed** column:
  - If this column lists a date and a timestamp, then the student is done—continue to step 3.
  - If this is a test that allows retakes, and the student has not yet used all of his or her attempts, the value in this column is **Still open**. Still, it is possible that the student used one or more

attempts that you may want to review. You can tell this by looking at the **Time spent** column. If the student submitted an attempt and is not currently in the midst of a new attempt, the **Time spent** column will show a value. In this case, if you want to review the student's attempt(s), continue to step 3.

3. Do one of the following:
  - Click the corresponding **Review** link for the student.

The screenshot shows the 'Week 3 Quiz' interface. At the top, it says '1+1 Week 3 Quiz Quiz in Unit 1'. Below this, there's a yellow bar indicating the quiz is 'due Thursday 8/31, 11:55 PM' and a blue bar with a 'Go to the Test' button. The main section is titled 'Student Results' and contains a table with two columns: 'Student' and 'Grade'.

Student	Grade
Blakely, Mary	
Gomez, Jorge	<a href="#">Review</a>
Jackson, Bobby	
Mimura, Machiko	50/50, A (100%)
Yelabugin, Vladimir	

- If there is no **Review** link, click the student's name to display the Student Assignment Details screen, then scroll to the bottom of the screen. If the student has taken the test, you will see the beginning of the student's responses.

The screenshot shows the 'Quiz' results page. It lists five questions, each with a green checkmark and a score of '10/10'. Each question has a link to 'Expand question and response'.

- 1) What is the oldest continually inhabited city in [Expand question and response]
- 2) What is the largest city in the world reachable [Expand question and response]
- 3) What is the largest Spanish-speaking country i [Expand question and response]
- 4) What Spanish city is renowned for its Roman t [Expand question and response]
- 5) What Spanish city features prominently in Her [Expand question and response]

Note that you can page through the test from here, or you can click the link labeled **Show the whole assignment type on one page**.

By default, each question is truncated, but there are links throughout the screen that let you expand an individual question or all questions.

If the student took the test more than once, each attempt is represented by a tab.

The screenshot shows a quiz interface with two tabs: "Retake #1 (50/50)" and "Original (40/50)". The "Retake #1" tab is active. It displays the following information:

- This retake 50/50**
- Jorge submitted this Retake **on time** on **Thursday, August 24 at 9:15 PM**
- Jorge spent **0 minutes** taking the Retake
- Jorge took this quiz from IP address 10.20.10.175
- A trash icon and the text **Ignore this attempt**
- A button: **+ Expand all responses**
- Quiz**
- Two questions are listed, both marked correct (10/10):
  - 1) What is the oldest continually inhabited city in [link: Expand question and response]
  - 2) What is the largest city in the world reachable [link: Expand question and response]

4. From this point, you may want to grade individual questions and enter feedback, as described in [Grading assignments \(page 195\)](#).

## View all students' responses to a question

In some cases, you might want to view all students' responses to a particular question side by side. You can navigate to this view in a few different ways.

To view all students' responses to a single question, do one of the following:

- Start from the assignment overview
  1. Open the assignment overview, as described in [Navigate to the assignment overview \(page 109\)](#).
  2. Click the **More** link, and then select **Grade by question**.

The screenshot shows the assignment overview interface. At the top, there are navigation links: "Previous" and "Other". Below this is a toolbar with the following options:

- Go to the Test Builder
- Edit this assignment
- Push to Faculty File Cabinets
- More (dropdown arrow)

Below the toolbar, there is a table with the following columns:

Grade
10/10, A (100%)
10/10, A (100%)
<a href="#">Review</a>
<a href="#">Review</a>
<a href="#">Review</a>

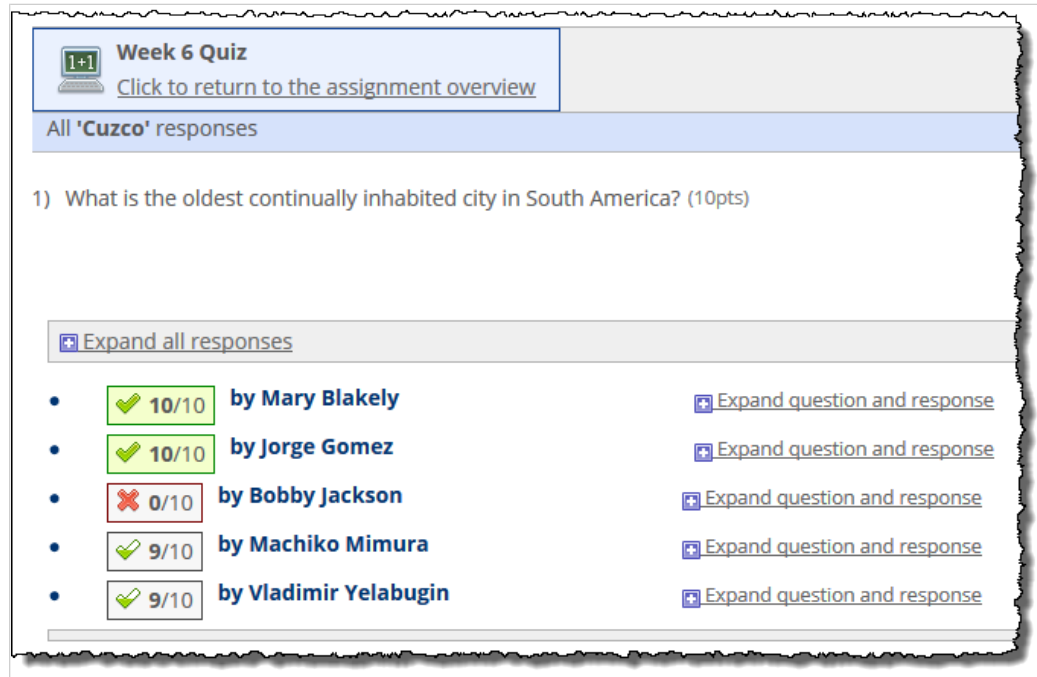
To the right of the table, there is a sidebar with the following options:

- Save to your File Cabinet
- View test analysis
- Delete this assignment
- Preview this test
- Grade by question** (highlighted with a mouse cursor)
- Give a class-wide bonus

Below these options, there is a section with the following information:

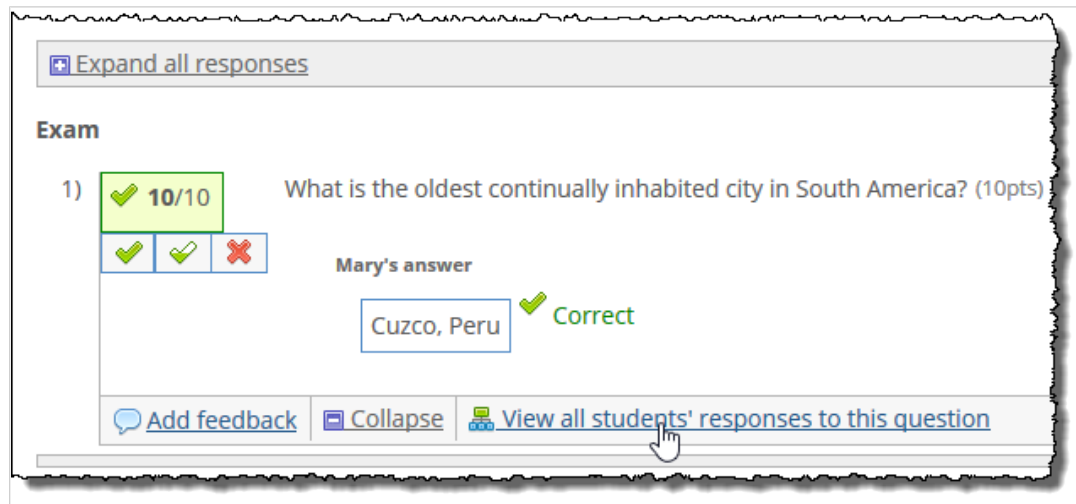
- Type: **Online Exam**
- Unit: Unit 1
- Grading: **Out of 10, Included in final grade**

The system displays a list of all students' responses to the online test's questions.



- Start with a single student's test

1. View a student's completed test, as described on [page 203 \(page 182\)](#).
2. Locate the question that you want to review. Expand the question, if it is not already expanded.
3. Click **View all students' responses to this question**.



If students already have scores, the system displays a summary of the scores, with links that let you expand any single response.

If students do *not* already have scores on this question, the system displays all responses on the screen, along with scoring icons.

To display all students' responses, click **Expand all responses**, which is at the upper left.

# Managing active assignments

Although most assignments are set up with a specific start date, a specific due date, and related settings, many of these parameters can be adjusted for an individual student. Note that the exact options vary depending on the assignment's format.

## Options for uploaded and online assignments

The following describe some of the options for uploaded and online assignments:

- Working with personalized start and due dates
- Closing an assignment for a student
- Reopening an assignment
- Viewing the detailed history for an assignment

For online tests, there are some additional options, which are described starting in [Options for online assignments \(page 192\)](#).

## Working with personalized start and due dates

If a student needs to take a test at a different time than the rest of the class, you might want to give the student a personalized start date, a personalized due date, or both.

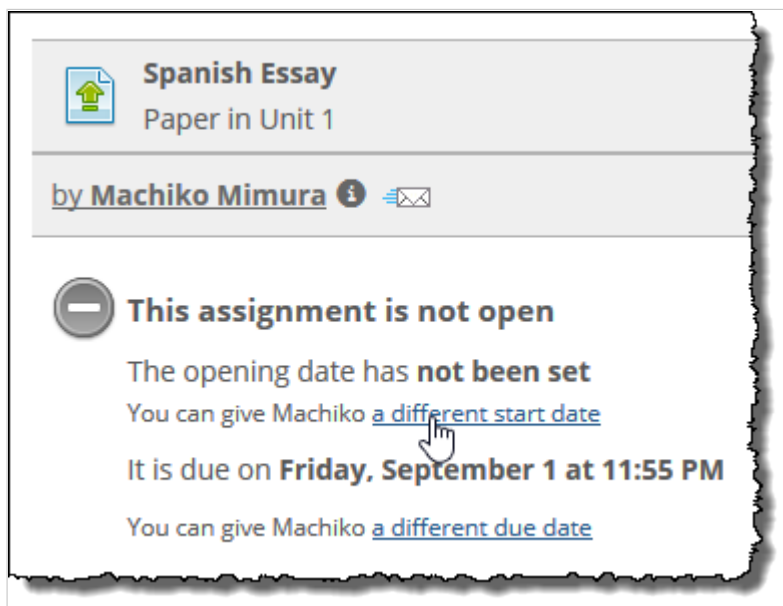
### Set a personalized start date

If you give a student a personalized start date, that is the date on which the assignment will open for him or her, and the start date defined for the assignment is mostly ignored. You can give the student a personalized start date only if the start date defined for the assignment has not yet passed.

When you set a personalized start date, you are allowed to choose a date that occurs before or after the start date for the assignment.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).

At the top of the screen is a link labeled **a different start date**. (If you do not see this, then the assignment is already open and you cannot give the student a personalized start date.)



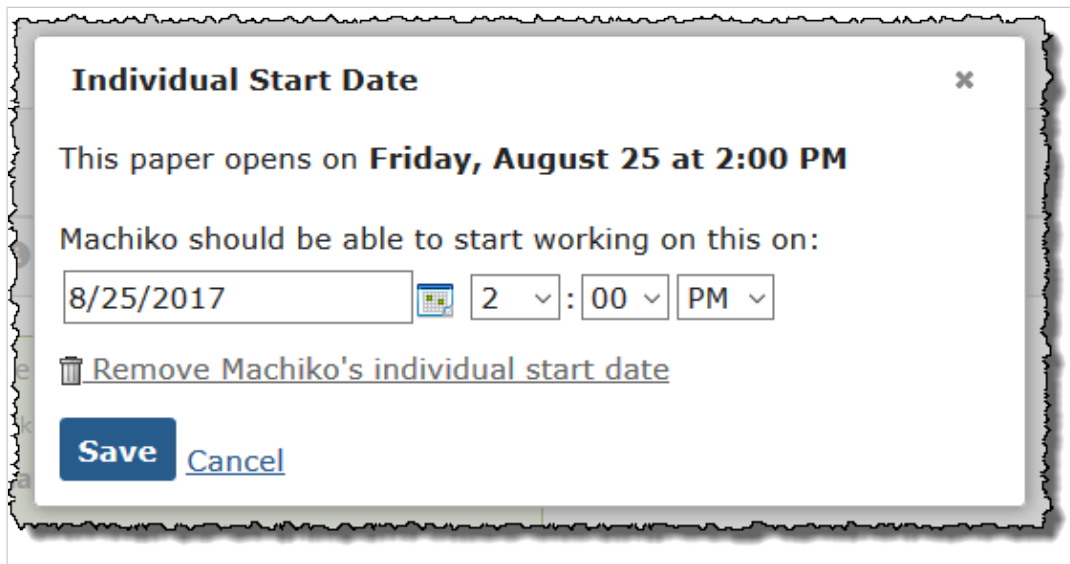
2. Click a different start date.

The system displays a dialog box labeled **Individual Start Date**.

3. Enter the appropriate date and time using the fields provided.
4. Click **Save**.

The system saves the personalized date. Your view of the Student Assignment Details screen for this student will now show this as the start date. If the assignment is visible to the student, he or she will also see this date.

Note that on your view of the Student Assignment Details screen, there is no indication this is a personalized date for the student, but in the future, any authorized user who visits this screen will be able to tell that the date has been customized by clicking **a different start date**—if a student's start date has been personalized, then the pop-up includes an option that reads **Remove student name's individual start date**.



You can also see that the start date was customized by viewing the detailed history of the assignment, as described in [View the detailed history for an assignment \(page 190\)](#).

### **Set a personalized due date**

If the assignment's due date has not yet passed, you can give the student a custom due date that differs from the one set for the assignment.



If the assignment's due date is configured to show up on the course calendar, the student's My Calendar will still show the due date defined for the assignment, not the date customized for him or her.

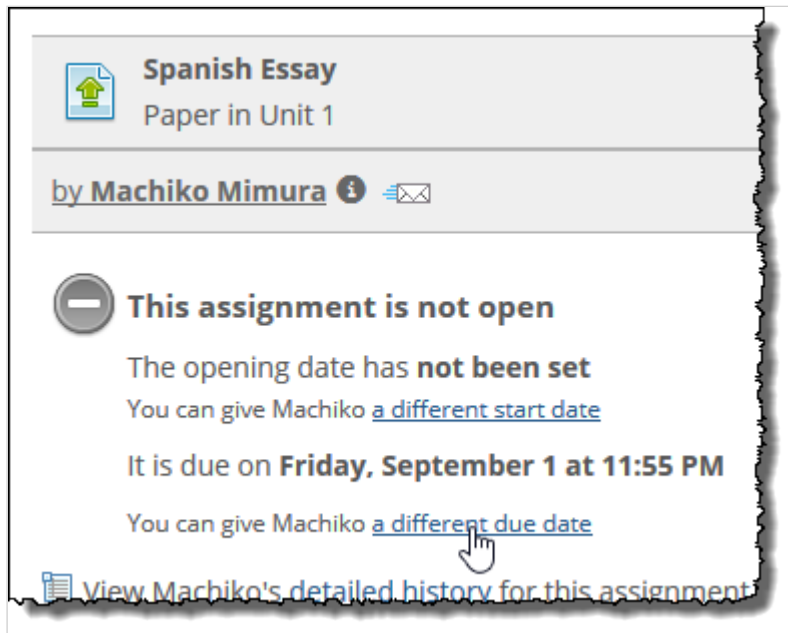
1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).

The screen includes a line of text indicating the date and time the assignment is due, along with an option for creating a different due date.



If you do not see the link labeled **a different due date**, that means the due date for the assignment has already passed, or that the student has already taken the test and used all available retakes. In either case, the assignment is considered closed for the student. If this is the situation and you still want the student to be able to continue working, you can let the student rework an existing attempt, as described in [Let a student rework an assignment \(page 194\)](#), or reopen the assignment so the student can use any remaining attempts, as described in [Reopen an assignment \(page 189\)](#).

2. Click the link labeled **a different due date**.



The system displays the **Individual Due Date** pop-up.

3. Enter the appropriate date and time.
4. Click **Save**.

The system saves the personalized date. Your view of the Student Assignment Details screen for this student will now show this as the due date. If the assignment is visible to the student, he or she will also see this date.

Note that on your view of the Student Assignment Details screen, there is no indication that this is a personalized date for the student, but in the future, any authorized user who visits this screen will be able to tell that the date has been changed by clicking **a different due date**—if a student's due date has been personalized, then the pop-up includes an option that reads **Remove student name's individual due date**.

You can also see that the due date was customized by viewing the detailed history of the assignment, as described in [View the detailed history for an assignment \(page 190\)](#).

### ***Remove or change a personalized due date or start date***

If you've given the student a personalized due date or start date that you now want to remove or change, use this procedure.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click one of the following:
  - the link labeled a different start date.
  - the link labeled a different due date.

The system displays a pop-up.

3. Do one of the following:
  - To modify the personalized date, change the date and time fields, then click **Save**.
  - To delete the personalized date and revert to the date defined for the assignment, click **Remove student name's individual due/start date**.



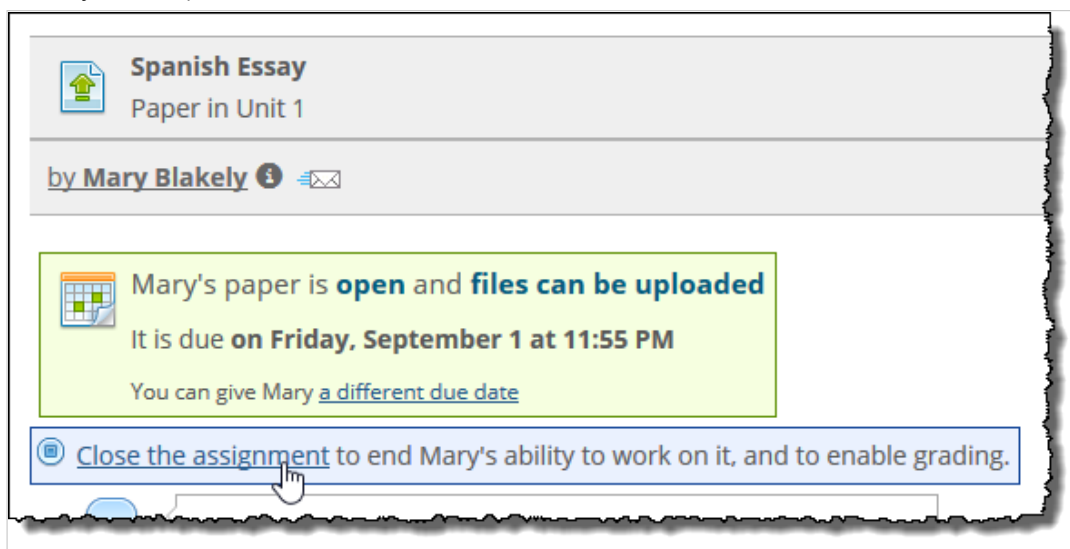
## Close an assignment for a student

The Student Assignment Details screen includes a feature that lets you close the assignment for the student and enter a grade.

You might want to do this for a few different reasons. For example, suppose you have created an online test that allows retakes and uses the student's best attempt for the final score. If a student did perfectly on the first attempt, you may want to close the assignment, since he or she does not need the additional attempts.

If the assignment was an uploaded assignment, you might want to close it if the student gave you a hard-copy version of his or her file, or if the student uploaded a file but failed to mark it as final (and you know that it is the final version).

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).  
You will not be prompted to confirm that you want to close the assignment, so make sure you really want to close it before proceeding.
2. Click the link labeled **Close the assignment**. (If you do not see this link, then the assignment is already closed.)



The system closes the assignment. The student can no longer work on it, and you are allowed to enter a grade.

If you later decide you want to reopen the assignment for the student, see [Reopen an assignment \(page 189\)](#).

## Reopen an assignment

There may be cases where an assignment has closed for a student—either because the student completed it or because the due date passed—but you want the student to be able to continue working. In many cases, you can address this by reopening the assignment.

Reopening works differently depending on the assignment's format:

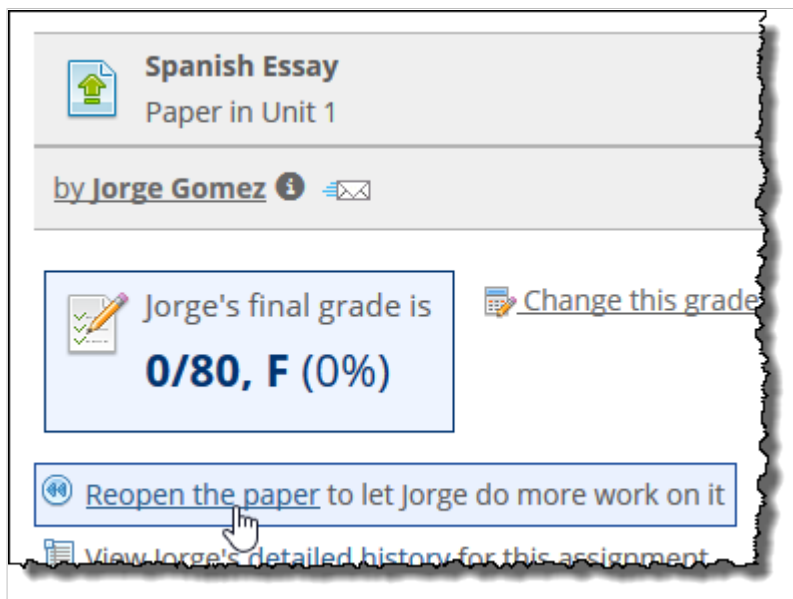
- If this is an uploaded assignment, reopening it allows the student make changes to the file(s) that he or she already uploaded. If the student has not exceeded the maximum, the student will also be allowed to upload more files.
- If this is an online test, reopening the assignment is possible only if the student never took the test or has at least one retake remaining. Reopening will allow the student to use the remaining attempt(s).



If the student does not have additional attempts outstanding, consider granting the student a retake, as described in [Grant a student a retake \(page 195\)](#), or letting the student rework an earlier attempt, as described in [Let a student rework an assignment \(page 194\)](#).

For both assignment formats, you can also extend the due date when you reopen the assignment.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click the link labeled **Reopen the assignment type**. (If this is an online assignment and you don't see this link, in most cases that means the student does not have outstanding attempts available, and you cannot reopen the assignment.)



After you click **Reopen the assignment type**, the system displays a pop-up that lets you do either of the following:

- Give the student a personalized due date. (If the due date for the assignment has already passed, giving the student a new due date is required.)
  - Enter a comment for the student. This message will display on the student's view of the Student Assignment Details screen.
3. Click the Reopen the *assignment type* button.  
The system reopens the assignment for this student. In the student's view of the feature, the assignment will revert from being grayed out to showing as a hyperlink, indicating that the assignment is open.  
If the student previously attempted the test or uploaded a file, the system will add a status message that says **In Progress**.

## Detailed history for an assignment

### View the detailed history for an assignment

If you want to see details of the actions taken with an assignment—such as each time the student launched the exam, whether or not the student was granted a personalized due date and so forth—you should view the detailed history for the assignment.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).

- Click the link labeled **detailed history**.

The screenshot shows a pop-up window titled "Week 3 Quiz" with a sub-header "Quiz in Unit 1". Below this, it says "by Mary Blakely" with an information icon and an email icon. A large blue box displays "Mary's final grade is 50/50, A (100%)". Below the grade box, there are three links with icons: "Rework the quiz" (with a speech bubble icon), "Grant a retake" (with a circular arrow icon), and "View Mary's detailed history for this assignment" (with a document icon). A mouse cursor is pointing at the "View Mary's detailed history" link. At the bottom, there is a link "About this grade".

The system displays a pop-up that lists actions that the student took, and actions that you took specific to this student.

The screenshot shows a table titled "Detailed assignment history" with a close button (X) in the top right corner. The table has four columns: "Action", "Note", and "Date". The "Action" column contains icons for each row. The "Note" column contains descriptive text for each action. The "Date" column contains the timestamp for each action.

	Action	Note	Date
	Graded	You can review the scored exam below.	5/19/2019 3:26 PM
	Turned in	On time.	5/19/2019 3:26 PM
	Attempt submitted		5/19/2019 3:26 PM
	Progress saved	Submitted.	5/19/2019 3:26 PM
	Attempt launched		5/19/2019 3:26 PM
	Progress saved	"Exit" button clicked.	5/19/2019 3:26 PM
	Progress saved	"Save Progress" button clicked.	5/19/2019 3:26 PM
	Progress saved	Auto-saved.	5/19/2019 3:25 PM
	Attempt launched		5/19/2019 3:24 PM
	Progress saved	"Exit" button clicked.	5/19/2019 3:24 PM
	Progress saved	"Save Progress" button clicked.	5/19/2019 3:24 PM
	Progress saved	Auto-saved.	5/19/2019 3:16 PM
	Attempt launched		5/19/2019 3:16 PM

## Detailed assignment history

Various events can result in an "Attempt submitted" or "Progress saved" entry being written to the detailed history for an assignment. To help you differentiate among these events, the **Note** column of the history explains the action that resulted in the history item.

Following are lists of all possible events that will result in the logging of “Attempt submitted” and “Progress saved” entries in the detailed history.

### ***“Attempt submitted” history items***

An “Attempt submitted” item is written in the assignment history anytime one of the following actions occurs:

- The student submits an attempt normally.
- The **Lock out** option is turned on, and the student closes the test by clicking **Exit this Exam** or by closing the browser and then tries to return to the attempt.
- Time runs out on a timed test.
- The student closes the browser tab or window while taking a timed test and then allows time to run out before returning to the attempt.
- Faculty closes an assignment when an attempt is in progress.
- The student starts a non-timed assignment, closes the assignment, and lets the due date or late date pass.

### ***“Progress saved” history items***

A “Progress saved” item is written to the assignment history when any of the following actions occur:

- The assignment is auto-saved. Successive auto-saves will show up only as one entry in the history when no other actions occur between them.
- The student clicks **Save Progress**.
- The student navigates to a different page of the assignment.
- The student clicks **Exit this Exam**.

The attempt is submitted either automatically when time runs out or by the student clicking **Submit this Exam**.

## **Options for online assignments**

In addition to the choices described in [Options for uploaded and online assignments \(page 186\)](#), you can also do any of the following when managing online tests:

- Give a student a personalized time limit, as described below.
- Let a student rework an attempt, as described in [Let a student rework an assignment \(page 194\)](#).
- Grant a student a retake, as described in [Grant a student a retake \(page 195\)](#).

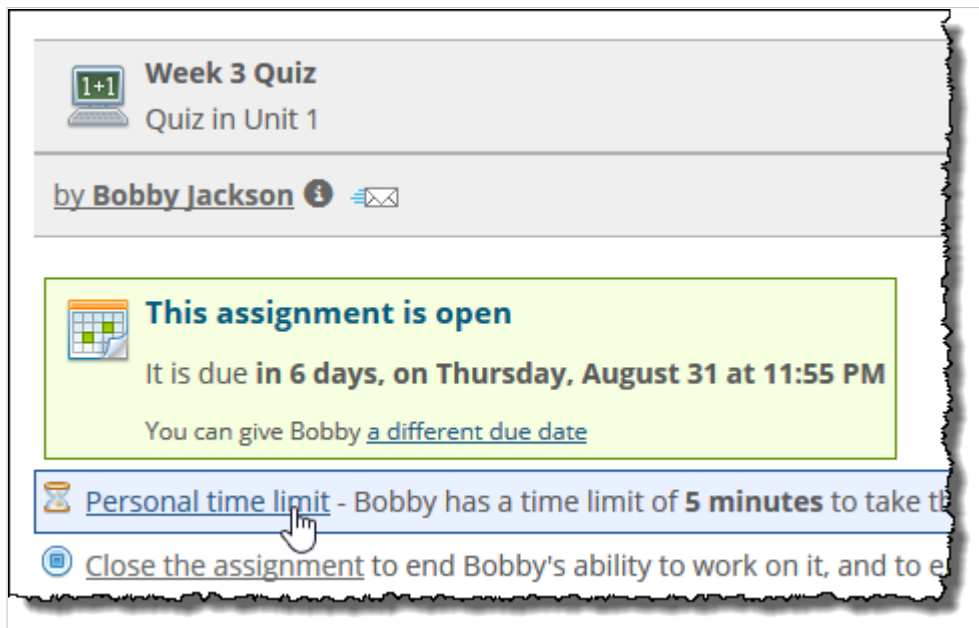
## **Working with personalized time limits**

If desired, you can give a student a customized time limit for completing an online assignment. This time limit will supersede any time limit that might have been set for the assignment.

### ***Set a personalized time limit***

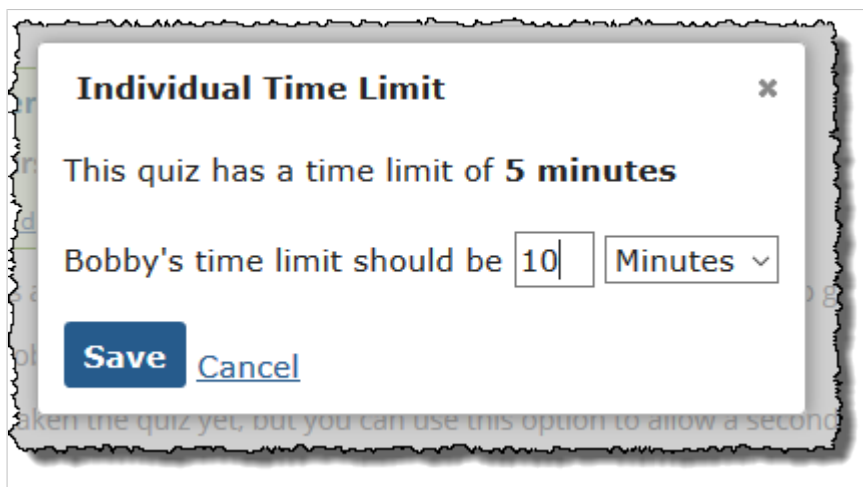
1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).

- Click the link labeled **Personal time limit**. (If you don't see this link, then the assignment has already closed for the student, or it is not an online test.)



The system displays a dialog box labeled **Individual Time Limit**.

- Enter the appropriate time limit.



- Click **Save**.

The system saves the personalized time limit. Your view of the Student Assignment Details screen for this student will now show this time limit. If the assignment is visible to the student, he or she will also see this time limit.

Note that in your view of the Student Assignment Details screen, there is no indication that this value has been customized, but in the future, any authorized user who visits this screen will be able to tell this is a personalized time limit by clicking a **different time limit**—if the time limit is customized, the pop-up includes an option that reads **Remove *student name's* individual time limit in favor of the standard limit**.

You can also see that a custom time limit was added for this student by viewing the detailed history of the assignment, as described in [View the detailed history for an assignment \(page 190\)](#).

## Remove or change a personalized time limit

If you've given a student a personalized time limit that you want to remove or change, use this procedure. Note that when you remove a time limit for a student, whatever time limit you defined for the assignment (if any) will apply.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click the link labeled **Personal time limit**.  
The system displays a dialog box labeled **Individual Time Limit**.
3. Do one of the following:
  - To delete the personalized time limit and revert to whatever time limit (if any) is defined for the assignment, click **Remove *student name's* individual time limit in favor of the standard limit**.
  - To modify the personalized time limit, edit the time fields and click **Save**.

## Let a student rework an assignment

After a student submits a test, you can open the test back up to let the student refine his or her answers and complete any unanswered questions. This is the equivalent of handing a hard-copy test back to the student for further work. In eLearning, this is called letting the student rework the assignment.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click the link labeled **Rework**.



If you don't see the **Rework** link, it means the student did not take the test and therefore has nothing to rework. If the student did not take the test and the due date has passed, you can still give the student another chance by reopening the assignment, as described in [Reopen an assignment \(page 189\)](#).

The system displays the **Rework** pop-up.

A screenshot of a 'Rework' dialog box. The title bar says 'Rework' with a close button (X). The text inside says: 'If Bobby isn't finished with this exam, you can allow it to be reworked. This enables Bobby to answer any skipped questions or change existing answers.' Below this, it says 'The due date for the additional work should be:' followed by a date picker showing '11 : 55 PM'. At the bottom, there is a text field labeled 'Note to Bobby:' and two buttons: 'Allow reworking' and 'Cancel'.

If the student took the test more than once, the dialog will include a drop-down list that lets you select a specific attempt for the student to rework.

3. Fill out the form as follows:

- If the student took the test multiple times, use the drop-down list to select one of the attempts.
  - If appropriate, enter a different due date. If the due date for the assignment has already passed, this is required.
  - If appropriate, enter a note to the student. This message will display on the student's view of the Student Assignment Details screen.
4. Click the **Allow reworking** button.  
The student will now be able to resume work on the assignment.

## Grant a student a retake

If you want to grant a student an extra retake (in addition to any that you might have defined for the assignment), use this procedure.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click the link labeled **Grant a retake**. If you don't see this option, then either the due date has already passed, or the assignment is set up to allow an unlimited number of retakes.



If the due date has passed but you want the student to be able to keep working, see [Reopen an assignment \(page 189\)](#).

The system displays a pop-up screen with several options.

3. Fill out the form as follows:
  - If appropriate, enter a different due date for the retake.
  - Choose one of the options listed for determining how this retake should affect the student's overall grade for the assignment.
  - Optionally, specify the minimal amount of time between the end of the student's last attempt and the time they can begin the retake.
  - Enter a note for the student. This message will display on the student's view of the Student Assignment Details screen.

Note that you will not be able to edit these choices later, so make you sure enter the appropriate values before closing the pop-up screen.

4. Click **Grant a retake**.

The system gives the student one additional retake, and the screen updates to show the new number of retakes available. If the assignment is visible to the student, he or she will also see this updated number.

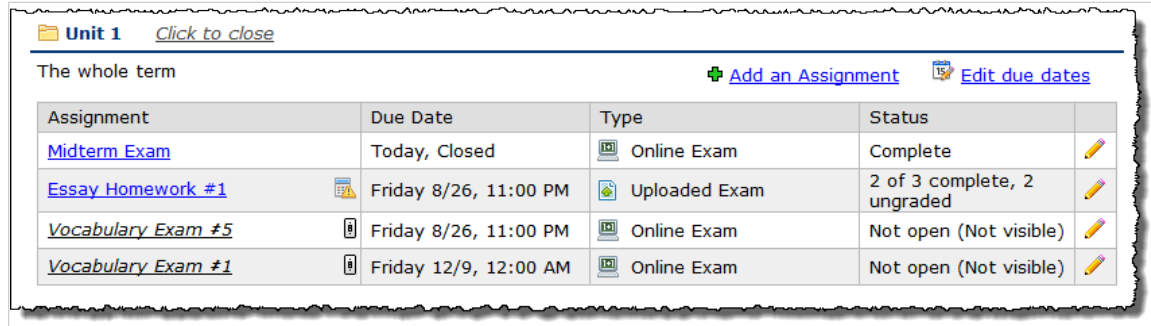
Note that on your view of the Student Assignment Details screen, there is no immediate indication that the available retakes for this student is different from the rest of the class, but you and other authorized users can see that number of retakes was customized by viewing the detailed history of the assignment, as described in [View the detailed history for an assignment \(page 190\)](#).

## Grading assignments

This section describes how to grade assignments and leave feedback for students.

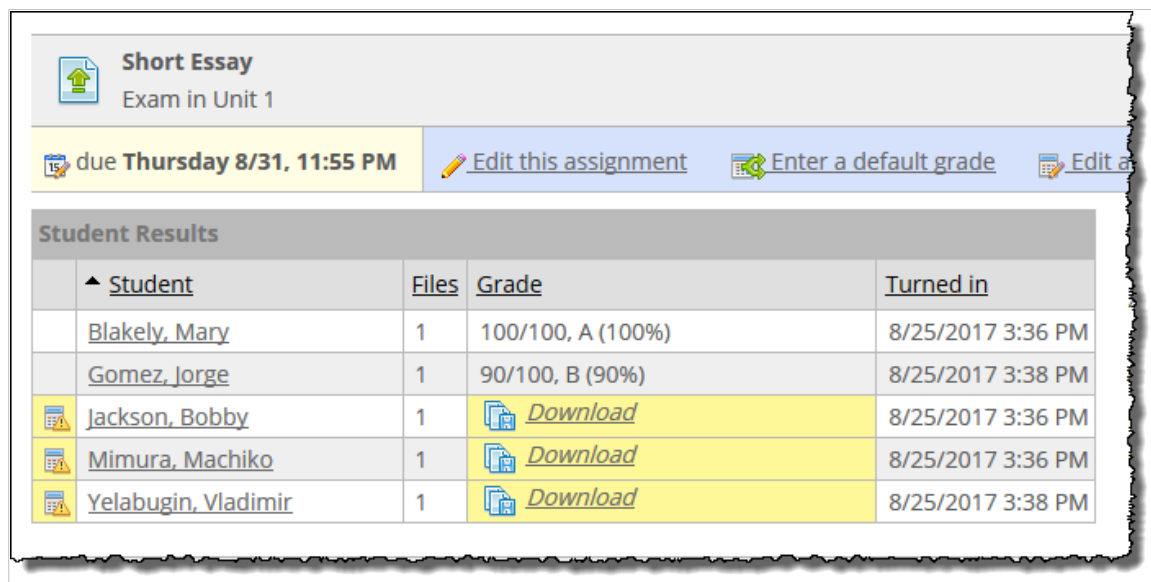
## How the system indicates grading status

The main view of the feature will flag any assignment that needs grading with an icon that looks like a calculator with an exclamation point. Additionally, the **Status** column includes a notation of the number of students whose assignments need grading.



Assignment	Due Date	Type	Status
<a href="#">Midterm Exam</a>	Today, Closed	Online Exam	Complete
<a href="#">Essay Homework #1</a>	Friday 8/26, 11:00 PM	Uploaded Exam	2 of 3 complete, 2 ungraded
<a href="#">Vocabulary Exam #5</a>	Friday 8/26, 11:00 PM	Online Exam	Not open (Not visible)
<a href="#">Vocabulary Exam #1</a>	Friday 12/9, 12:00 AM	Online Exam	Not open (Not visible)




When you navigate to the assignment overview, each student whose work needs grading is also marked with the calculator/exclamation-point icon and highlighted in yellow.



Student	Files	Grade	Turned in
<a href="#">Blakely, Mary</a>	1	100/100, A (100%)	8/25/2017 3:36 PM
<a href="#">Gomez, Jorge</a>	1	90/100, B (90%)	8/25/2017 3:38 PM
<a href="#">Jackson, Bobby</a>	1	<a href="#">Download</a>	8/25/2017 3:36 PM
<a href="#">Mimura, Machiko</a>	1	<a href="#">Download</a>	8/25/2017 3:36 PM
<a href="#">Yelabugin, Vladimir</a>	1	<a href="#">Download</a>	8/25/2017 3:38 PM



When you view the Student List, if any students have assignments that need grading, you will see the same yellow highlighting and calculator/exclamation-point icon.

Student List		
Choose a student to see all of his or her Coursework.		
Students		
Student	Completed	Most recent submission
<a href="#">Blakely, Mary</a>	7/8	<a href="#">Learning Tool Assignment 1</a>
<a href="#">Gomez, Jorge</a> 	5/8	<a href="#">Forum Assignment #2</a>
<a href="#">Jackson, Bobby</a> 	5/8	<a href="#">Short Essay</a>
<a href="#">Mimura, Machiko</a> 	5/8	<a href="#">Learning Tool Assignment 1</a>
<a href="#">Yelabugin, Vladimir</a>	5/8	<a href="#">Learning Tool Assignment 1</a>

## Grading-related notifications to users

When you grade an assignment, the system sends an email notification to the student's preferred email addresses. If SMS messages and desktop notifications are enabled, the system also sends them to the student when sending the emails.

## Grading online assignments

In some cases, the system will can automatically grade an entire test, but you may want to do the following tasks manually:

- Adjust the scores given by the system. This is described in [Grading questions \(page 197\)](#).
- Give a student feedback on a question, as described in [Working with question-specific feedback \(page 198\)](#).
- Manually grade those questions that require it, such as essay questions. This is described in [Grading questions \(page 197\)](#).
- Manually change the score for an assignment, or for one attempt, as described in [Add a bonus after a student takes a test \(page 199\)](#).

## Grading questions

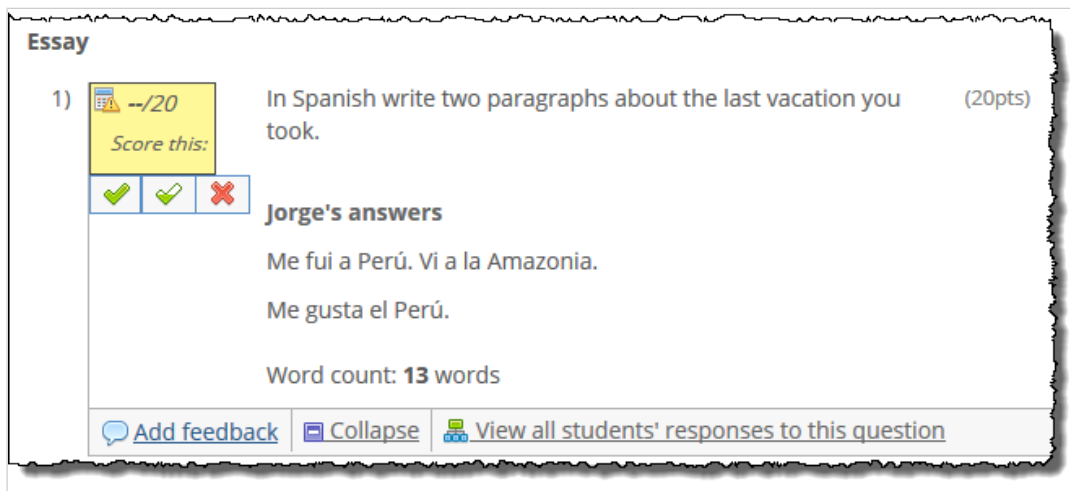
There are a handful of reasons to manually grade a question:

- All essay questions must be manually graded.
- Some short-answer questions must be manually graded.
- You may want to adjust a score that was given automatically by the system.
- You may want to adjust a score that you previously gave.

To grade a question:

1. Open the test for review, as described in [Reviewing online tests \(page 182\)](#).
2. Locate the question you want to grade. If the question is not already expanded, click **Expand question and response**.

To the left of the question text, you should see the scoring icons—a green checkmark, a green-and-white checkmark and a red x.



3. If you want to compare the student's response with other students' responses to this question (and optionally grade the others as well), click **View all students' responses to this question**.
4. To enter or adjust the score, click one of the scoring icons. For details on the scoring icons, see [About the scoring icons \(page 552\)](#).

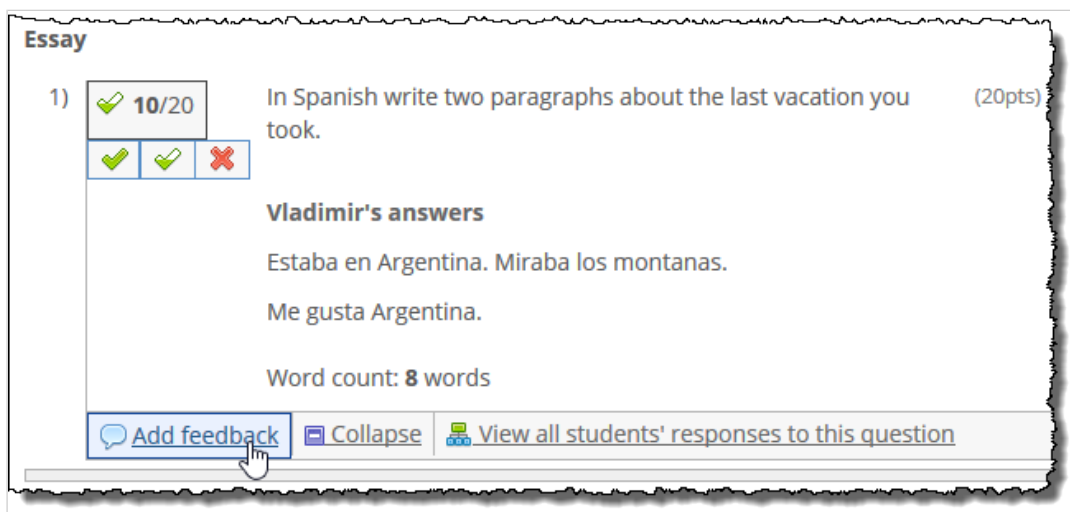
## Working with question-specific feedback

If desired, you can leave personalized feedback for a student regarding a particular question on the test. Note that for students to see your comments, the test must be set up so that review is allowed. (Allowing test review is described in [Test review \(page 84\)](#).)

### Add feedback

Use this procedure to add feedback about a student's response to a question.

1. Open the test for review, as described in [Reviewing online tests \(page 182\)](#).
2. Locate the question you want to leave feedback on. If the question is not already expanded, click **Expand question and response**.
3. Click **Add feedback**.

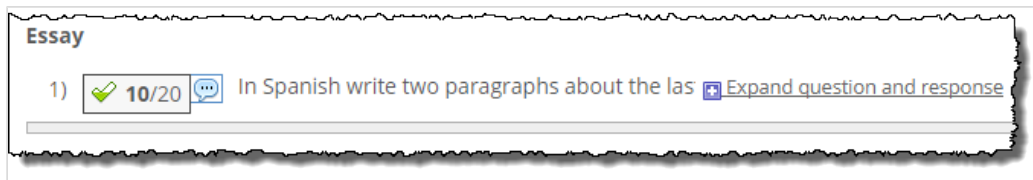


The system displays a pop-up editor.

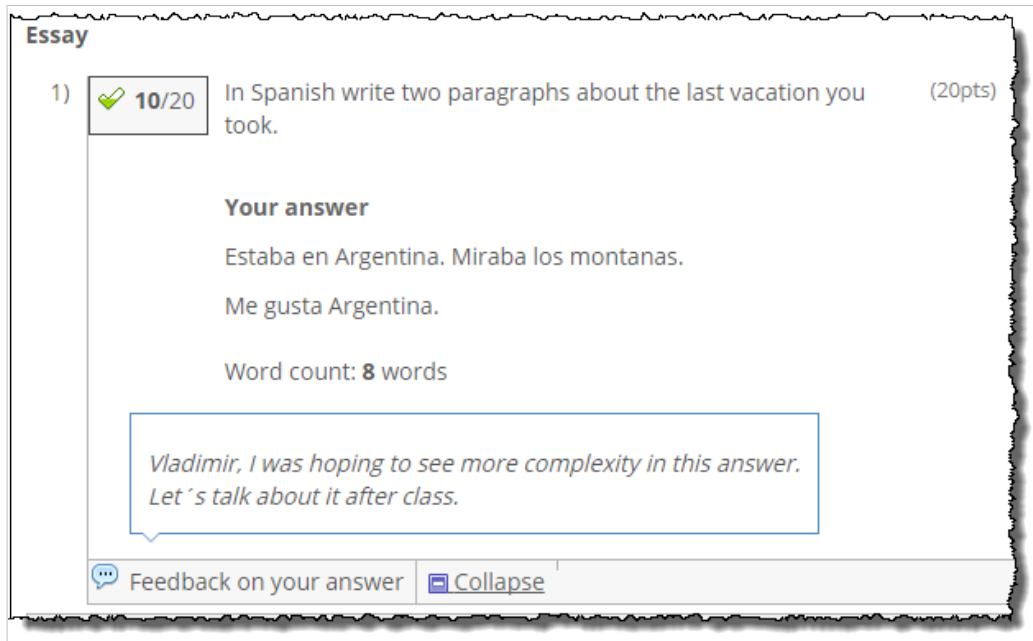
4. Enter your comments. Note that the system will not attribute your remarks, so if more than one person has the ability to leave comments, you may want to include your name.
5. Click **Save**.

The system saves your comments, and the student will see the remarks when he or she is allowed to review the test.

When the student looks at the test, even if the question that you commented on is not expanded, the student can tell that feedback exists if there is a balloon icon next to the score for the question.



When the student expands the question and response, the full text of the comment is shown.



## Remove or change feedback

Use this procedure to remove or modify feedback on a question left by you or another authorized user.

1. Open the test for review, as described in [Reviewing online tests \(page 182\)](#).
2. Locate the question with the feedback you want to remove or modify. If the question is not already expanded, click **Expand question and response**.
3. Click **Edit feedback**.  
The system displays a pop-up editor that includes the feedback.
4. Do one of the following:
  - Edit the comments and click **Save**.
  - To delete the comment, click **Clear this feedback**.

## Adjusting the score of a single-attempt test

If students were allowed only one attempt on a test, you can use these procedures to adjust their scores.

### Add a bonus after a student takes a test

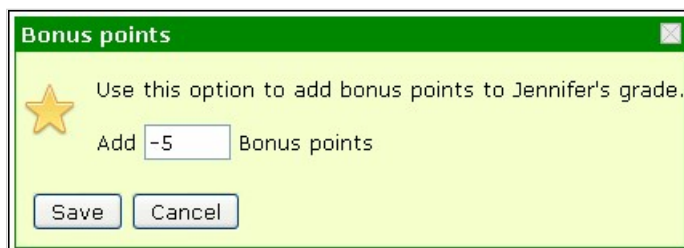
If students were allowed only one attempt on a test, you can add points to their scores using this procedure. If desired, you can also give a negative bonus to reduce a student's score.

If you are working with an assignment that allowed multiple attempts, you will probably want to refer to [Adjust the final score when multiple attempts were allowed \(page 201\)](#). However, if you need to adjust a score of just one attempt that the student completed, you can do that using this procedure.



If you want to add an adjustment for the whole class—either a bonus or a reduction—see [Enter a class-wide adjustment \(page 207\)](#).

1. Open the student's test for review, as described in [Reviewing online tests \(page 182\)](#).
2. At the right of the screen, just above where the completed test is shown, you will see a link that says either **Add a bonus** or **Edit bonus**. Click whichever link is shown.  
The system displays the **Bonus points** pop-up. If you previously adjusted the student's score, this pop-up will show the adjustment you made.
3. Do any of the following:
  - To give the student a bonus, enter the number of points to be added.
  - If you want to reduce the student's score, enter a minus sign followed by the appropriate number.

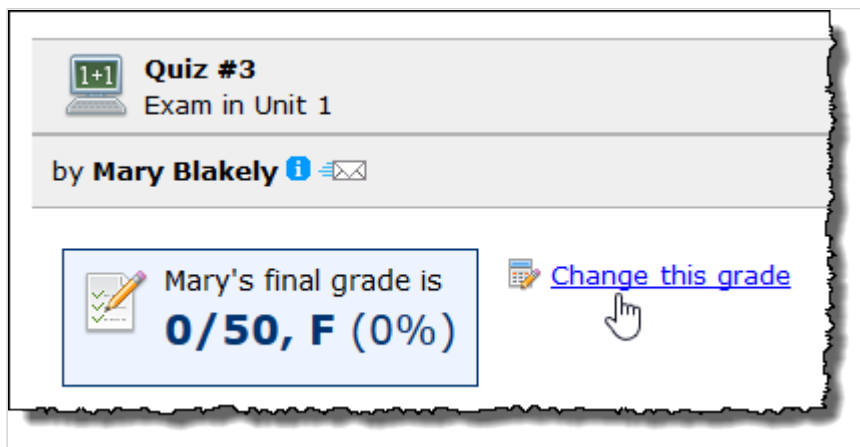


- If you want to remove an adjustment that you previously made, clear the text field.
4. Click **Save**.

### ***Adjust the score if a student didn't take the test***

If a student didn't take a test, the system will automatically give the student a zero. However, you can adjust this.

1. Open the student's test for review, as described in [Reviewing online tests \(page 182\)](#).
2. Click the link that says **Change this grade**.



The system displays the grading icons.

3. To enter a score, click one of the scoring icons. For details on the scoring icons, see [About the scoring icons \(page 552\)](#).

## Adjust the final score when multiple attempts were allowed

You have a few options for adjusting a student's score on a test where multiple attempts were allowed:

- Manually entering a score for the assignment
- Changing the way retakes are weighted
- Adding or removing points from a student's final score

Note that the assignment has to be closed before you can do any of these things. That means either that the student has completed all attempts, the due date has passed, or the assignment has been manually closed (either by you, or by the student clicking the **Turn in assignment** button).



If you want to add an adjustment for the whole class—either a bonus or a reduction—see [Enter a class-wide adjustment \(page 207\)](#).

### Manually enter a score for the assignment

If desired, you can ignore the scoring for the student's attempt(s) and just enter the overall score you think the student should have.

1. Navigate to the appropriate **Student Assignment Details** screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click the link labeled **final grade options**.  
The system displays a pop-up.
3. Select the radio button labeled **Set manually to**.
4. Enter a point value or a grade in the corresponding text box. (For details on what type of values you can enter, see [Values that can be entered \(page 552\)](#).)

**final grade options** [X]

Mary's final grade for this exam should be:

☐ average of all grades received

☐ highest grade received

☐ last grade received

☒ Set manually to:  You can enter a grade as a letter (B+), percent (90%), or point value (45)

☐ Adjust the calculated final grade by  Points

5. Click **Save**.

### Change the way retakes are weighted

If a student took the test more than once, the overall grade typically will be determined by the settings you chose in the **Retakes** area of the screen you use to create and edit the assignment. (This field is described in [Retakes \(page 89\)](#).) However, if you want one student's grade to be calculated in a different way from the rest of the class, you can make changes using this procedure.

To change the way retakes are weighted for a particular student:

- 34 Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
8. Click the link labeled **final grade options**.
9. The system displays a pop-up.
- 35 Specify how the grade should be calculated by choosing one of the following options:
  0.
    - average of all grades received
    - highest grade received
    - last grade received
- 35 Click **Save**.
- 1.

### ***Add or remove points from a student's final score***

If you want to make an across-the-board adjustment to a student's score by adding points or subtracting points, use this procedure.

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click the link labeled **final grade options**.  
The system displays a pop-up.
3. Select the check box labeled **Adjust the calculated final grade by** and enter a point value in the text box provided. Note that you can enter a negative value by using the minus sign.  
If this check box is grayed out, that means that you already have manually given the student a grade—in this case you may want to simply adjust the grade that you previously entered (in the **Set manually to** field).
4. Click **Save**.  
The system adjusts the score by the number that you specified.

## **Grading basic and uploaded assignments**

This section describes how to enter grades for a basic or uploaded assignment. You can enter or modify grades using either of two methods:

- On the assignment overview – This method lets you enter grades for many students at once.
- On the Student Assignment Details screen – This method might be useful if you want to enter a comment along with the grade.

For help grading online assignments, see [Grading online assignments \(page 197\)](#).

### **Enter grades using the assignment overview**

There are several advantages to entering grades on the assignment overview:

- You can enter grades for many students all on one screen.
- Even if you are entering just one student's grade, you can see other students' grades for comparison.
- If this is a basic assignment, you can give multiple students the same grade with just a few clicks.



When you enter grades, you will use either the scoring icons or enter values in text fields. For help with either of these scoring methods, see [Entering scores \(page 552\)](#).

To enter grades on the assignment overview:

1. Display the assignment overview, as described in [Navigate to the assignment overview \(page 109\)](#). If you have not entered grades for your students, each student's name will be accompanied by grading icons, which you can use to enter scores.

**Essay Assignment #1**  
Exam in Unit 1

due **Friday 7/14, 11:55 PM**
[Edit all grades](#)
[Enter a default grade](#)
[Push to Faculty](#)

**Student Results**

Scored out of 60 points  
0% have been graded

▲ <u>Student</u>	<u>Grade</u>
<a href="#">Blakely, Mary</a>	
<a href="#">Gomez, Jorge</a>	
<a href="#">Jackson, Bobby</a>	
<a href="#">Mimura, Machiko</a>	
<a href="#">Yelabugin, Vladimir</a>	

If you have already given some students a score, those scores will be listed instead of the grading icons—but you can make the icons come back (and change the score) by hovering your cursor over the row that represents any student.

**Student Results**

▲ <u>Student</u>	<u>Grade</u>
<a href="#">Blakely, Mary</a>	60/60, A (100%)
<a href="#">Gomez, Jorge</a>	58/60, A (96.67%)
<a href="#">Jackson, Bobby</a>	60/60, A (100%)
<a href="#">Mimura, Machiko</a>	45/60, C (75%)
<a href="#">Yelabugin, Vladimir</a>	49/60, C (81.67%)

If you want to be able to manually type in each student's grade, you can click the **Edit all grades** link. When you do this, the system displays a text box next to each student's name. You can then manually enter or modify each grade.

Student Results		
▲ Student	Grade	Edit Grade
<a href="#">Blakely, Mary</a>	60/60, A (100%)	60
<a href="#">Gomez, Jorge</a>	58/60, A (96.67%)	58
<a href="#">Jackson, Bobby</a>	60/60, A (100%)	60
<a href="#">Mimura, Machiko</a>	45/60, C (75%)	45
<a href="#">Yelabugin, Vladimir</a>	49/60, C (81.67%)	49

Note that this screen includes tips on the permissible grade values that you can enter. You can also refer to [Values that can be entered \(page 552\)](#) for a list of guidelines.

2. Do one of the following:

- Enter the score(s) for each student using either the grading icons or by clicking **Edit all grades** and type in the grades. If you use the latter method, make sure to click the **Save Grades** button when you are done.
- If this is a basic, forum or uploaded assignment and you want to enter the same score for all students who do not currently have a score, click the **Enter a default grade** link to display a pop-up. Note that this option is displayed only if some students don't have scores yet, and for uploaded assignments this option does not become available until at least one student turns in the assignment.
- Enter the default grade and click **Fill Empty Grades** to apply this score to all students who don't currently have a score.

**Default Grade** [X]

✓ When entered here, a default grade is applied to all students who do not yet have a grade

Scored out of 60 points

Give students a:

**Fill Empty Grades** [Cancel](#)

## Enter a grade or feedback for a student

If appropriate, you can enter grades using the Student Assignment Details screen. One of the benefits of this approach is that it lets you first review comments that the student might have left.



You can also use this screen to leave comments of your own for the student.

The screenshot shows a user interface for a student assignment. At the top, the assignment is titled 'Pronunciation' with a subtitle 'Exam in Unit 1'. Below this, it says 'by Mary Blakely' with an information icon and an email icon. A section titled 'Enter a Grade' contains three buttons: a green checkmark for '40/40', a green checkmark for 'Partial', and a red X for '0/40'. To the right of this section, a message states 'Mary's Pronunciation has **not been graded**.' and 'This exam is not due until Friday, July 7 at 11:55 PM'. Below the grade section, there is a link to 'View Mary's detailed history for this assignment'. A comment box contains the text 'I have worked really hard on rolling my R's since the last time we did this using the technique we discussed. I hope it sounded better!' and is attributed to 'comment from Mary Blakely, 7/5/2017 4:46 PM'. At the bottom, there are two links: 'Add a feedback comment' and 'Add a feedback file'.

**Pronunciation**  
Exam in Unit 1

by **Mary Blakely** ⓘ ✉

**Enter a Grade**

40/40	Partial	0/40

Mary's Pronunciation has **not been graded**.

This exam is not due until Friday, July 7 at 11:55 PM

📄 View Mary's [detailed history](#) for this assignment

I have worked really hard on rolling my R's since the last time we did this using the technique we discussed. I hope it sounded better!

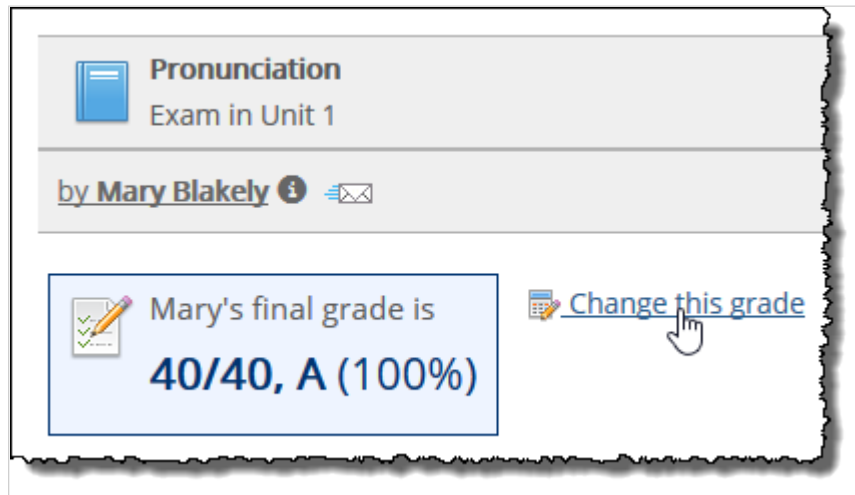
comment from Mary Blakely, 7/5/2017 4:46 PM

💬 [Add a feedback comment](#) 📎 [Add a feedback file](#)

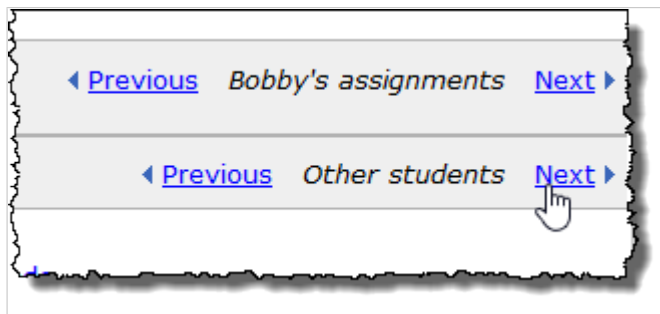
To enter a grade or feedback for one student:

1. Navigate to the appropriate Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. To work with the student's grade, do one of the following as appropriate:
  - Use the scoring icons to enter the grade. For help using the scoring icons, see [About the scoring icons \(page 552\)](#).

- If the student already has a grade, click **Change this grade** to display the scoring icons and make any necessary adjustments.



3. If you want to leave feedback for the student, click **Add a feedback comment** or **Add a feedback file** as appropriate. If you need further guidance on this, see [Working with personalized feedback \(page 208\)](#).
4. If you want to enter grades for other students on this same assignment, note that you can click the **Next** or **Previous** link next to the **Other students** label to display the Student Assignment Details screen for a different student.



If you want to enter grades or feedback for other assignments that this student has completed, use the **Next** or **Previous** links next to the **StudentName's assignment** label.

## Grading in summary view


If a particular student has several uploaded and basic assignments that need grading, you can enter these grades on one screen.

1. Navigate to the Coursework feature, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. In the pane at the upper left, click **Student List**.  
The system displays the Student List.
3. Click any student's name to see a list of assignments that this student completed.
4. You can use the grading icons to assign or adjust a grade for any of the basic and uploaded assignments. For help with the grading icons, see [About the scoring icons \(page 552\)](#).




## Viewing statistics

Once you have graded your uploaded or basic assignment, you can use the assignment overview to view statistics on these grades. This include the following:

- The percentage of assignments that have been graded
- The high score
- The low score
- The average score



**Essay Homework #1**
[Previous](#) [Other assignment](#)

Exam in Unit 1

 due **Friday 8/26, 11:00 PM**
 [Edit this assignment](#)
 [Edit all grades](#)
[Push to Faculty F](#)

**Student Results**

▲ Student	Files	Grade	Turned in
<a href="#">Blakely, Mary</a>	1	100/100, A (100%)	8/8/2016 3:15 AM
<a href="#">Gomez, Jorge</a>	1	88/100, B (88%)	8/8/2016 3:44 AM
<a href="#">Jackson, Bobby</a>	1		Still open
<a href="#">Mimura, Machiko</a>		Not open	
<a href="#">Yelabugin, Vladimir</a>		Not open	

 Scored out of 100 points  
67% of students are finished  
67% have been graded  
  
Average score: 94/100, A  
High score: 100/100 ([Mary Blakely](#))  
Low score: 88/100 ([Jorge Gomez](#))

Grade statistics include only those students who are in the audience for the assignment.

## Working with class-wide grade adjustments

If desired, you can create a class-wide grade adjustment—either positive or negative.

### Enter a class-wide adjustment

Use this procedure to give all students bonus points. If desired, you can also enter a negative bonus to reduce all students' scores.

1. Navigate to the assignment overview, as described in [Navigate to the assignment overview \(page 109\)](#).
2. Click **More**.
3. In the pop-up menu, click **Give a class-wide bonus**.  
The system displays a pop-up.
4. Enter a point value. To subtract points, use the minus key.
5. Click **Save**.

The system adjusts all grades in the class. A notice is added to the top of the assignment overview, indicating that an adjustment has been added. Students will see a similar message on their grade sheets.

**Pronunciation**  
Exam in Unit 1

Your final grade is  
**45/40, A (112.5%)**

Notes

★ This grade includes a class-wide bonus of +5 points

## Modify or delete a class-wide grade adjustment

1. Navigate to the assignment overview, as described in [Navigate to the assignment overview \(page 109\)](#). This screen includes messaging that describes the adjustment.
2. Click the link labeled **class-wide bonus**.

◀ [Previous](#) *Other assignments* [Next](#) ▶

[All grades](#) [Push to Faculty File Cabinets](#) [More ▼](#)

	Turned in
	12/2/2016 2:09 PM
	12/2/2016 2:07 PM
	12/2/2016 2:10 PM

✿ Scored out of 60 points  
★ Grades include a **5 point** [class-wide bonus](#)  
80% of students are finished  
60% have been graded  
Average score: 61.67/60, A  
High score: 65/60 (2 students)

The system displays the bonus pop-up.

3. Use the pop-up to modify the grade adjustment as appropriate. To remove the adjustment, clear the text field.
4. Click **Save**.

## Working with personalized feedback

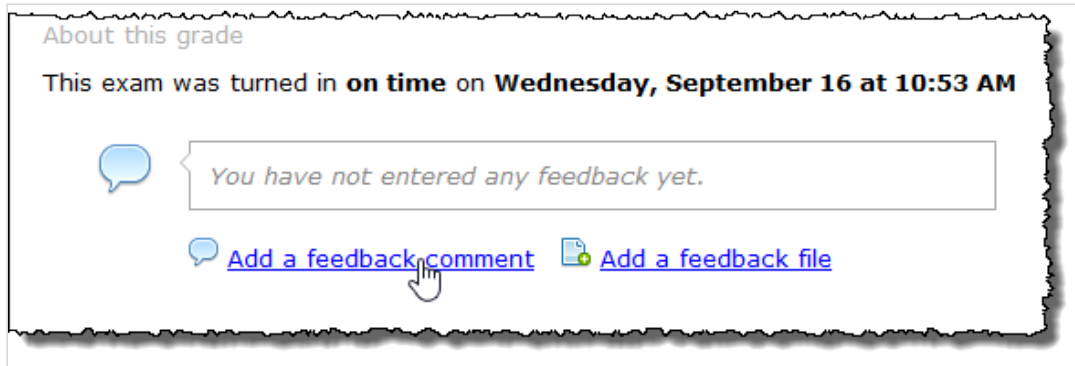
This section explains guidelines for entering feedback on the Student Assignment Details screen of any assignment, regardless of its format.

For help adding feedback for a particular question in an online test, see [Add feedback \(page 198\)](#).

## Enter a comment

Use this procedure to enter a comment on an assignment. The student will see the comment when he or she navigates to the Student Assignment Details screen for the assignment. Students can also enter comments for you, which display on your view of this screen.

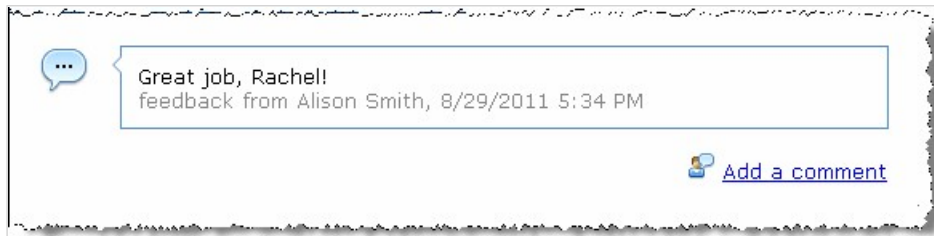
1. Navigate to the Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Click **Add a feedback comment**.



The system displays a pop-up editor.

3. Enter your comments. The editor allows you to enter both text and images. For more information on using the text editor, see [Working with text, images, files and hyperlinks \(page 556\)](#).
4. Click **Save**.

The system saves your comments, and the student will see them when he or she next navigates to the Student Assignment Details screen for this assignment. Your name and the time you left the comments will be displayed as well.



Other authorized users will be able to see your comments as well, but will not be able to modify them. (This differs from comments left in regard to a specific question on a test, which can be modified by another authorized user, if one exists.)

## Add a file

If desired, you can include a file as part of your feedback. For example, you may want to upload a file for the student's reference, or you may want to embed your comments in a file. The student will be able to download the feedback file from the Student Assignment Details screen.

1. Navigate to the Student Assignment Details screen, as described on [page 117 \(page 112\)](#).
2. Click **Add a feedback file**.  
The system displays a pop-up.
3. Click the **Browse** button and follow the prompts in your browser to select a file.
4. If desired, enter a name in the **Label** column. This is the name that will be used to identify the feedback file on the screen. Note that you will not be able to change this once you finish uploading the file.



If you do not enter a label, then the name of the file will be used as a label in the Student Assignment Details screen.

5. Click **Save**.

The system adds the file to the Student Assignment Details screen. The student will see the file when he or she next navigates to the Student Assignment Details screen for this assignment. The system will also display your name and the time that you uploaded the file.

## Modify or delete feedback

1. Navigate to the Student Assignment Details screen, as described in [Navigate to the Student Assignment Details screen \(page 112\)](#).
2. Do one of the following:
  - To delete either a comment or a file, click the corresponding trash-barrel icon. The system will display a dialog asking if you are sure you want to delete the item. Click **OK**.
  - To modify a comment, click the pencil icon to display a text editor with your comments. Make whatever changes are appropriate and click **Save**.

# Viewing statistics about online tests

The Coursework feature allows you to review detailed statistics about graded online assignments that three or more students have completed. You do this using a feature called Test Analysis.



You can also view statistics on basic and uploaded assignments. For help with this, see [Viewing statistics \(page 206\)](#).

## Key concepts

This section describes general concepts related to Test Analysis.

### About Test Analysis

Test Analysis provides data on all graded online assignments after they are completed by three or more students. This feature is useful if you want to assess the effectiveness of an assignment and each of its questions, if you want to see which parts of the curriculum students struggled with, and other data along these lines.

Test Analysis provides:

- A snapshot of students' performance on the assignment.
- A summary of the relative difficulty of the assignment and each of its questions.
- An assessment of whether each question adequately distinguished between students who understood the material and those who did not.
- Analysis—using parameters that you set—about whether a question was too hard or too easy.
- Analysis of multiple-choice questions, including a look at the efficacy of distractors (the incorrect options within multiple-choice answer sets).



Test analysis data includes only those students who are in the audience for the assignment.

## Key terms

This section defines key terms that you'll need to know in order to configure Test Analysis and understand the data the system generates.

### Performance groups

**Performance groups** are categories that classify students as high, low, or midrange performers. Essentially, these groups are intended to represent those students who basically understood the material, those who didn't, and those who are in between.

The size of each performance group is a percentage of the total class size, and it is configurable. So, for example, if the high-performers group is defined as 10 percent, and 100 students complete the assignment, the high-performers group consists of the 10 students who did the best.

You manually define the size of the high- and low-performers groups using the **Performance Groups** tab. If you configure these two groups so that together they contain less than 100 percent of the entire class, the system creates and automatically determines the size of a middle-performers group. These size definitions are used throughout the course section (as opposed to a test-by-test basis).

The default sizes of the performance groups are:

- High—25%
- Middle—50%
- Low—25%

Note that it is possible for students who got the same score to be organized into different performance groups. For example, suppose that your performance groups have the default sizes of 25%, 50% and 25%. If 19 of 20 students who took the test got the same score, there would be students in the high-, middle and low-performers groups who have the same score.

## Difficulty rating

The **difficulty rating** is a number between 0 and 1 that reflects the percentage of students who answered the question incorrectly. The higher the difficulty rating, the harder the question was. You can configure the system to display a warning if any question is too easy (using the Low Difficulty Warning field) or too difficult (using the High Difficulty Warning field).

## Discrimination index

The **discrimination index** is a number between -1 and 1 that tells you how effective a question was at distinguishing between high and low performers. The closer the number is to 1, the better the question was at making this distinction.

Technically, the discrimination index is the difference between the percentage of high performers who got a question right and the percentage of low performers who got it right. A negative discrimination index is problematic because it means that more low performers than high performers answered correctly.

## Distractor performance

**Distractors** are the incorrect options offered as part of a multiple-choice question. The percentage of students who choose a particular distractor is its distractor performance. Possible values are between 0 and 99.

Ideally, you want a question's distractors to be chosen with equal, or close-to-equal, frequency. For this reason, you can configure the system to warn you if there is a large disparity among the distractor performances for the various incorrect options.

For example, suppose you set the Poor Distractor Performance Warning to 20 percent. In this case, if 10 percent of students chose the first distractor, and 50 percent chose another distractor, the system would display a warning.

# Understanding the main Analysis screen

The Analysis screen is broken down into three sections:

- [Summary Info \(page 212\)](#) – Provides statistics related to students' grades and the speed with which they completed the assignment.
- [Charts \(page 213\)](#) – Displays a few snapshots related to students' grades and the difficulty of the assignment's questions.
- [Item Analysis \(page 214\)](#) – Offers detailed analysis on the difficulty of each question.

## Summary Info

The Summary Info area of the screen displays the data described below:

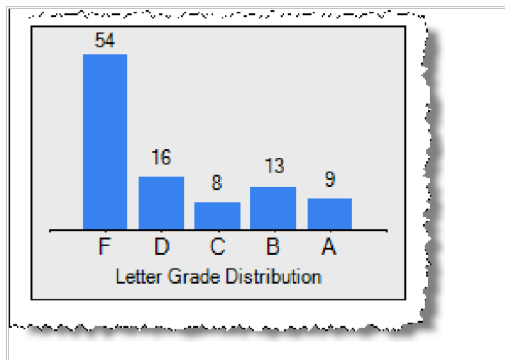


- **Total Students** – The total number of students who completed the assignment and received a score that was above zero.
- **Average Time Used** – The average length of time used by students to complete the assignment (based on students who scored above zero).
- **Fastest Time** – The fastest time a student used to complete the assignment. If the fastest score was achieved by only one student, the system includes a link to the **Student Assignment Detail** screen for that student.
- **Slowest Time** – The slowest time a student used to complete the assignment. If the slowest score was achieved by only one student, the system includes a link to the **Student Assignment Detail** screen for that student.
- **Average Score** – The average score, displayed both in percentage and in point form.
- **Median Score** – The score that is midway among all scores achieved. That is, the score for which there is an equal number of scores above and below. If there are an equal number of scores, then the median is the average of the two middle values.
- **Mode** – The score(s) that were most frequently achieved.
- **High Score** – The highest score. If the high score was achieved by only one student, the system includes a link to the **Student Assignment Detail** screen for that student.
- **Low Score** – The lowest score. If the low score was achieved by only one student, the system includes a link to the **Student Assignment Detail** screen for that student.
- **Score Distribution** – A graphic showing all scores for the assignment, along with the number of students who achieved each score.

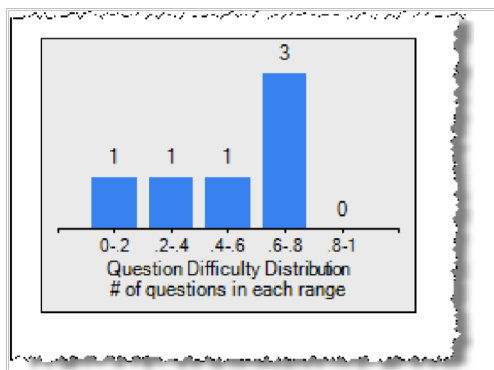
## Charts

The Charts area of the screen displays three types of charts:

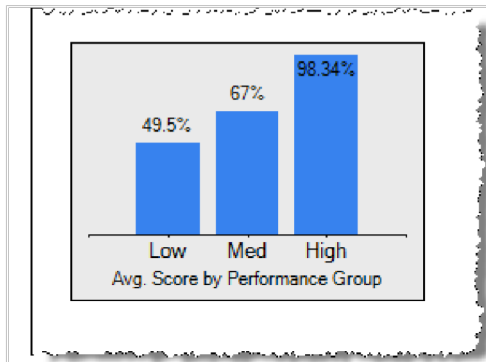
- **Letter Grade Distribution**—Shows the number of students who received each letter grade. The system assigns letter grades using the values you set up in the Gradebook. For details, see [Letter grade configuration \(page 239\)](#).



- **Question Difficulty Distribution**—Shows the number of questions in each difficulty range.



- **Average Score by Performance Group**—Shows the average score for each of the three performance groups.



## Item Analysis

The Item Analysis area of the screen analyzes the difficulty and discrimination index for the entire assignment, with details about each question. This section is divided into the following parts:

- Overall
- Grid View
- Question by Question

### Overall

The overall section displays the following information:

- The average difficulty rating for the assignment overall.
- The average discrimination index for the assignment overall.
- A link to the page on which you can configure the size of the performance groups for the course section.



### Grid View

The **Grid View** area of the Item Analysis section offers a summary of the key statistics on each question. For each question, it displays the following values:

- **Difficulty** – The question's difficulty rating.
- **Discrimination Index** – The question's discrimination index.
- **Average Score** – The average score achieved by students on the question.

If appropriate, the system displays a warning icon in this area. The warning icon is displayed if a question's difficulty, or some other parameter, exceeded the minimal level you configured for the course section. (For details on these levels, see [Setting preferences for the course section \(page 216\)](#).)

**Full Details**

Grid View Question by Question

Question Analysis				
	Question	Difficulty	Discrimination Index	Average Score
	Q1 (OR)	0.74	0.52	2.60/10
!	Q2 (MC)	0.66	0.74	3.40/10
	Q3 (TF)	0.50	1.00	5.00/10
!	Q4 (ES)	0.19	0.21	40.18/50
	Q5 (SA)	0.22	0.37	7.80/10
	Q6 (MA)	0.74	0.56	2.56/10

## Question by Question

The Question by Question offers more in-depth analysis. In this view, the system presents the full text of each question alongside a more detailed set of statistics. By default, some of the details are collapsed, but you can expand them by clicking the blue plus-sign icons.

Grid View Question by Question

**Question 1**  
Going from West to East order these U.S. Cities (Ordering)

Honolulu	29 (29%)	+
San Francisco	41 (41%)	+
Chicago	43 (43%)	+
Cleveland	26 (26%)	+
New York City	78 (78%)	+
Boston	26 (26%)	+

Question 1 Analysis		-
Difficulty Rating:	<b>0.74</b>	
	High-Performers: <b>0.93</b>	
	Middle Group: <b>0.86</b>	
	Low-Performers: <b>0.40</b>	
Discrimination Index:	<b>0.52</b>	Good discrimination
Average Score:	<b>2.60/10</b>	points
More Details:	[-] Collapse to hide details	

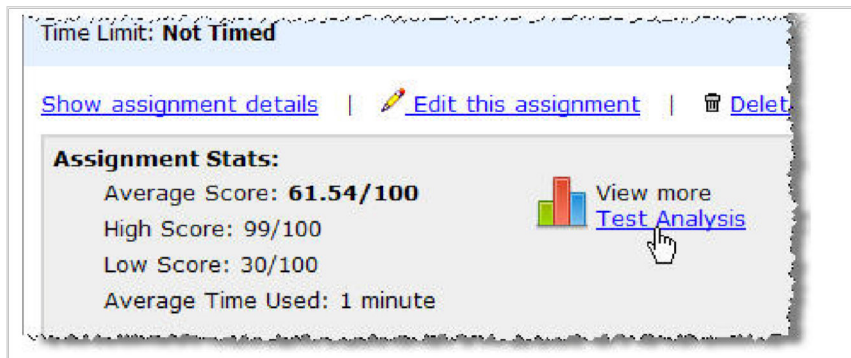
## Navigate to the main Analysis screen

You display the main Test Analysis screen in either of the following situations:

- If you want to review data about the assignment, as described [Understanding the main Analysis screen \(page 212\)](#).
- If you want to set general analysis preferences for the course section, as described in [Setting preferences for the course section \(page 216\)](#).

To navigate to the main Analysis screen:

1. If you haven't already done so, display the appropriate assignment overview by completing the following steps:
  - a. Display the appropriate Coursework feature instance, as described in [Navigate to the Coursework feature \(page 43\)](#).
  - b. Locate the assignment for which you want to view data.
  - c. Click the name of the assignment.The system displays the **Assignment Info** screen for that assignment.
2. On the **Assignment Info** screen, click the **Test Analysis** link, which is in the **Assignment Stats** area of the screen.



The system displays the Analysis data for that assignment.

3. Do one of the following:
  - If you need help understanding the information displayed on this screen, see [Understanding the main Analysis screen \(page 212\)](#).
  - If you want to set preferences, see [Setting preferences for the course section \(page 216\)](#).

## Setting preferences for the course section

The Test Analysis function provides you with statistics on high-performing students versus low-performing ones, and it also warns you about potential problems with your assignment. This section explains how you can customize this behavior.

### Configure warning settings

The Test Analysis function warns you about potential problems with your assignment. For example, the system warns you if any of the following is true:

- If a question is too hard.
- If a question did not discriminate well between high- and low-performing students.
- If a distractor is not effective (multiple-choice questions only).

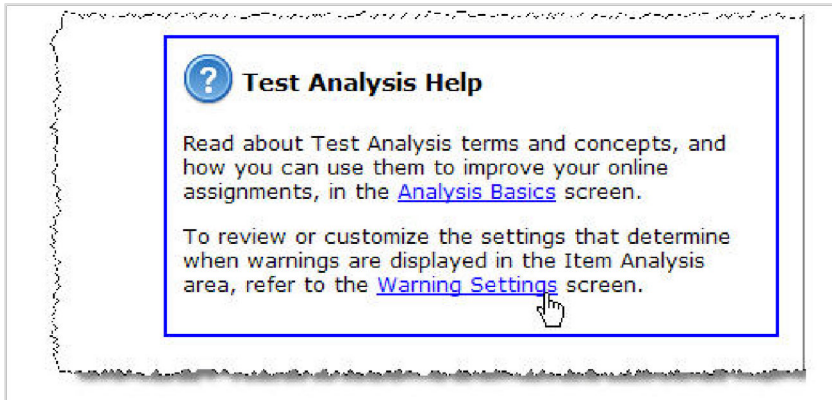
For more details on these concepts, see [Key terms \(page 211\)](#).

The way warnings are issued varies depending on preferences that you can set for your course section. Note that this procedure sets these preferences for your entire course section and all of its assignments, not just this one.

To configure warning settings:

1. Display the main Test Analysis screen for any online assignment, as described in [Navigate to the main Analysis screen \(page 215\)](#).

2. Locate the **Test Analysis Help** box. In that box, click the link labeled **Warning Settings**.



The system displays the **Warning Settings** tab.

3. Use the **Warning Settings** tab to change any of the following, as appropriate:
  - The difficulty rating warnings
  - The discrimination index warning
  - The distractor performance warning

If you need to reset any of these values to their original default settings, click the link labeled **Reset to the default configuration for this course**.

Note that this screen includes links that take you to explanations for each of the terms used.

4. Click **Save**.

## Configure the size of performance groups

The system uses performance groups to categorize students into one of three groups—those that basically understood the material, those who didn't, and those in between. You manually define the size of the high- and low-performers group, and the system calculates the size of the middle group. For more of an overview of what performance groups are, see [Performance groups \(page 211\)](#).

Note that this procedure sets the size of these groups for your entire course section and all of its assignments, not just this one.

1. Display the main Test Analysis screen for any online assignment, as described in [Navigate to the main Analysis screen \(page 215\)](#).
2. Scroll to the bottom of the screen. Locate the **Performance Groups** label and click the corresponding **View** link.



The system displays the **Performance Groups** tab. This tab displays data on the performance groups defined for your course context, along with details about students that completed this particular online assignment.

3. As appropriate, navigate to the area labeled **High Performers** or **Low Performers**, and click the link labeled **Edit Group Size**.

The system updates the screen to include a text field.

4. Enter the appropriate figure.

Performance Group	
Name	Score
<a href="#">Jones, Jane</a>	97%

High Performers  
Top  % of students (by test score)  
☐ Use this percent for the Low Performer group as well

5. If you want this group to be the same size as its counterpart on the other end of the spectrum, select the check box labeled **Use this percent for the Low/High Performer group as well**.  
If you need to reset the size of the performance groups to their original default settings, click the link labeled **Reset to the default configuration for this course**.
6. Click **Save**.  
The system changes the size of the group and, if appropriate, the size of the other groups.

## Part 2: Attendance

This section describes the Attendance feature. Attendance is also described in [Working with the attendance evaluation \(page 245\)](#).

# Tracking attendance

You track each student's attendance using the Attendance feature. This chapter describes how to configure and use this feature.

## Key concepts of the Attendance feature

The Attendance feature is used to track students' attendance. Data from the feature is automatically imported into the Gradebook feature, where you can use it to help determine students' midterm and final grades, if desired.

## About the value of attendance

If you want attendance to affect students' midterm and final grades, you will make that configuration within the Gradebook feature. For details, see [Working with the attendance evaluation \(page 245\)](#). Although that setup is not done here in the Attendance feature, this section provides a brief overview of the Gradebook options, since it may be useful to understand them before setting up your Attendance feature.

## Give attendance a value

You can configure your system so that attendance is equal to a specific value that will be used to determine the student's midterm and final grades. Depending on how you set up your Gradebook, this value could be a point value or a percentage of the total grade. With this system, you can penalize students for tardiness and unexcused absences.

## Triggering automatic failure

In addition to—or instead of—the options described in [Give attendance a value \(page 220\)](#) you can set up your Gradebook so that students automatically fail the course after a certain number of unexcused absences. In this scenario, it doesn't matter how well the students do on any of their coursework. It also doesn't matter whether you set up attendance to have a relatively small value in relation to coursework (or any value). If students reach the limit of unexcused absences, they fail.

## About sessions

Student attendance records are organized by **session**. A session is any scheduled meeting of the class. The Attendance feature automatically includes a session for each regular class meeting (as determined by the schedule for the course section), and you can also manually add sessions. For example, you might manually add a session if you schedule a field trip or a review meeting outside the regular schedule.

If you have set up the course section so that attendance affects grades, note that by default, the credit that a student gets for attending a session is proportional to the duration of the session. However, you can manually increase a session's value by increasing the minutes that it is worth, without changing the scheduled start and end times.

For example, suppose your class meets once a week for an hour, and you have also scheduled a one-hour field trip. If you want the field trip to count for three times the regular class meeting, you can specify in the Attendance feature that it is worth 360 minutes, even if it only is scheduled for one hour.

## About the faculty view

The initial view of the Attendance feature includes the following tools:



- A calendar, which you can use to locate existing sessions or create new ones.
- Details on the most recent session, with each student's record for that session. If you have not yet recorded attendance for that session, the system displays drop-down boxes that you can use to mark students present, absent, and so forth.
- Links to screens for adding and managing sessions.
- A link for displaying settings for the feature instance.
- A link to a tool for exporting attendance data to Microsoft Excel.

## About the student view

When a student displays the Attendance feature, it shows details about that student's own attendance. Specifically, the system displays a short summary and a detailed list of the student's attendance history.

## About the Attendance page

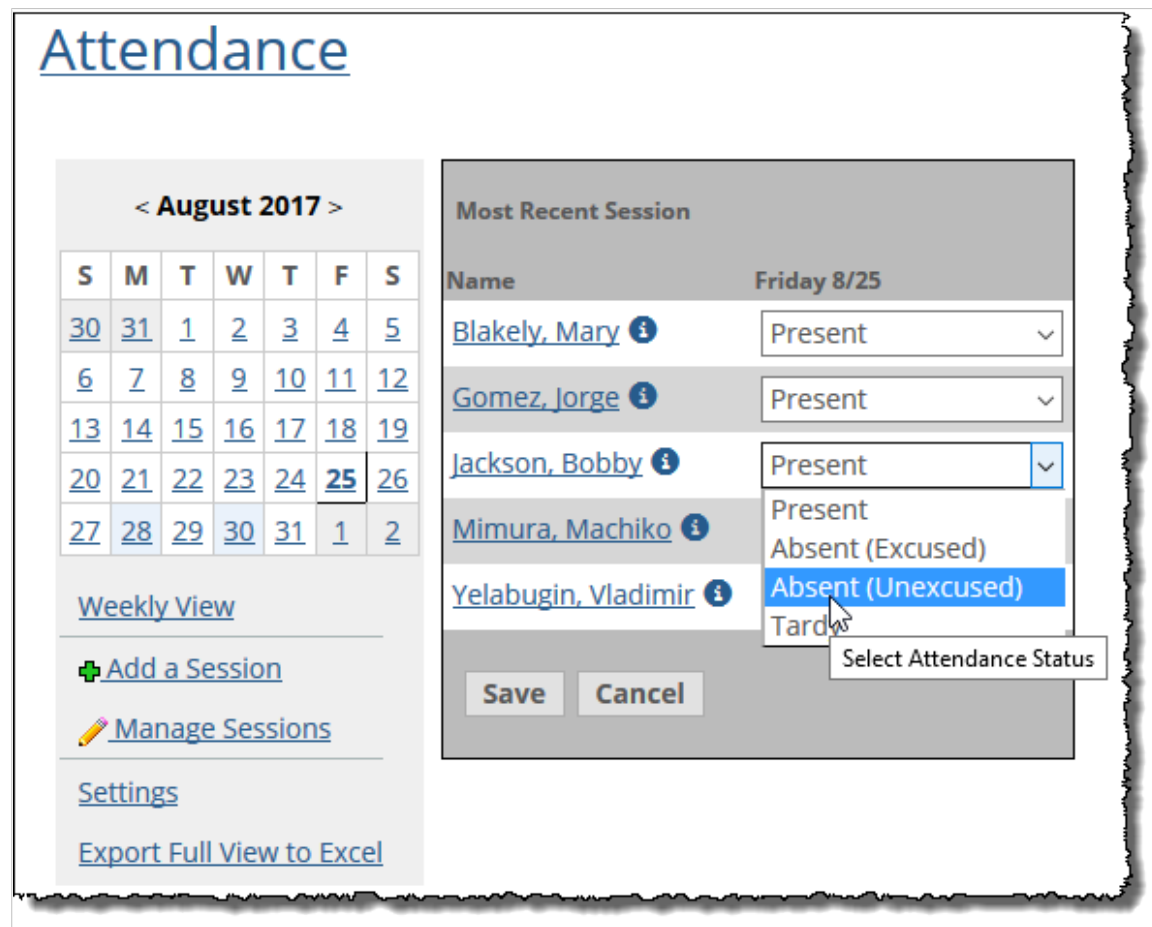
If you are using the default template for course contexts, the Attendance page is read-only. This means you cannot remove the Attendance feature, nor can you add additional features to the page.

## Navigate to the Attendance feature

This procedure explains how to display the Attendance feature. These steps assume that your school uses the default template for course contexts. If your school has customized the template, your Attendance feature might be located elsewhere.

1. Navigate to the appropriate course context, as described in [Navigate to a course context \(page 15\)](#).
2. In the left pane, select the **Attendance** page.

The system displays the Attendance page, which hosts the Attendance feature.



## Configuring the attendance marking method

The Attendance feature is ready to use out of the box. However, you can also fine-tune a few characteristics of it.

### About the options

The attendance marking method determines the exact options that are available each time you record a student's attendance. By default, the system is set up to use the simplest attendance marking method (Whole Sessions).

### Whole Sessions

The **Whole Sessions** option is the simplest setup option, and it also is the default choice. With this setup, you choose between the following options when recording a student's attendance:

- Present
- Absent (Excused)
- Absent (Unexcused)
- Tardy

As described in [Give attendance a value \(page 220\)](#), when you set up your Gradebook, you can choose to give attendance a value. If you plan to do this, and if you choose the Whole Sessions marking method, note the following:

- The system will automatically reduce the student's total attendance credit if the student has one or more unexcused absences. The amount deducted is proportional to the number of unexcused absences.
- You can configure the system to treat a specific number of tardies as an unexcused absence. For example, three tardies might equal one unexcused absence. In this scenario, a student who is habitually late will not get full credit for attendance, even if he or she did show up for every session. If you don't use this option, students are not penalized for being late.
- You can configure the system to eliminate the student's attendance credit after he or she is marked **Absent (Unexcused)** a certain number of times.

## By Hour and By Minute

With the **By Hour** and **By Minute** options, there are two steps to creating an attendance record.

First, you choose between the following options:

- Present
- Absent (Excused)
- Absent (Unexcused)

Next, if you choose **Present**, you have the option of specifying the exact amount of time the student actually was present (in hours or minutes as appropriate). In this scenario, if you want to reflect that a student was late, you mark him or her as present and then input the exact amount of time the student was present. Any minutes or hours missed in this manner are considered unexcused.

As described in [Give attendance a value \(page 220\)](#), you can choose to give attendance a value within Gradebook. If you plan to do this, and if you choose the By Hour or By Minute method of tracking attendance, note the following:

- The system will automatically reduce the student's total attendance credit if the student is late, or if the student has one or more unexcused absences. The amount deducted is proportional to the total amount of time the student missed. (Excused absences do not count against the student, even though they show up as giving the student zero minutes/hours for the session.)
- You can configure the system to eliminate the student's attendance credit after he or she is absent for a certain number of minutes or hours. (Excused absences do not count against the student, even though they show up as giving the student zero minutes/hours for the session.)

## Select an attendance marking method

This section describes how to configure the appropriate method for tracking students' attendance.

1. Display the settings screen:
  - a. Navigate to the appropriate Attendance feature instance, as described in [Navigate to the Attendance feature \(page 221\)](#).
  - b. Click the **Settings** link.  
The system displays the Attendance - Notification and Attendance Method screen.
2. Under **Attendance Marking Method**, select the appropriate option.
3. Scroll to the bottom of the screen and click **Save**.

# Working with warnings

If desired, you can configure the system to send warnings if students have too many unexcused absences. You define how many are “too many” in the Attendance feature’s settings screen. These warnings can take any of the following forms:

- A message sent to the student’s preferred email or via the Message Center.
- A message sent to you via your preferred email or the Message Center.
- A email message sent to an account that you specify.
- A desktop notification sent to the student

If SMS messages and desktop notifications are enabled, the system will also send them to users when the emails are sent.

When you use this option, messages are automatically sent at the time that the student crosses the threshold of having too many unexcused absences. You can also resend warning notifications at any time to students who meet the warning condition.

Finally, within your own view of the Attendance feature, on the **Weekly View** and **Most Recent Session** screens, you can configure the system to highlight in red those students who meet the warning conditions. The highlighting also shows up on the view of the most recent session (in the default view of the feature)

## Set up attendance warnings

Use this procedure to create or modify attendance warnings.

1. Display the settings screen:
  - a. Navigate to the appropriate Attendance feature instance, as described in [About the faculty view \(page 220\)](#).
  - b. Click the **Settings** link.  
The system displays the Attendance - Notification and Attendance Method screen.
2. Scroll down to the area labeled **Notification**.
3. Set or modify the warning condition:
  - a. Where the form says **Send a warning after:**, enter the desired values. Note that you can enter a specific number of unexcused absences or a percentage of the course.
  - b. If the warning condition you chose in step a is for a certain number of unexcused absences, the system gives you the option of specifying that the absences be consecutive. As appropriate, select or deselect this check box.
4. Where the form says **Send the warning to:**, make sure all desired recipients are selected. Warnings that go to the student or faculty member are sent to their preferred email addresses or to the Message Center. Recipients in **Other:** text field must be email addresses.
5. If you want your own view of the Attendance feature to highlight those students who meet the warning condition, select the **Warning Highlight** check box. Doing this means that the system will highlight (in red) the names of the students who meet the warning condition. This highlighting will occur in the **Weekly View** and the **Most Recent Session** screens. Note that this highlighting will not be displayed in the **View a Session** screen.
6. Click **Save**.  
The system saves your changes and exits the **Attendance - Notification and Attendance Method** screen.

## Resend warnings

At times you might want to resend a warning to a student or another party.



If you want to modify the recipient list prior to resending warnings, you must first complete the steps described in [Set up attendance warnings \(page 224\)](#). That is, you must make your changes on the settings screen, click **Save**, and then continue with the steps below.

1. Display the settings screen:
  - a. Navigate to the appropriate Attendance feature instance, as described in [About the faculty view \(page 220\)](#).
  - b. Click the **Settings** link.  
The system displays the Attendance - Notification and Attendance Method screen.
2. Scroll down to the area labeled **Notification**.
3. Where the screen says **Resend all warnings**, click **Send**.

## Highlight students who have been absent

Within your own view of the Attendance feature, you can configure the system to highlight in red those students who meet the warning conditions that you set up in [Set up attendance warnings \(page 224\)](#). The highlighting also shows up in the details of the most recent session view (in the default view of the feature).

1. Display the settings screen:
  - a. Navigate to the appropriate Attendance feature instance, as described in [Navigate to the Attendance feature \(page 221\)](#).
  - b. Click the **Settings** link.  
The system displays the Attendance - Notification and Attendance Method screen.
2. Select the **Warning Highlight** check box.
3. Click **Save**.  
The system saves your changes and exits the **Attendance - Notification and Attendance Method** screen.  
Now the system will highlight (in red) the names of the students who meet the warning condition.

Most Recent Session	
Name	Friday 8/25
<a href="#">Blakely, Mary</a> ⓘ	Present
<a href="#">Gomez, Jorge</a> ⓘ	Present
<a href="#">Jackson, Bobby</a> ⓘ	Present
<a href="#">Mimura, Machiko</a> ⓘ	Present
<a href="#">Yelabugin, Vladimir</a> ⓘ	Present

**Save** **Cancel**

This highlighting will occur in the **Weekly View** and the **Most Recent Session** screens. Note that this highlighting will not be displayed in the **View a Session** screen.

## Working with sessions

At times, you might need to do any of the following:

- Mark a session as cancelled.
- Create a session.
- Modify a session by change its start or end time, adding a note to the calendar about it, and so forth.

This section describes how to complete all of these tasks.

## About the options that define a session

When you create or modify a session, the system displays a form that contains the following fields:

- Start and End (Required)
- Minutes (Optional, for By Minute or By Hour tracking only)
- Notes field (Optional)

### Start and End (Required)

Use these fields to establish the date, time and duration of the session.

### Minutes (Optional, for By Minute or By Hour tracking only)

You can optionally use this field to configure the session to count for a value that is greater or less than its actual duration. Doing this is relevant only if both of the following are true:

- You are tracking attendance By Minute or By Hour.
- You have configured attendance to be able to affect students' grades in the Gradebook.

### Notes field (Optional)

You can optionally use this field to enter any notes that you want to record about the session. These notes will be visible solely to you.

## Display a list of currently defined sessions

1. Navigate to the appropriate Attendance feature instance, as described in [About the faculty view \(page 220\)](#).
2. Click **Manage Sessions**.  
The system displays the **Attendance - Manage Sessions** screen, which lists all the sessions currently defined for the course section.







# Attendance

[Main screen](#) > Manage Sessions

## All Sessions

[+ Add a Session](#)

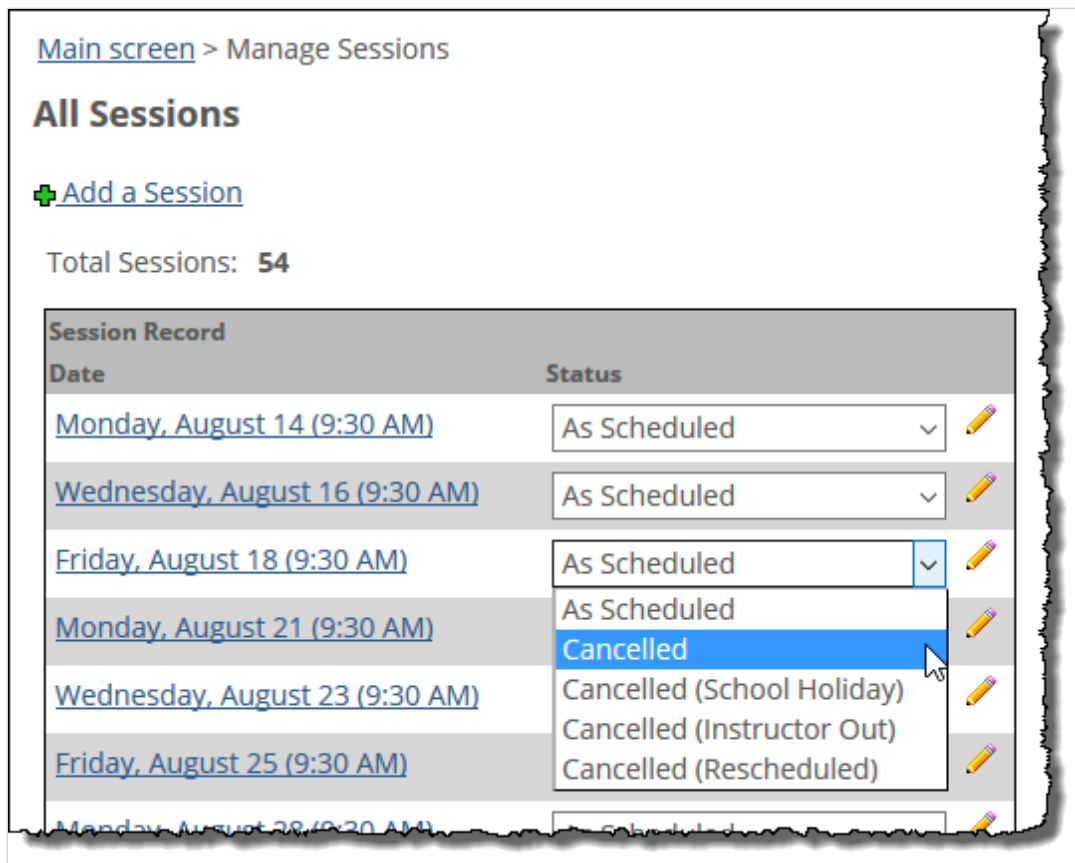
Total Sessions: **54**

Session Record	
Date	Status
<a href="#">Monday, August 14 (9:30 AM)</a>	As Scheduled 
<a href="#">Wednesday, August 16 (9:30 AM)</a>	As Scheduled 
<a href="#">Friday, August 18 (9:30 AM)</a>	As Scheduled 
<a href="#">Monday, August 21 (9:30 AM)</a>	As Scheduled 
<a href="#">Wednesday, August 23 (9:30 AM)</a>	As Scheduled 
<a href="#">Friday, August 25 (9:30 AM)</a>	As Scheduled 

## Mark a session as cancelled

If you decide to cancel a class, you might want to mark the session as cancelled in the Attendance feature. That is, if your system is configured to give students credit for attendance, you should cancel the class so that the system does not use it as part of the calculation of attendance credit.

1. Display the **Attendance - Manage Sessions** screen:
  - a. Navigate to the appropriate Attendance feature instance, as described in [“About the faculty view” on page 256 \(page 220\)](#).
  - b. Click **Manage Sessions**.  
The system displays the **Attendance - Manage Sessions** screen, which lists all the sessions currently defined for the course section.
2. Locate the session that you want to cancel. Use the corresponding drop-down list to mark it as one of the following:
  - Cancelled
  - Cancelled (Instructor Out)
  - Cancelled (School Holiday)
  - Cancelled (Rescheduled)



3. Scroll to the bottom of the screen and click **Save**.

## Add a session

If you want to manually add a session to your course section, use this procedure. This procedure also places the session on the calendar for the course, which all students can display in their My Calendar feed.

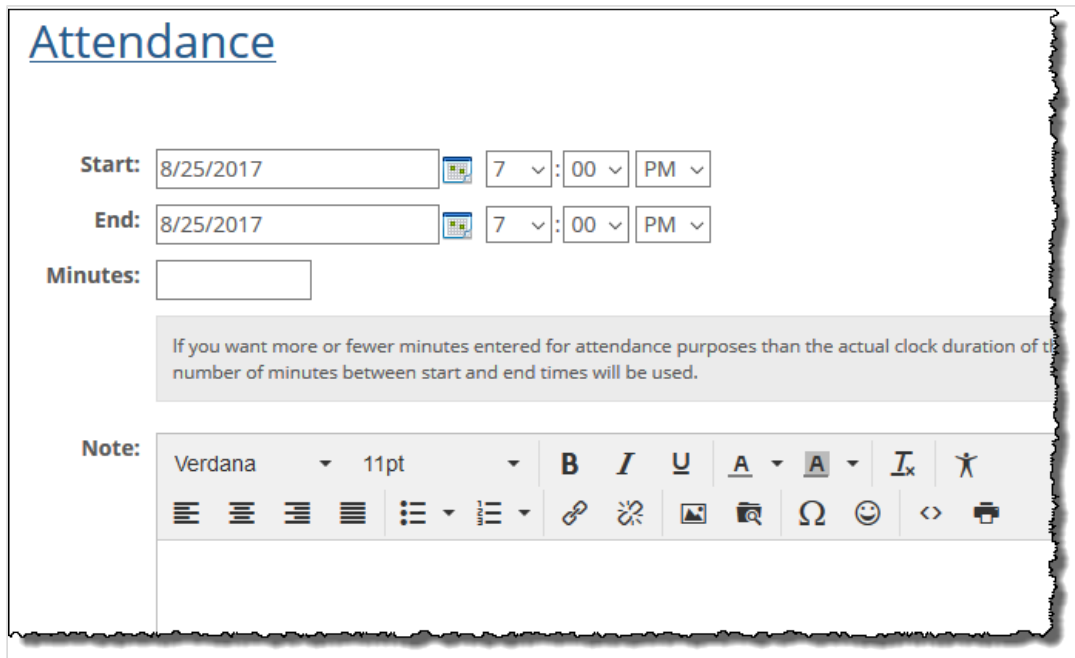
As an alternative to creating a session for which you can track attendance, you can simply add an event to the course calendar, as described in [Add calendar items \(page 329\)](#). With that approach, you do not use the Attendance feature, and you cannot track attendance to the event.

To add a session:

1. Navigate to the appropriate Attendance feature instance, as described in [Navigate to the Attendance feature \(page 221\)](#).
2. Click **Add a Session**.



The system displays a form.



3. Fill out the form as appropriate. For help with any of the fields, see [About the options that define a session \(page 226\)](#).
4. Click **Save**. The system adds the session to the calendar.

## Modify a session

At times you might need to modify a session by changing its scheduled date or time.

If you track attendance by minute or by hour, and if your Gradebook is configured to give value to students' attendance, you also might want to change the value that it represents using the **Minutes** field.

Note that you can modify any session—including those that you create and those that are created automatically by the system as part of the regular schedule for the course section.

1. Navigate to the appropriate Attendance feature instance, as described in [Navigate to the Attendance feature \(page 221\)](#).
2. Click **Manage Sessions**.  
The system displays the **Attendance - Manage Sessions** screen.
3. Locate the session that you want to modify and click the corresponding pencil icon.  
The system displays the **Add/Edit a Session** screen.
4. Fill out the form as appropriate. For help with any of the fields, see [About the options that define a session \(page 226\)](#).
5. Click **Save**.  
The system adds the session to the calendar.

## Delete a session

If you want to delete a session that you have manually added, use this procedure.



You cannot delete a session that is part of the regular schedule for the course section. If the session did not (or will not) occur, consider cancelling it instead, as described in [Mark a session as cancelled \(page 227\)](#).

1. Navigate to the appropriate Attendance feature instance, as described in [Navigate to the Attendance feature \(page 221\)](#).
2. Click **Manage Sessions**.  
The system displays the **Attendance - Manage Sessions** screen.
3. Locate the session that you want to modify and click the corresponding trash-barrel icon.  
The system generates a dialog asking if you are sure you want to delete the session.
4. Click **OK**.  
The system deletes the session.

## Working with attendance records

This section describes the process of saving attendance records for each student.

### Record attendance by session

Use this procedure to record all your students' attendance for a specific session.

1. Navigate to the appropriate Attendance feature instance, as described in [Navigate to the Attendance feature \(page 221\)](#).  
The default view contains a form that lets you create attendance records for the most recent session.
2. If you want to record attendance for a session other than the most recent one, locate the appropriate session:
  - a. Click **Manage Sessions**.  
The system displays the **Attendance - Manage Sessions** screen, which lists all the sessions currently defined.
  - b. Locate the date of session for which you want to record attendance. Click the date, which should show up as a hyperlink.

The system displays the **Attendance - View a Session** screen, which lets you mark each student's attendance.

Attendance

[Main screen](#) > Manage Sessions

**Monday, August 21, 2017**

Student Attendance	
Name	Attendance
<a href="#">Blakely, Mary</a> ⓘ	Present ▾
<a href="#">Gomez, Jorge</a> ⓘ	Present ▾
<a href="#">Jackson, Bobby</a> ⓘ	Present ▾
<a href="#">Mimura, Machiko</a> ⓘ	Present ▾
<a href="#">Yelabugin, Vladimir</a> ⓘ	Present ▾

[Save](#) [Cancel](#)

[Cancel this Session](#)



Another way of opening an older session is to click the date in the calendar that represents that session. Days that host sessions are colored blue.

3. For each student, do the following:
  - a. Set the drop-down list to the appropriate value:
    - Present
    - Absent (Excused)
    - Absent (Unexcused)
    - Tardy



The **Tardy** option is displayed only if you track attendance by whole session. (With other attendance marking methods, you mark the student as Present and then enter the exact amount of time the student was actually there.)

- b. If your screen includes a **Minutes** or **Hours** column, you'll notice that for any students marked as absent, the system clears the Minutes or Hours field to zero.  
If the absence is excused, the system also deducts the total of possible time the student could attend. For example, suppose there 100 hours of class time, and the student has

perfect attendance, except for one excused absence for one hour. In this case, the system represents the student's attendance record as 99/99.

4. Click **Save**.

The system updates the screen to show the choices you made.

If you want to mark attendance for the next scheduled session or for the previous one, you can use the links at the upper right portion of the feature to navigate through the schedule.

## Record attendance by student

If you want to record a single student's attendance for multiple sessions, use this procedure.

1. Navigate to the appropriate Attendance feature instance.
2. In the initial view of the feature, click the name of the student for whom you want to create attendance records.  
The system displays the **Attendance > View a Student** screen.
3. Use the drop-down lists to set the student's attendance for as many sessions as appropriate.  
Note that the Tardy option is displayed only if you track attendance by whole session. (With other attendance marking methods, you mark the student as Present and then enter the exact amount of time the student was actually there.)
4. Scroll to the bottom of the screen and click **Save**.  
The system updates the screen to show the choices you made.  
If you want to mark attendance for the next student or for the previous one, you can use the links at the upper right portion of the feature to navigate through the course roster.

## Modify attendance records

Use this procedure to modify attendance records that you previously created.

1. Navigate to the appropriate Attendance feature instance.
2. Do one of the following:
  - To modify a record in the most recent session, click **Edit saved entries**.
  - To modify a record for an earlier session, complete the following steps:
    - a. Click **Manage Sessions**.  
The system displays the **Attendance - Manage Sessions** screen, which lists all the sessions currently defined for the course section.
    - b. Locate the date of the session for which you want to modify an attendance record. Click the date, which should show up as a hyperlink.  
The system displays the **Attendance - View a Session** screen.



Another way of opening an older session is to click the date in the calendar that represents that session. Days that host sessions are colored blue.

- c. Click **Edit saved entries**.
3. For each student, modify the choices in the drop-down lists as appropriate.
  4. Click **Save**.  
The system updates the screen to show the changes you made. Note that selections that have a negative effect on students' grades are displayed in red.

# Manage permissions in the Attendance feature

If you want to give another role permission to mark attendance, use this procedure.

1. Navigate to the appropriate Attendance feature instance, as described in [Navigate to the Attendance feature \(page 221\)](#).
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be able to post items or administer the feature instance, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Coursework feature, click the toggle button next to the **Administer Attendance** permission to change the setting to **Yes**.

## Part 3: Gradebook

This section describes how to set up the Gradebook feature, manage grades and perform related tasks.

# Configuring the Gradebook

This chapter offers an overview of the Gradebook feature and explains how to do basic setup tasks.

Other sections that cover the Gradebook include [Reviewing and adjusting grades \(page 267\)](#) and [Submitting grades to the ERP system \(page 275\)](#)

## Key concepts of the Gradebook

For each course section, there is a unique instance of the Gradebook feature, which you can use to view students' overall progress in the course, among other features.

## How faculty use the Gradebook

For faculty members, the Gradebook is the place where you do the following:

- Specify whether the system should automatically calculate students' overall grades, using results from the Coursework and Attendance features.
- Optionally, create evaluations—items you define that can affect the student's overall grade.
- Configure a letter-grade scale (for example, defining an "A" as 90% to 100%) that will be used both for Coursework assignments and for final grades.
- Review and optionally adjust each student's automatically calculated course grade, or manually enter a grade.
- Enter personalized feedback for students regarding their work in the course.
- Depending on your school's configuration, submit midterm and final grades to the ERP system.

This chapter, and the next two chapters, cover these topics.

## How students use the Gradebook

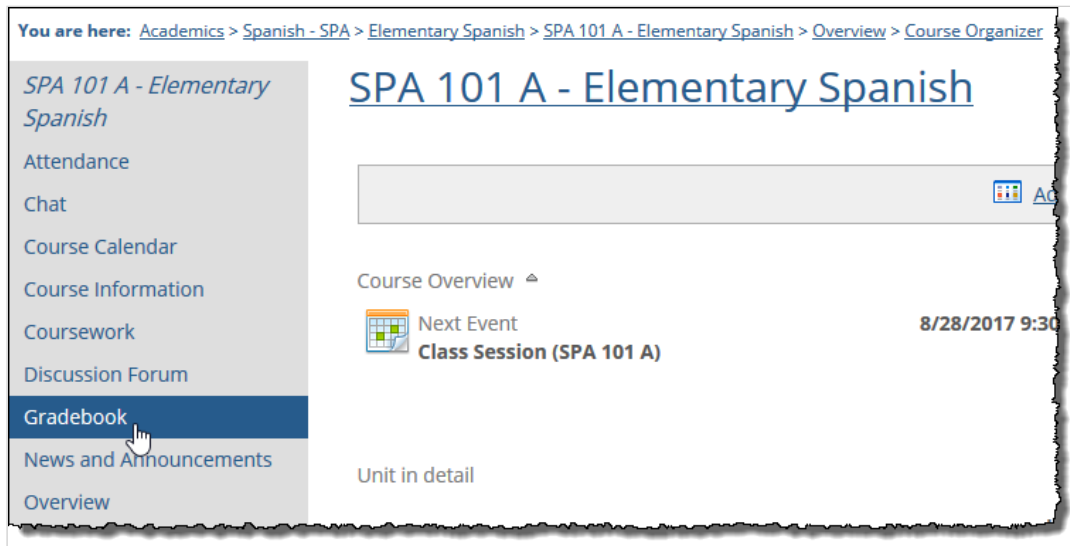
For students, the Gradebook is the place where they can review their overall grade throughout the term as it progresses, along with any personalized feedback you have entered. Students can also use the Gradebook feature to leave comments for you.

## Navigate to the Gradebook

The way you navigate to the Gradebook may vary if your school has customized the portal. The following steps describe how to navigate to the feature using the system's default layout.

1. Log in to the portal.
2. Navigate to the appropriate course section:
  - a. In the **Quick Links** area of the sidebar, expand the link labeled **My Courses**.
  - b. Select the appropriate course section.  
The system displays the course context.

3. In the sidebar, click **Gradebook**.



The system displays the Gradebook feature.

## Understanding the feature layout and functions

The Gradebook includes several screens that let you perform different tasks. This section offers a quick overview of each screen. Later sections talk about some of these screens in more detail.



## Home screen


When you navigate to the Gradebook feature, it displays a home screen that lists all enrolled students and non-roster students, along with students' grades so far, and links to other screens.


### Gradebook


#### Your Students' Grades


Student	Final Grade
<a href="#">Blakely, Mary</a>	C (75.71%)
<a href="#">Gomez, Jorge</a>	D (73.78%)
<a href="#">Jackson, Bobby</a>	B (90.91%)
<a href="#">Mimura, Machiko</a>	A (94.07%)
<a href="#">Yelabugin, Vladimir</a>	B (91.54%)

[View the full Gradebook](#)


 Do you want your final grade to include an attendance grade?


 [Yes](#)


 [No](#)

 [More Info](#)

#### Other screens

 [Final grade weighting](#)

 [Evaluations](#)

 [Letter grade ranges](#)



If the course section exists only in the portal, the home screen will not show a **Submit your grades** link.

## Full Gradebook

The **Full Gradebook** screen lists all students, along with their grades for each assignment and each evaluation, and their overall grades in the course section so far.

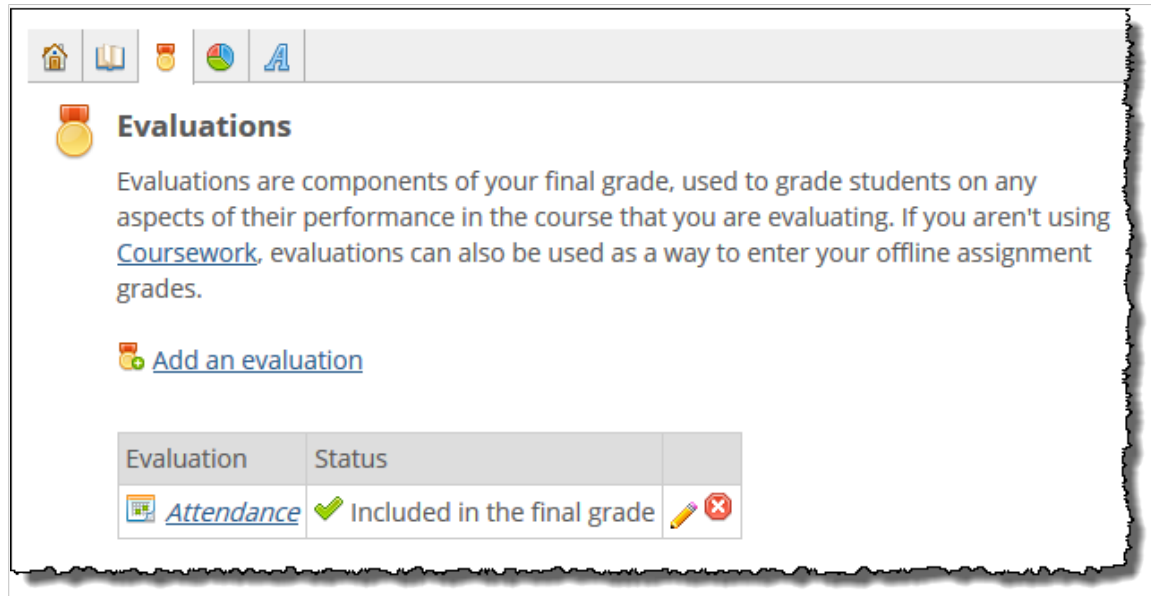
Note that if you have selected the Manual Method as your weighting method, you will not have a **Full Gradebook** screen.

The Full Gradebook is described in more detail in [Reviewing and adjusting grades \(page 267\)](#)

## Evaluations

You can use the **Evaluations** tab to track any qualities or accomplishments that you expect from students. As part of this, you can make students' overall grades dependent on their evaluation scores—either in conjunction with Coursework scores, or in instead of them.

Additionally, if you want students' overall grades to be affected by attendance details that you enter in the Attendance feature, you can use the Evaluations tab to include an attendance evaluation.



The screenshot shows the 'Evaluations' tab in a course management system. At the top, there is a navigation bar with icons for Home, Course, Evaluations (active), Attendance, and Grades. Below the navigation bar, the 'Evaluations' section is titled with a gold medal icon. The text explains that evaluations are components of the final grade and can be used for offline assignment grades. A link 'Add an evaluation' is provided. Below this, a table shows the current evaluation status.

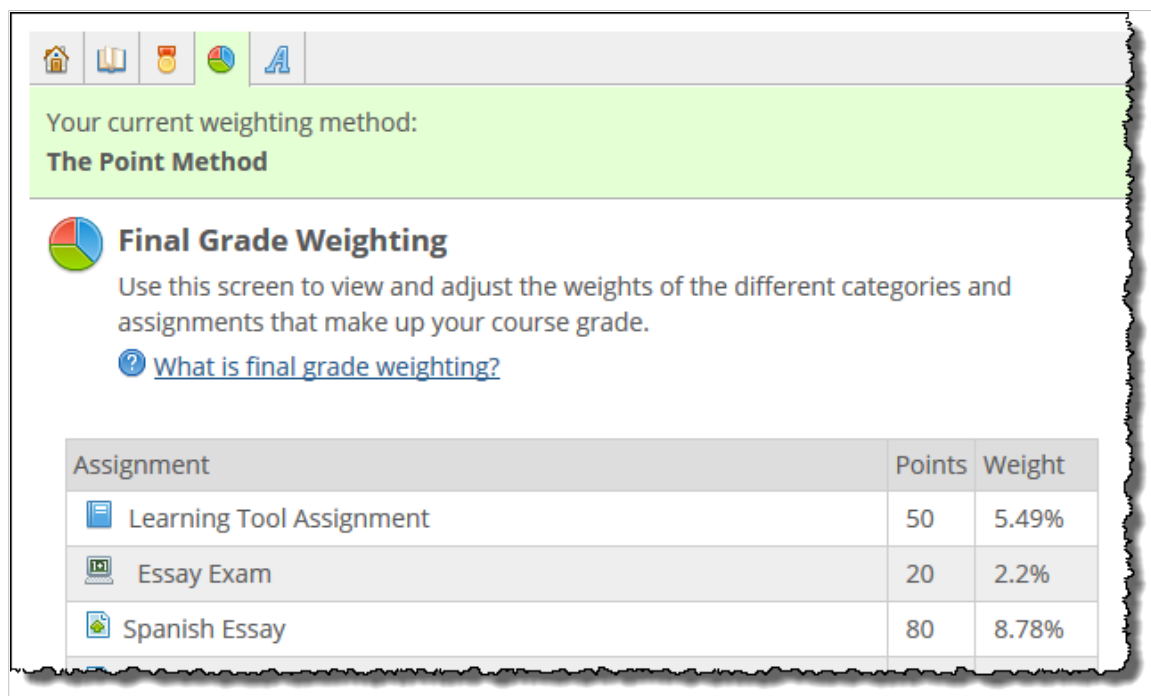
Evaluation	Status
<a href="#">Attendance</a>	Included in the final grade

Note that if you have selected the manual weighting method, you will not have an **Evaluations** tab.

The **Evaluations** tab is described in more detail in [Working with evaluations \(page 239\)](#).

## Final grade weighting

You use the **Final Grade Weighting** screen to manage how students' overall grades for the term are determined. You can choose to manually entering students' scores, or you can have the feature automatically calculate grades, using any of several methods.



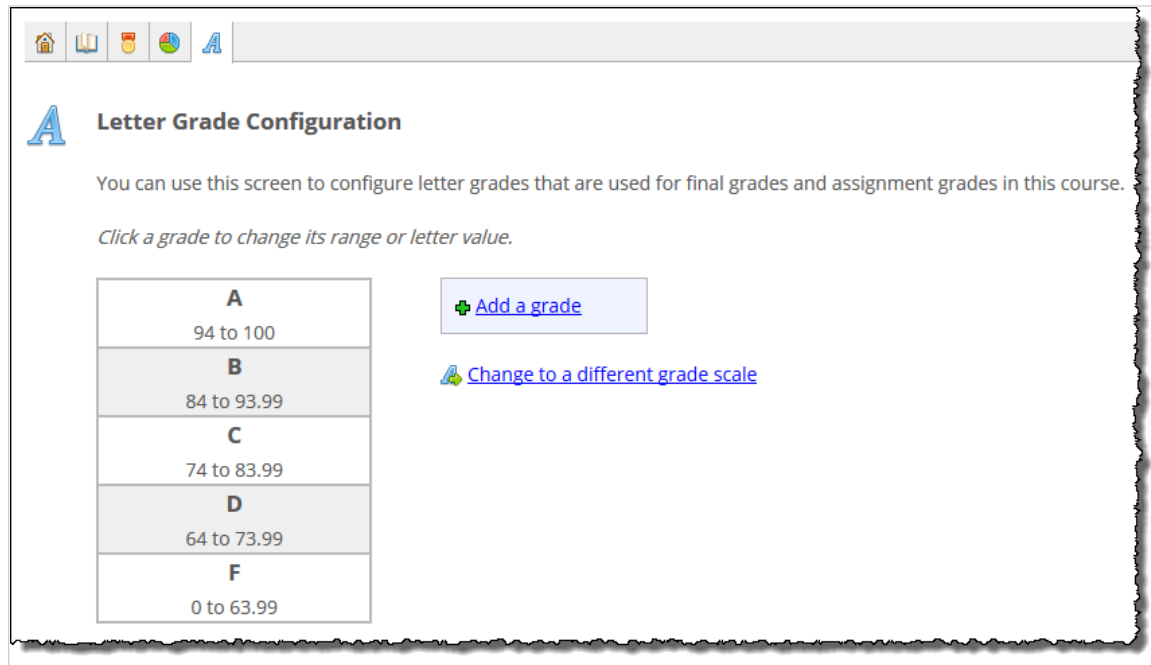
The screenshot shows the 'Final Grade Weighting' screen. At the top, there is a navigation bar with icons for Home, Course, Evaluations, Attendance, and Grades. Below the navigation bar, a green banner indicates the current weighting method: 'The Point Method'. The 'Final Grade Weighting' section is titled with a pie chart icon. The text explains that this screen is used to view and adjust the weights of different categories and assignments. A link 'What is final grade weighting?' is provided. Below this, a table shows the current weighting for different assignments.

Assignment	Points	Weight
Learning Tool Assignment	50	5.49%
Essay Exam	20	2.2%
Spanish Essay	80	8.78%

Weighting is covered in more detail in [Working with final grade weighting \(page 247\)](#).

## Letter grade configuration

You use the **Letter Grade Configuration** screen to manage the definition for each of your letter grades (for example, an A could be defined as 90 to 100%, a B as 80 to 89%, and so on). There are several grading-scale options from which you can choose. You can also implement any of the preset scales and then make changes to it.



Working with letter-grade scales is covered further in [Working with final grade weighting \(page 247\)](#).

## Submit your grades

The **Submit your grades** screen lets you send midterm and final grades to your school's ERP system. If you are teaching a course section that exists only in the portal, then your Gradebook will not have this feature.

For more details on submitting grades, see [Submitting grades to the ERP system \(page 275\)](#).

## Working with evaluations

In addition to its other features, the Gradebook offers a method of tracking student performance—the **evaluation**.

You can create an evaluation to represent any quality or activity for which students should receive a score. Additionally, the feature has a predefined attendance evaluation which, if you choose to use it, will automatically factor an attendance score into each student's grade. These two types of evaluations are described more in [About evaluations \(page 240\)](#).

Evaluations can be used to supplement the Coursework assignments or as an alternative to them. For example, you may want to use evaluations to represent general factors, such as participation and attitude, that are distinct from any assignment. If the Coursework feature is not being used at all, you may want to create evaluations to show the individual factors in the students' overall grades and, if desired, to automatically calculate final grades.

Evaluations are created and managed entirely within the Gradebook feature.



If you want to delegate management of evaluations to other people, there are two permission levels that allow users to complete different actions with evaluations. For details, see [Managing permissions in the Gradebook \(page 264\)](#).

## About evaluations

This section describes evaluations in a bit more detail.

### Types of evaluations

There are two types of evaluations:

- **The attendance evaluation** – This represents the student's attendance as recorded in the Attendance feature for the course section. Each student's score is automatically calculated. There is only one attendance evaluation per course section, and it cannot be deleted – you either include it or remove it from your grading scheme.
- **Regular evaluations** – Regular evaluations—usually referred to just as “evaluations”—can represent any criteria that you want to define. For this type of evaluation, you manually give students a score. You can create as many regular evaluations as appropriate.

The attendance evaluation and regular evaluations share many characteristics, but there are also a few differences. These are described in [Attributes of an evaluation \(page 240\)](#).



If you do not track attendance through the Attendance feature but want to have attendance affect the student's grade, you can create a regular evaluation and manually enter the appropriate score for each student.

### Attributes of an evaluation

Evaluations have the attributes listed below.



As you review the features of evaluations, you may notice that you have fewer options than when you create a Coursework assignment. For example, evaluations do not have due dates. If you need more options than what an evaluation offers, consider creating an assignment that uses the basic format. Like evaluations, basic assignments can be used to measure performance on intangible accomplishments such as participation. For more details, see [Basic assignment format \(page 38\)](#).

#### Name

The name of the evaluation is used to identify it for both you and your students. The **Name** field is required.

#### Point value

The significance of an evaluation's point value varies depending on what weighting method you are using:

- If you use the Point Method for weighting, the point value determines the impact this evaluation will have in relation to any Coursework assignments that exist, and in relation to other evaluations.
- If you are using the Unit or Type Method for weighting, or one of certain Custom configurations, this value determines the impact the evaluation will in relation to other evaluations.
- Regardless of your weighting method, the point value provides a range that determines how precise you can be when giving partial credit. (For example, a point value of 100 lets you give a greater variety of scores than a value of 10.) The **Point value** field is required.

Note that if you change the point value after having given a score to any student, those scores will be skewed. In general, it is a good practice to make a decision about an evaluation's point value prior to entering any scores.

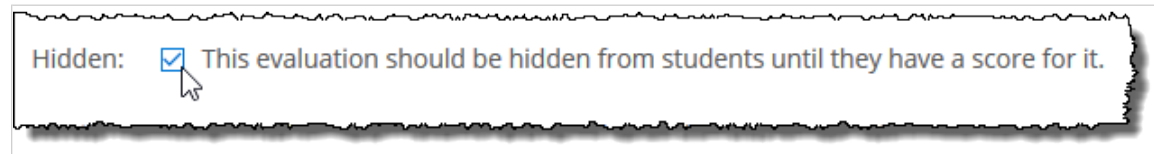
### Extra credit

If you select the **Extra credit** check box, the evaluation can only help the student in his or her overall course grade. Note that the attendance evaluation cannot be designated as extra credit.

By default, the **Extra credit** check box is not selected when you create a new evaluation.

### Hidden

If you select the **Hidden** check box, the evaluation will not be shown to any student until he or she receives a score on it. Note that you cannot hide the attendance evaluation.



By default, the **Hidden** check box is not selected when you create a new evaluation.

### Description

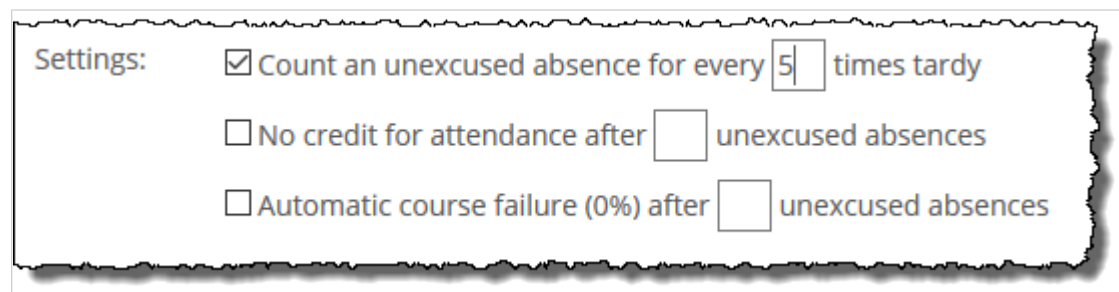
The **Description** field may be useful if you want to include details about the evaluation and how its scored. This field is optional.

### Settings

The **Settings** label displays only for an attendance evaluation. These options allow you to do any of the following:

- Penalize a student who is habitually late. To do this, select the check box labeled **Count an unexcused absence for every [number] times tardy**, then enter the appropriate number.
- Give any student zero points for attendance after incurring a certain number of unexcused absences. To do this, select the check box labeled **No credit for attendance after [number] unexcused absences** and enter the appropriate number.
- Automatically fail the student after a certain number of unexcused absences. To do this, select the check box labeled **Automatic course failure (0%) after [number] unexcused absences**, then enter the appropriate number.

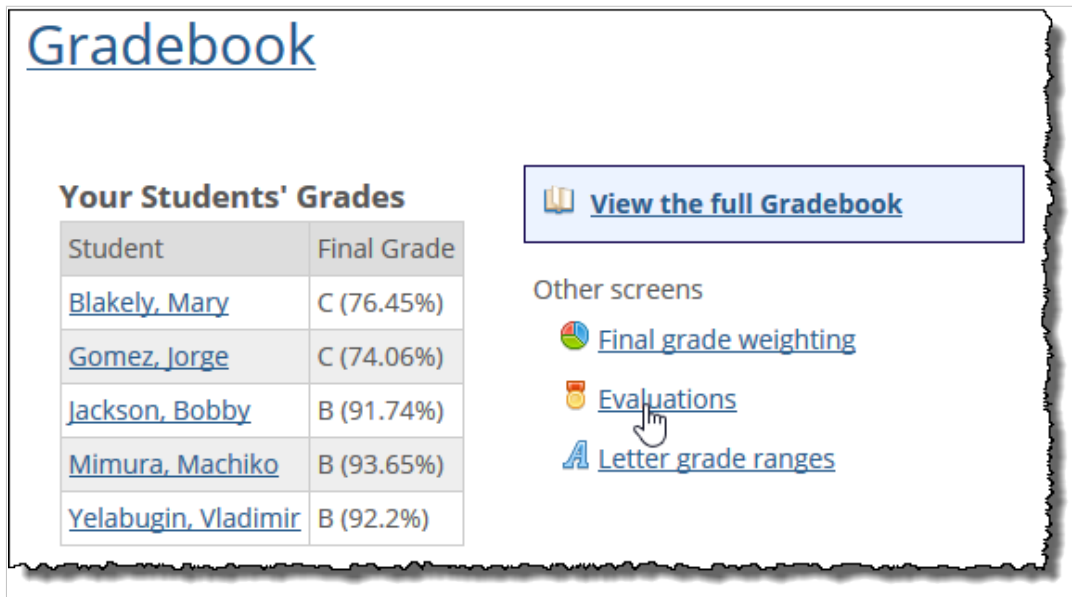
All three **Settings** fields are optional.



## Navigate to the Evaluations screen

Do one of the following:

- If you are on the Gradebook home screen, click the link labeled **Evaluations**.



**Gradebook**

**Your Students' Grades**

Student	Final Grade
<a href="#">Blakely, Mary</a>	C (76.45%)
<a href="#">Gomez, Jorge</a>	C (74.06%)
<a href="#">Jackson, Bobby</a>	B (91.74%)
<a href="#">Mimura, Machiko</a>	B (93.65%)
<a href="#">Yelabugin, Vladimir</a>	B (92.2%)

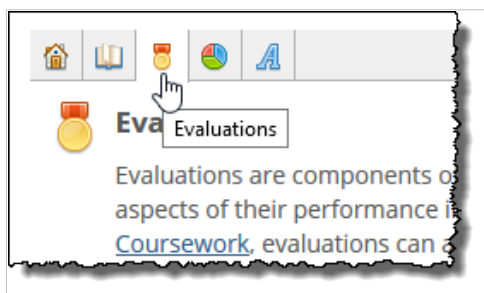
[View the full Gradebook](#)

**Other screens**

- [Final grade weighting](#)
- [Evaluations](#)
- [Letter grade ranges](#)

For help getting to the Gradebook home screen, see [Navigate to the Gradebook \(page 235\)](#).

- If you are already working in the Gradebook feature instance but have navigated past the home screen, click the evaluations icon, which looks like a medal.



**Evaluations**

Evaluations are components of aspects of their performance in Coursework, evaluations can...

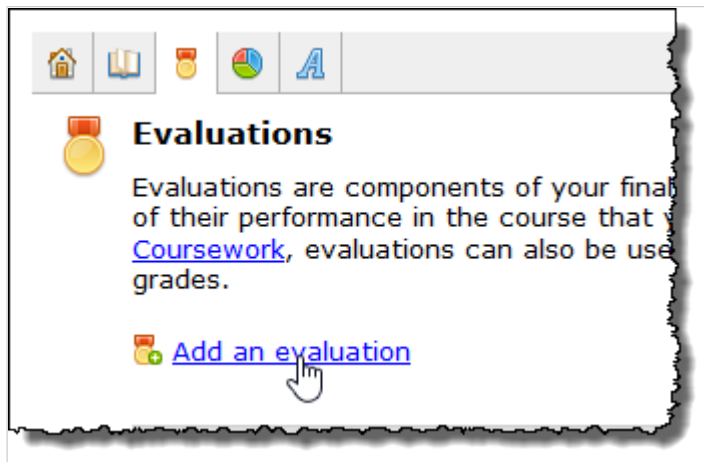
## Working with regular evaluations

Use these procedures for working with any regular evaluation—that is, any evaluation except the attendance evaluation.

### Add an evaluation

1. Navigate to the **Evaluations** screen, as described in [Navigate to the Evaluations screen \(page 241\)](#).

2. Click **Add an evaluation**.



The system displays the **Add an Evaluation** screen.

3. Fill out the form as needed. If you need help with any particular field, see [Attributes of an evaluation \(page 240\)](#).
4. Click **Save**.

## Enter scores for evaluations

If you have created a regular evaluation, you will need to manually enter a score for each student before the end of the term. Bear in mind that scores are immediately visible to students after being entered.

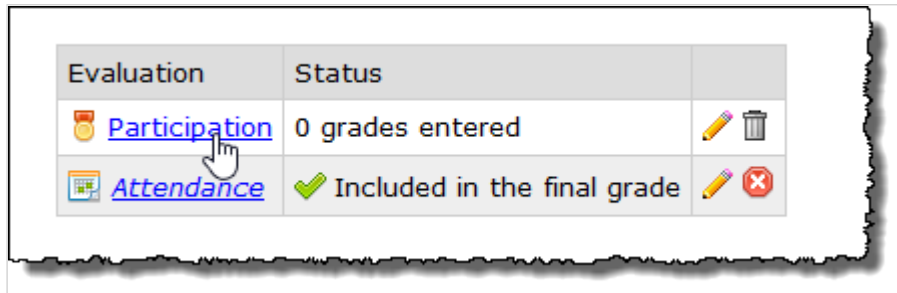
If you do not enter a score for an evaluation, then the system will ignore the item when it calculates the student's final grade.

For the attendance evaluation, you do not enter scores, because they are automatically determined by data that you enter in the Attendance feature.

To enter or update scores for a regular evaluation:

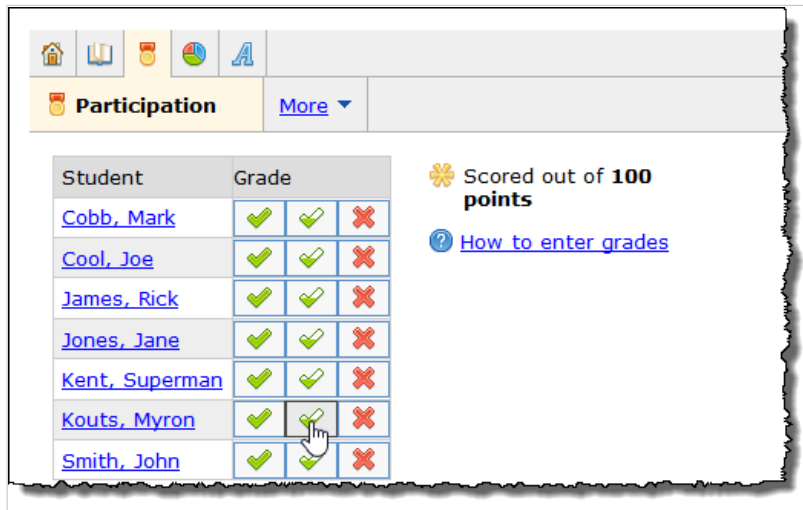
1. Navigate to the **Evaluations** screen, as described in [Navigate to the Evaluations screen \(page 241\)](#).

- Click the name of the evaluation you want to work with.



The system displays a screen that lists the students in the course. For each student, the system lists either the grade that you already entered, or a series of grading icons that you can use to enter a score.

If a grade has already been entered for any student, you can run your cursor along the right of the score to make the grading icons display.



- For each student whose grade you need to enter (or change), use the scoring options to enter a grade. If you need help with the scoring icons, see [Entering scores \(page 552\)](#) or click the **How to enter grades** link.

## Delete an evaluation

Use this procedure to delete a regular evaluation. If you have entered any scores for the evaluation, those scores will also be deleted, and students' overall grades will be updated to reflect the change.

If you need details on deactivating the attendance evaluation, see [Include or remove the attendance evaluation \(page 245\)](#).

- Navigate to the **Evaluations** screen, as described in [Navigate to the Evaluations screen \(page 241\)](#).
- Locate the evaluation you want to delete and click the corresponding trash-barrel icon. The system displays a dialog asking if you're sure you want to delete the evaluation.
- Click **OK**. The system removes the evaluation.



An alternate way of deleting an evaluation is available on the screen where you enter students' scores for the evaluation. Just select **More > Delete this evaluation**.



## Working with the attendance evaluation

The attendance evaluation draws on data from the Attendance feature to generate an attendance score for each student. The attendance evaluation exists in every course section, but you are not required to use it as a factor in students' overall grades.

### Include or remove the attendance evaluation

The attendance evaluation is a bit different from other evaluations in that it cannot be deleted—rather, you can include and exclude it from students' grades.

By default, the attendance evaluation is worth 100 points. (To change this value, click the pencil icon and modify the **Point Value** field as appropriate, then click **Save**.)

- Do one of the following:
  - If the course section is brand new, navigate to the Gradebook's home screen, as described on page 276. You will see a question asking whether you want attendance included in grades—click **Yes** or **No** as appropriate.

The screenshot shows the 'Gradebook' interface. On the left, under 'Your Students' Grades', is a table with student names and final grades. On the right, there is a button to 'View the full Gradebook' and a prompt asking if the user wants to include attendance in the final grade, with 'Yes' and 'No' buttons. Below this are links to 'Other screens' like 'Final grade weighting', 'Evaluations', and 'Letter grade ranges'.

Student	Final Grade
<a href="#">Blakely, Mary</a>	C (75.71%)
<a href="#">Gomez, Jorge</a>	D (73.78%)
<a href="#">Jackson, Bobby</a>	B (90.91%)
<a href="#">Mimura, Machiko</a>	A (94.07%)
<a href="#">Yelabugin, Vladimir</a>	B (91.54%)

[View the full Gradebook](#)

Do you want your final grade to include an attendance grade?

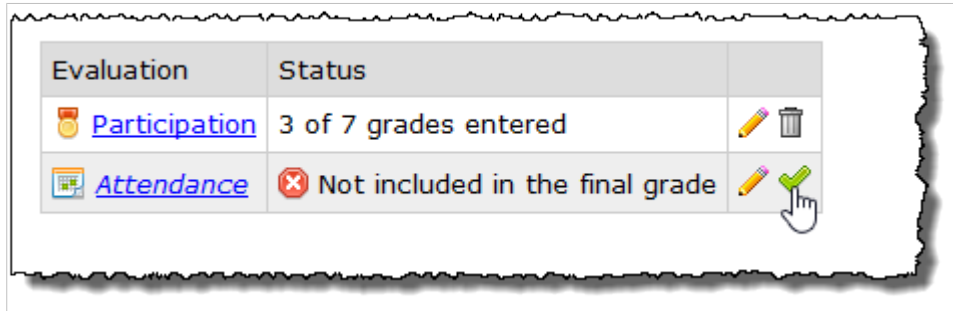
☒ Yes ☐ No [More Info](#)








Other screens

- [Final grade weighting](#)
- [Evaluations](#)
- [Letter grade ranges](#)

- If the course section is not brand new, you may need to navigate to the **Evaluations** screen (as described on [page 284 \(page 235\)](#)), to make this choice. The **Evaluations** screen includes a table listing all evaluations that exist. For the attendance evaluation, this table's **Status** column includes one of the following:
  - A green checkmark and a message stating **Included in the final grade**.
  - A red X and a message stating **Not included in the final grade**.

In the column at the far right are controls that let you take actions. So if the attendance evaluation is currently *not* included, the actions area will include a green checkmark that, if clicked, will include the attendance evaluation.



Evaluation	Status	
 <a href="#">Participation</a>	3 of 7 grades entered	 
 <a href="#">Attendance</a>	 Not included in the final grade	 

In the column at the far right, do one of the following:

- Click the green arrow to include the attendance evaluation.
- Click the red X to remove the attendance evaluation.

The system includes or removes the attendance evaluation as appropriate. Depending on how you have configured your weighting and whether you have already entered details in the Attendance feature, students' grades may be updated accordingly at this point.

## View students' attendance scores

If you are using attendance as part of your students' final grades, you may want to view students' attendance scores from time to time.

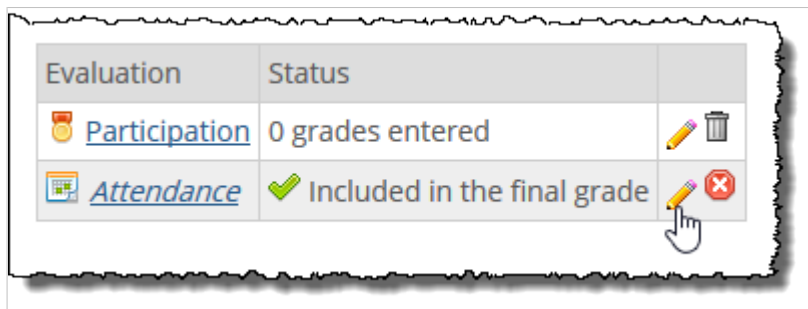
1. Navigate to the **Evaluations** screen, as described in [Navigate to the Evaluations screen \(page 241\)](#).
2. Click Attendance.








The system displays a screen listing students' attendance scores. Note that the scores cannot be changed on this screen. To change the student's attendance score, you have to change his or her attendance record. If you need to make any adjustments, click the student's name to see his or her details as recorded in the Attendance feature.

## Modify an evaluation

At times you might want to make changes to an evaluation. For a summary of the values that can be changed, see [Attributes of an evaluation \(page 240\)](#).

1. Navigate to the **Evaluations** screen, as described in [Navigate to the Evaluations screen \(page 241\)](#).
2. Click the pencil icon next to the evaluation that you want to change.



Evaluation	Status	
 <a href="#">Participation</a>	0 grades entered	 
 <a href="#">Attendance</a>	 Included in the final grade	 

The system opens a screen that lists details about the evaluation.

3. Make any changes that are appropriate.
4. Click **Save**.



An alternate way of opening an evaluation for editing is available from the screen where you enter or view students' scores for the evaluation. Just click **More > Edit this evaluation**.

## Copying evaluations

If you want to copy evaluations from one course section to another, you can do this by copying all Gradebook settings using the Copy Course Materials feature (described in [Copying course materials \(page 484\)](#)). Note that with this approach you copy not just evaluations, but also all Coursework assignments, all Gradebook settings, and all Attendance settings. With this selection, the material from the source overwrites the material in the destination.

## Working with final grade weighting

A key feature of the Gradebook is that it can calculate students' midterm and final grades. The way the Gradebook does this depends on the weighting method you choose.



If you want to delegate management of final grade weighting to other people, you can do this using the Content management access permission. For details, see [Managing permissions in the Gradebook \(page 264\)](#).

## About the weighting methods

The various weighting methods are described in the following table. Note that with some methods, you just select the method and then you are done. With others, there is some additional configuration to do after you select the method.

Name	Description	Additional configuration?
The Point Method	All items are weighted according to their point values. This is the default method.  For Coursework assignments, the point values are set in the Coursework feature. For Gradebook evaluations, point values are set on the Gradebook's evaluations tab.	No
The Unit Method	All Coursework units are weighted equally. Within each unit, items are weighted according to their point values.  If you have created one or more evaluations, all evaluations are treated like a single unit. Within that unit, individual evaluations are weighted according to their point values.	Not generally, although you may choose to customize weighting within one or more units, using an exception feature.
The Type Method	You manually enter a weight for each type, and a weight for all your evaluations, which are treated as a single type.  Within each type, all assignments are weighted equally. Individual evaluations are weighted according to their point values.	Yes
The Manual Method	There is no automatic grade calculation—instead, you manually enter each student's grade.	No, but you do have to manually enter grades.
A Custom Method	This method allows you to weight assignments using a number of different methods.	Yes

## How is extra credit handled?

If you choose a weighting method that includes units or types, and if you plan to have extra-credit assignments, you may want to review this section for details of how these assignments will be weighted.

### A unit or type that contains both “included in final grade” and extra-credit assignments

If a unit (or type) is associated with assignments that are included in the final grade as well as extra-credit assignments, within the grade sheet view, the weight of the extra-credit item will be determined by both the weight of the group and the weight of the item.

For example, suppose you have two units, one worth 90% and one worth 10%. Each unit includes an extra-credit assignment worth 10%, and the student gets full credit for both extra-credit assignments. The extra-credit assignment belonging to the first unit will give the student 9 percentage points of extra credit. The assignment belonging to the second unit will give the student 1 extra-credit percentage point.

### A unit or type that consists only of extra-credit assignments

That is, if all of the assignments within a unit—or all assignment of a certain type—happen to be set up as being for extra-credit, then that unit (or type) will be clearly labeled as being for extra credit within the Gradebook. Further, you can give that group a weight, as well as giving an individual weight to each item.

So, suppose a unit contains three extra-credit items, and that unit is worth 10% of the final grade. In this scenario, if the student completes any number of extra-credit assignments, his or her score on that assignment will scale to as much as 10% in bonus points. However, note that the student does not have to complete all three assignments to get the 10% extra credit.

For example:

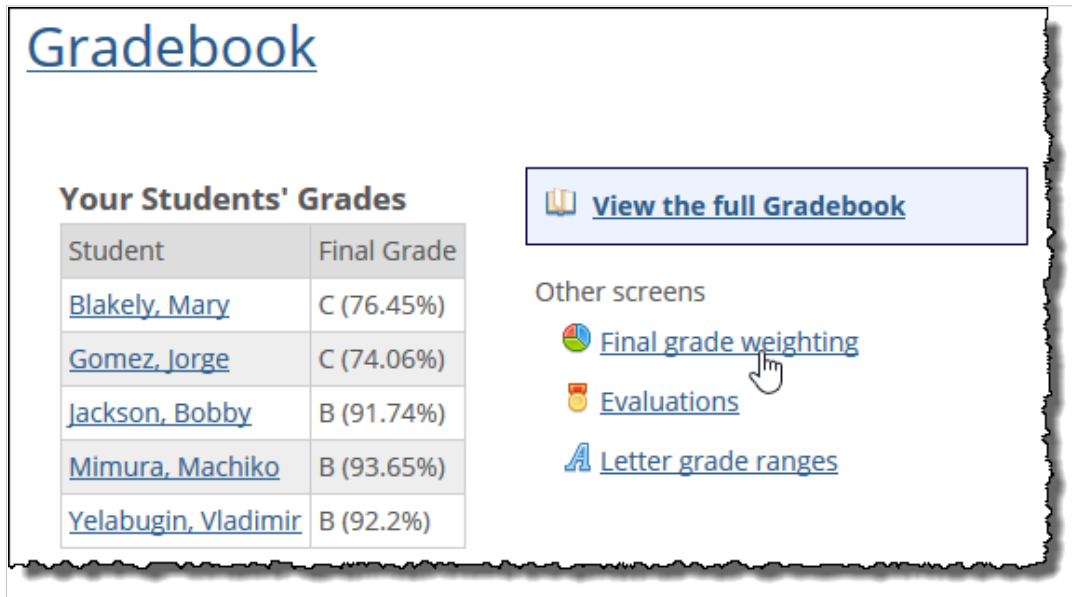
- If the student completes and gets full credit (100%) on *one* assignment only, the student will get the full 10% extra credit.
- If the student completes two assignments, scoring 80% and 100%, the student will give 9% extra credit.
- If the student completes all three assignments, scoring 80%, 90%, and 100%, the student will give 9% extra credit.

## Navigate to the weighting screen

Before you can configure your weighting method, you must navigate to the **Final Grade Weighting** screen.

Do one of the following:

- If you are on the Gradebook home screen, click the link labeled **Final grade weighting**.



**Gradebook**

**Your Students' Grades**

Student	Final Grade
<a href="#">Blakely, Mary</a>	C (76.45%)
<a href="#">Gomez, Jorge</a>	C (74.06%)
<a href="#">Jackson, Bobby</a>	B (91.74%)
<a href="#">Mimura, Machiko</a>	B (93.65%)
<a href="#">Yelabugin, Vladimir</a>	B (92.2%)

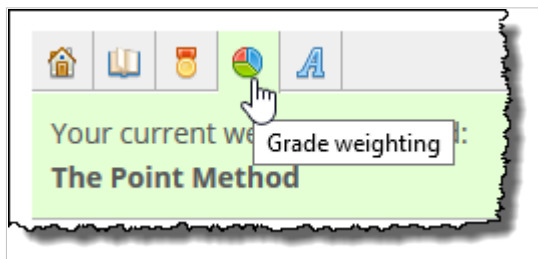
[View the full Gradebook](#)

**Other screens**

- [Final grade weighting](#)
- [Evaluations](#)
- [Letter grade ranges](#)

For help getting to the Gradebook home screen, see [Navigate to the Gradebook \(page 235\)](#).

- If you are already working in the Gradebook feature instance but have navigated past the home screen, click the **Final Grade Weighting** screen, which looks like a pie chart.



## Select a weighting method

This section explains how to choose a weighting method. For details about the different options, see [About the weighting methods \(page 247\)](#).

1. Navigate to the **Final Grade Weighting** screen, as described above (in [“Navigating to the weighting screen” \(page 248\)](#)).

The system displays the **Final Grade Weighting** screen. If you previously selected a weighting method, or copied one using the Copy Course Materials feature, the system displays details about that choice here. Otherwise, the system shows the default choice, which is the Point Method.

2. Click **Change weighting method**.

The system displays the **Final Grade Weighting: Weighting Method** screen, which lists each of the five weighting methods. A checkmark is displayed next to the method that you are currently using.

3. Click the name of the method you want to use.

The system automatically saves your selection.

If you chose the Type Method or a Custom Method, you still have some additional choices to make. See [Assign weights using the Type Method \(page 250\)](#) or [Weighting with the Custom Method \(page 251\)](#), as appropriate.

With the Custom Method, if you do not immediately configure the method, the system will select a particular Custom Method on your behalf (**Manual types with point-based assignment weights**). The next time you return to the **Final Grade Weighting** screen, the system will prompt you to enter

weights based on that configuration, but you can also change to a different custom method at that point.

If you chose the Unit Method, you're not required to do any additional configuration, though you are able to manually customize the weights within any particular unit, if appropriate. For details, see [Customize weighting within a group \(page 254\)](#).

## Assign weights using the Type Method

With the Type Method, you assign a percentage weight to each type. This is the main thing you have to do before the configuration is complete and grades can be calculated.

Within each type, all assignments are weighted equally, though you can change this for any particular type, if appropriate.

1. If you haven't already, select the Type Method using the steps described in [Select a weighting method \(page 249\)](#).
2. Navigate to the **Final Grade Weighting** screen. (For help with this, refer to [page 293 \(page 248\)](#)—or, if you are still on the screen where you chose the Type Method, click the link labeled **Back to the Final Grade Weighting screen.**)

The **Final Grade Weighting** screen lists all of the types that you have defined for the course section, along with the percentage weights that you have assigned to them, if any.

If there is one or more type that needs a weight, that type is highlighted in yellow.

Type	Weight
<a href="#">Exam</a>	<input type="text"/> %
<a href="#">Paper</a>	<input type="text"/> %
<a href="#">Quiz</a>	<input type="text"/> %
<a href="#">Evaluations</a>	<input type="text"/> %
Please enter the missing value	

[Change weighting method](#)

3. For each type, enter the appropriate percentage in the corresponding text box. The system automatically saves each value you enter and, with each entry, updates the total displayed at the bottom of the **Weight** column.
4. If you finish weighting your types, and you failed to make the weights add up to 100 percent, the system displays a warning message. If this happens, correct the numbers before navigating away from this screen. If you fail to do this, the system will discard all the values that you entered. Once the values equal 100 percent, the system adds a **Save changes** button to the screen.
5. Click **Save changes**.



By default, within each type, assignments are weighted equally, but you can change this for any given type. For details see [Customize weighting within a group \(page 254\)](#).

## Weighting with the Custom Method

This section describes how to configure a custom weighting method.

### About the questions

To create a Custom Method, you start by answering three questions, which are described below.

#### Question 1: Assignment Grouping

The first question is: Should assignments be grouped? Note that if you have evaluations, and if you select **By Unit** or **By Type**, all evaluations are treated like a single unit or type.

Choice	Description
By Unit	Choose one of these options if you want the Gradebook to consider the assignment's unit or type when calculating the grade. For example, you might want one unit or type to have greater weight than the others.
By Type	
All Together	Choose this option if, for grading purposes, you want the Gradebook to essentially ignore each assignment's unit and type.

#### Question 2: Group Weighting

You answer Question 2 only if you answered **By Unit** or **By Type** to Question 1. Question 2 asks how you want each unit or type weighted in relation to one another. Note that if you have evaluations, all evaluations are treated like a single unit or type.

Choice	Description
All Equally	The system automatically calculates the weight of each unit or type, making them all equal, regardless of how many assignments or points are associated with each.
Manually	You enter the exact weight of each unit or type.

#### Question 3: Assignment Weighting

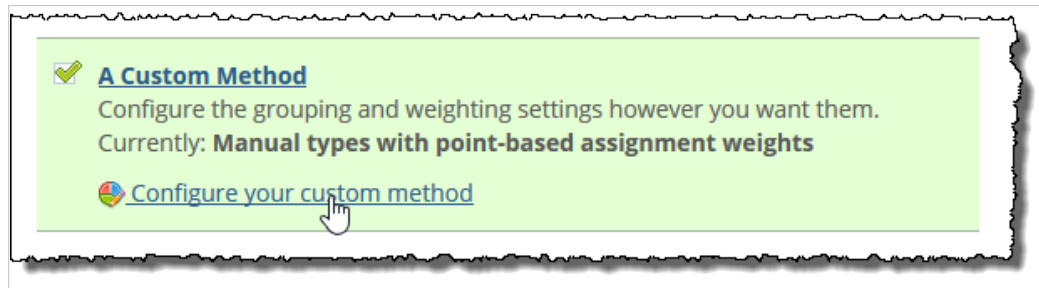
This question determines how each assignment and evaluation will be weighted.

Choice	Description
All Equally	The exact result varies depending on how you answered Question 1: <ul style="list-style-type: none"><li>If you are answered By Unit or By Type to Question 1, then within each group, all items are weighted equally.</li><li>If you answered All Together, then all assignments and evaluations in the course are weighted equally.</li></ul>
By Point Value	The system weights items by their point values.
Manually	With this option, you enter the exact weight of each item.

## Configure the Custom Method

1. Navigate to the Custom Method configuration screen by doing one of the following:

- If you are still on the screen where you selected the Custom Method, click the link labeled **Configure your custom method**.



- If you have moved to a different part of the Gradebook, navigate back to the **Final Grade Weighting** screen, as described on [Navigate to the weighting screen \(page 248\)](#). Click **Change weighting method** and then **Configure your custom method**.

The system displays the **Custom Method** configuration screen.

2. Answer the questions as appropriate. If you need help with any of the questions, see [About the questions \(page 251\)](#).



Once you have answered all the questions, the screen updates to show options for saving the method or clearing the screen to start over.

The screenshot shows a 'Final Grade Weighting' screen with three questions and a summary box. The questions are:

- Question 1: Assignment Grouping. Answer: By Unit. [Change this answer](#)
- Question 2: Group Weighting. Answer: Manually. [Change this answer](#)
- Question 3: Assignment Weighting. Answer: Manually. [Change this answer](#)

The summary box states: 'Your custom weighting method will be: Manual units with manual assignment weights'. It contains two buttons: 'Use this method' (highlighted with a mouse cursor) and 'Reset and start over at Question 1'.

- Click **Use this method** to save and implement your choices. The **Final Grade Weighting** screen displays.
- If your Custom Method does not require any manual weighting, then you are done. If your method *does* require some manual weighting, messaging that tells you what needs to be weighted will appear at the top of the screen.

The screenshot shows the 'Overall Grade Breakdown' screen. It includes a message: 'To make a change, just enter new weights in the weight boxes.' Below this are two informational boxes:

- One or more of your units does not have a weight. Please enter any missing values below (they are highlighted in yellow) -- you will be able to save when all the weights add up to 100%.
- One or more of your units need assignment weights. Click a highlighted unit to enter the missing assignment weights.

The main table has two columns: 'Unit' and 'Weight'.


Unit	Weight
<a href="#">Unit 1</a>	<input type="text"/> %
<a href="#">Evaluations</a>	<input type="text"/> %
Please enter the missing value	



- If there are weights to be saved here on this screen, there will be a text box in the Weight column. In this case, enter the appropriate values and click **Save changes**.

6. If you have grouped assignments by unit or by type, you still may have items to weight. If this is the case, the system will display a message stating this, and it will apply yellow highlighting to any group that contains items needing attention.

**Overall Grade Breakdown**

To make a change, just enter new weights in the weight boxes.

 One or more of your units need assignment weights. Click a highlighted unit to enter the missing assignment weights.

Unit	Weight
<a href="#">Unit 1</a> 	80 %
<a href="#">Evaluations</a> 	20 %
<i>This is your current grade breakdown</i>	100%

7. Click the name of any group whose items need manual weighting. On the resulting page, enter the appropriate weights and click **Save changes**.



If you chose to group assignments by unit or by type, generally each group's items are weighted using the same rule (for example, all equally, by points, or manually). However, you can customize the way assignments within any particular unit or type are weighted. For details, see [Customize weighting within a group \(page 254\)](#).

## Customize weighting within a group

If you are using a weighting method that assigns specific weights to units or types, then in general, within each group the same method of weighting is applied (for example, all assignment are weighted equally, by points, or manually). However, within any unit or type, and within the evaluations category, you can customize the way weighting is handled.

To customize the weighting of items within one group, or to remove a customization:

1. Navigate to the **Final Grade Weighting** screen, as described above (in ["Navigating to the weighting screen" \(page 248\)](#)).

The system displays the **Final Grade Weighting** screen, which identifies your currently selected Weighting Method and lists any groups that have a particular weight.

2. Select the name of the group whose weighting you want to customize.

The system displays a screen that shows the group's items and their current weights.

At the top of the screen is a message explaining how the items are weighted.

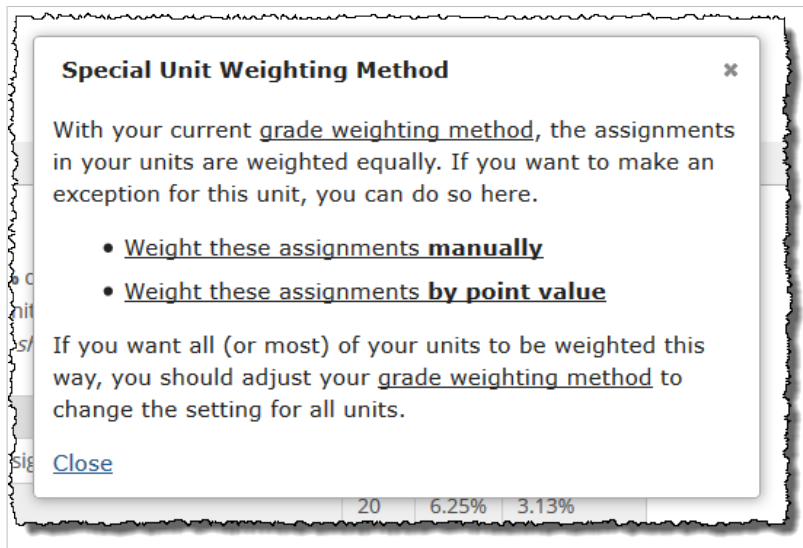
This message also says one of the following, depending on whether you have already modified the weighting:

- "If these assignments should be handled differently, you can make an exception **here**."
- "You can change or remove this exception **here**."

3. Click **here**.

The system displays a pop-up. The bulleted list shows alternate ways you could manage these weights.

4. Select one of the options listed.



If you decide that you want to change your entire weighting method, you can click **grade weighting method** to go to the screen that lets you make that change.

If you chose to weight the assignments equally or by point value, there is nothing further to do on this screen.

5. If you chose to weight the assignments manually, the screen updates to include text boxes for you to fill in weights. After you have filled in the weights as appropriate, click **Save changes**.

## Reviewing and changing weights

This section explains how to review and make changes to your weighting setup.

### Reviewing weights

If you want to go back and review your weighting choices, navigate to the **Final Grade Weighting** screen, as described in [Navigate to the weighting screen \(page 248\)](#).

This screen shows the following information:

- The weighting method that you're currently using.
- Some or all of your current weights. If you weight using units or by types, the weight for each group is shown here, and you can also click the name of any group to see how items within that group are weighted. Otherwise, all items and their weights are listed on the **Final Grade Weighting** screen.

### Changing weights

At times you may want to make any of the following changes:

- Changing the way that a specific unit, type, assignment, or evaluation is weighted.
- Changing the weighting method used by the course.

#### *Change the way an item is weighted*

1. Go to the appropriate screen, as described in [Reviewing weights \(page 255\)](#).
2. Do one of the following:

- If the item you want to change is manually weighted, the system displays its current weight in a modifiable text box. Make any changes necessary. In response, the system adds a **Save Changes** button to the screen. Select this button to implement your changes.
- If the item you want to change is manually weighted, the system displays its current weight in a modifiable text box. Make any changes necessary. In response, the system adds a **Save Changes** button to the screen. Select this button to implement your changes.
- If you want to change the way that weights are handled within a particular unit, type, or within the evaluations category, see [Customize weighting within a group \(page 254\)](#).
- If you are using the Custom Method, and you want to fine-tune any aspect of it, refer to [Configure the Custom Method \(page 251\)](#).

## ***Change the weighting method***

If at any time you want to change the weighting method used by a course, navigate to the **Final Grade Weighting** screen (as described in [Navigate to the weighting screen \(page 248\)](#)) and click the **Change weighting method** link. For further guidance, see [Select a weighting method \(page 249\)](#).

You may want to be cautious about changing the weighting method in the following situations:

- If the term has already started, and students have been turning in work—tweaking the weighting could confuse students if they see changes in their grades.
- If you've spent a lot of time configuring your weighting and are not sure you want to change—be aware that your original choices may not be saved if you decide you want to revert back to the old method. In that case, you might have to spend time reconfiguring your original weighting method.

## ***Automatically dropping low grades***

With most weighting methods, you have to the option of configuring the system to automatically drop low grades. The options for doing this vary depending on which weighting method you are using:

- With all weighting methods except the Manual Method, you can set up the system to automatically drop the lowest grade(s) from the full list of each student's scores, as described in [From the full list of assignments \(page 256\)](#).
- With the Unit Method, the Type Method, and some Custom Methods, you can also set up the system to automatically drop the lowest grade(s) from one or more units or types, or from a group of evaluations, as described in [From the full list of assignments \(page 256\)](#).

By default, the system is set up to count all grades.



You can also manually review a students list of scores and drop any score as appropriate. For details, see [Drop or reinstate a score for an assignment \(page 271\)](#).

## ***From the full list of assignments***

Use these steps to configure the system to drop the lowest grade(s) from the full list of each student's scores. You can configure the system to drop anywhere from single lowest grade to the five lowest.

Note that you cannot do this is if you are using the Manual Method of weighting (because that weighting method does not consider these scores).

To automatically drop the lowest grade(s) from the full list of assignments and evaluations:

1. Navigate to the **Final Grade Weighting** screen, as described on [Navigate to the weighting screen \(page 248\)](#).
2. Scroll to the bottom of the screen.

- Under the **Dropping Assignment** label, select the check box.
- Set the drop-down list to the number of scores you want dropped for each student.  
Your choices are automatically saved.

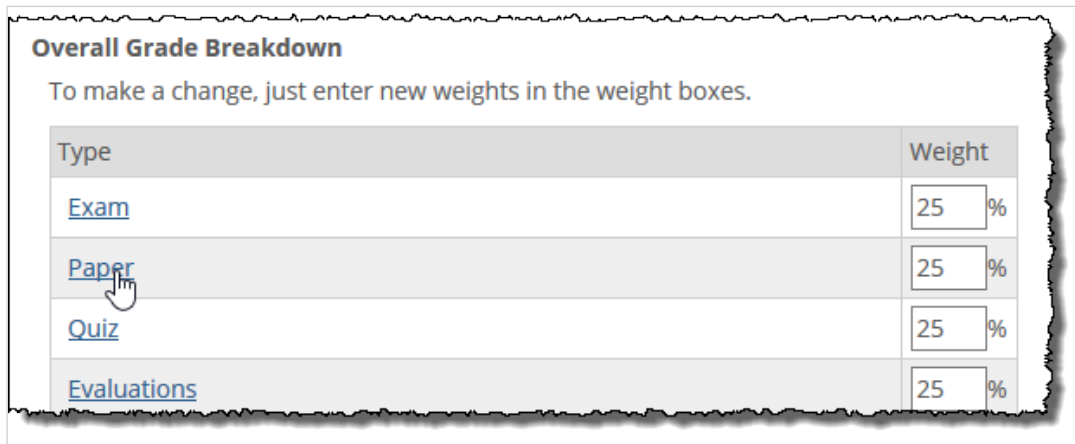
### From a single unit or type

With some weighting methods, you can configure the system to drop the lowest grade(s) within a certain unit, or of a certain type, or from within the full list of evaluations. This is an option if you are using the Unit Method, the Type Method, or if you are using a Custom Method that groups assignments by unit or by type.

To drop grades from a single unit or type:

- Navigate to the **Final Grade Weighting** screen, as described on [Navigate to the weighting screen \(page 248\)](#).

If you are using the Unit Method, the Type Method, or a Custom Method that weights units or types, this screen will list each group along with its weight.

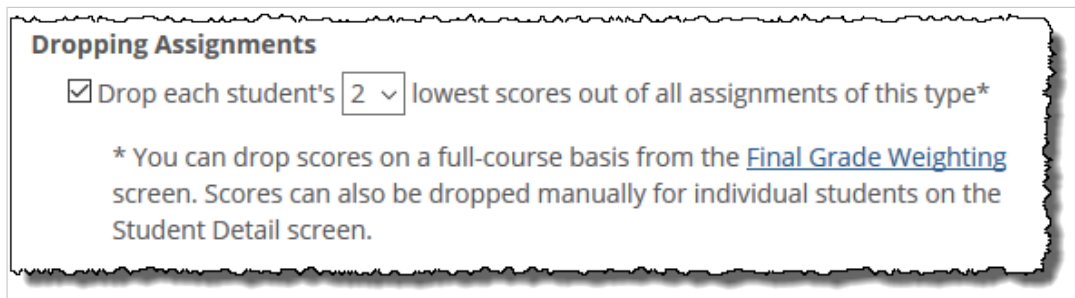


**Overall Grade Breakdown**

To make a change, just enter new weights in the weight boxes.

Type	Weight
<a href="#">Exam</a>	25 %
<a href="#">Paper</a>	25 %
<a href="#">Quiz</a>	25 %
<a href="#">Evaluations</a>	25 %

- Click the name of the appropriate group.  
The system displays a screen that lists the items in this group.
- Scroll to the bottom of the screen.
- Under the **Dropping Assignment** label, select the check box.
- Set the drop-down list to the number of scores you want dropped for each student.



**Dropping Assignments**

☒ Drop each student's 2 lowest scores out of all assignments of this type\*

\* You can drop scores on a full-course basis from the [Final Grade Weighting](#) screen. Scores can also be dropped manually for individual students on the Student Detail screen.

Your choices are automatically saved.

## Working with letter grade configurations

For each course section, you use a single grading scale. This scale determines both the type of grade that students will get (such as “A” or “B,” and “Pass” or “Fail”) and the specific grade that will be given to each student based on the credit that he or she earns.

The scale is used for:

- All graded assignments (created in the Coursework feature).
- All evaluations (created in the Evaluations feature).
- The student's overall work in the course (that is, the student's midterm and final grades).

You select from a list of existing grading scales, which you can then modify as needed. The list you choose from includes scales that are installed with eLearning, and those scales currently used by your other course sections (note that only current courses are listed—not past or future courses).



If you want to delegate management of letter grade configuration to other people, you can do this using the Content management access permission. For details, see [Managing permissions in the Gradebook \(page 264\)](#).

## Available grading scales

The following table describes the grading scales that you can select from. For each course section, you can implement any one of these scales and then modify it as appropriate.

Scale	Description		
<i>Portal</i> default grade scale	Choosing this option means you'll use whichever scale has been defined as the default by the portal administrator.		
Basic ABCDF	90 to 100 (percent)  80 to 89.9  70 to 79.9  60 to 69.9 F 0 to 59.9		
Scale		Description	
ABCD F with + / -	A	93 to 100 (percent)	
	B+	90 to 92.9	
	B	87 to 89.9	
	C+	83 to 86.9	
	C	80 to 82.9	
	D+	77 to 79.9	
	D	73 to 76.9	
	D-	70 to 72.9	
	F	67 to 69.9	
		63 to 66.9	
		60 to 62.9	
		0 to 59.9	
Pass / Fail	Pass  Fail	60 to 100 0 to 59.9	(percent)
<i>Other course section</i>	Choosing the name of another course section means that section's scale will be used in the section you're currently configuring.  Note that subsequent changes you make to the first course section's scale will <i>not</i> be dynamically brought into the second course section—so you may want to finish refining the scale before you begin using it in other courses.		

## How scales are saved and reused

You cannot modify the scales that are installed with eLearning, with one exception—it is possible for your portal administrator or LMS administrator to make changes to the **Portal default grade scale**. This change is managed on the **LMS Manager** screen, which is available only to members of the Administrators role. For more information see the LMS Administration Guide.

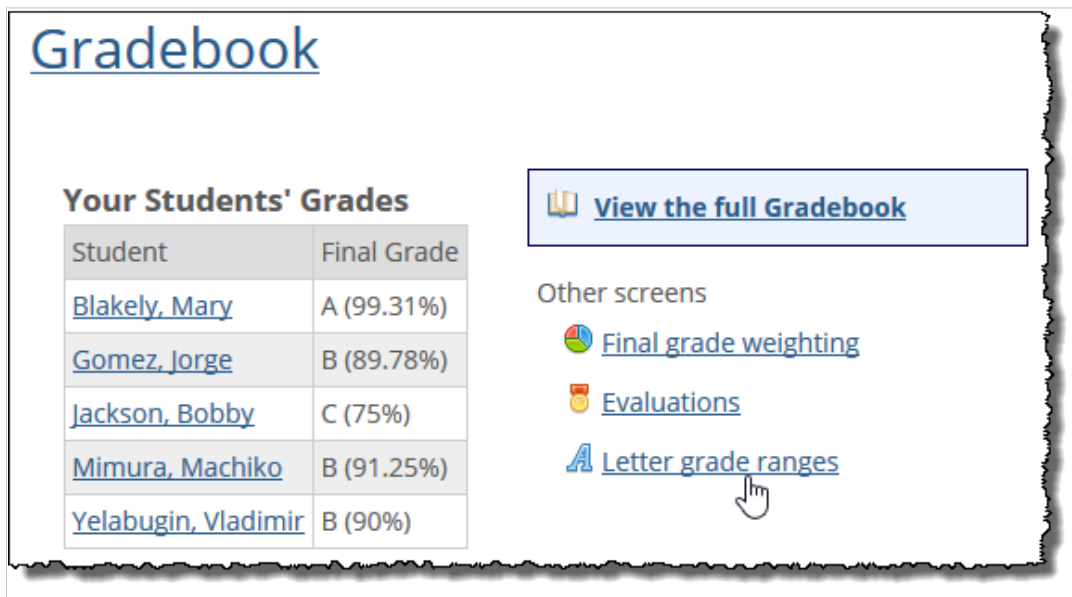
While you can make changes to any scale that you select for your course section, there is no option of saving that scale in a library or a list—however, if you want to reuse an older scale, you can copy that course's Gradebook using eLearning's Copy Course Materials feature. This feature is described in [Copying course materials \(page 484\)](#). Note that when you copy the Gradebook, you copy all of its settings and its evaluations, and the Gradebook in the destination course is overwritten with the choices being copied.

## Navigate to the Letter Grade Configuration screen

Before you can work with a grading scale, you navigate to the **Letter Grade Configuration** screen.

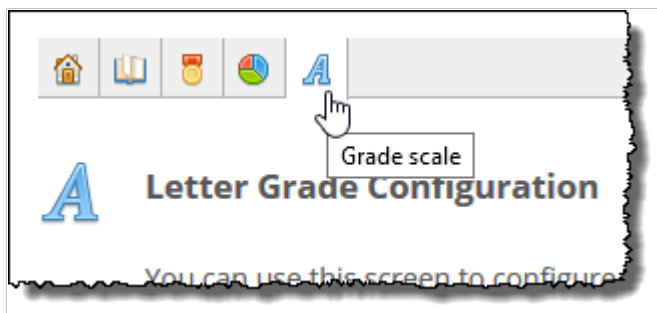
Do one of the following:

- If you are on the Gradebook home screen, click the link labeled **Letter grade ranges**.



For help getting to the Gradebook home screen, see [Navigate to the Gradebook \(page 235\)](#).

- If you are already working in the Gradebook feature instance but have navigated past the home screen, click the letter-grade configuration tab.





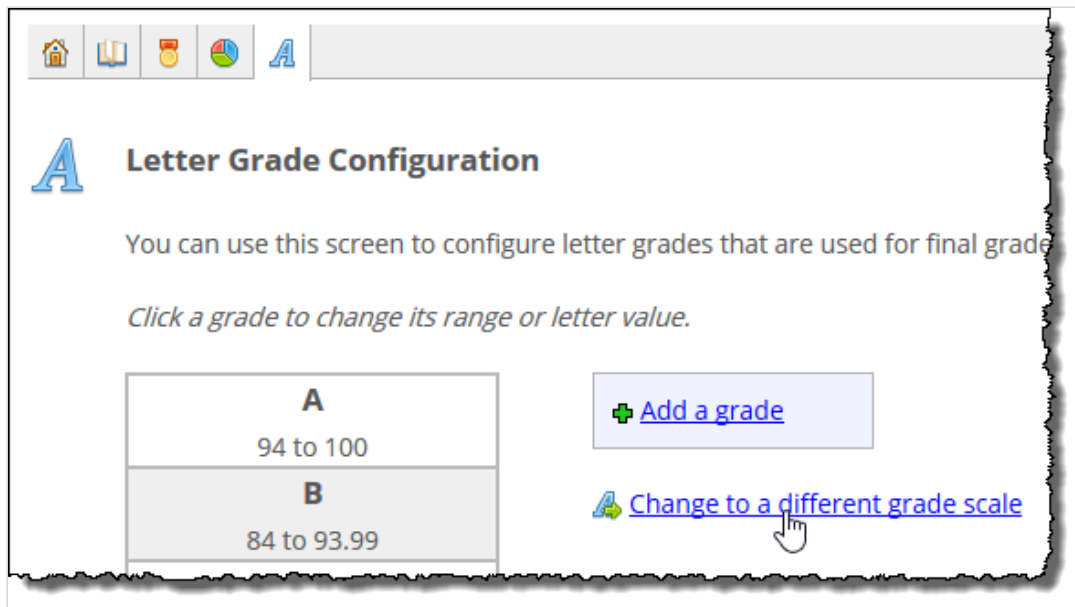
## Implement a grading scale

To implement a grading scale that is predefined by the system, or one that's used in another of your course sections, use this procedure.



Be aware there is no preview feature or staging area for grading scales. The process is: you choose a scale, and the system implements it automatically in the course section. When you make changes to it, any changes you make are immediately seen.

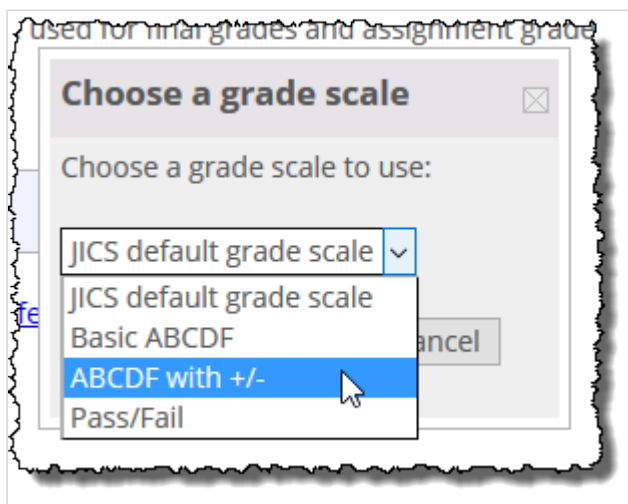
1. If you are not already viewing the **Letter Grade Configuration** screen, display the screen as described in [Navigate to the Letter Grade Configuration screen \(page 259\)](#).
2. Click the link labeled **Change to a different grade scale**.



The system displays a pop-up dialog box that includes a drop-down list.

3. Use the drop-down list to select the scale you want to implement. Note that the drop-down always lists **Portal default grade scale** first, even if that is not the scale that was last selected or which is currently in use.

If you need details on any scale listed, refer to [Available grading scales \(page 258\)](#).



4. After you select a scale, click the button labeled **Use this grade scale**.



The system displays a dialog stating that if you proceed, any changes you have made to the currently used scale will be lost.

5. Click **OK**.

The system implements the scale you chose and displays details about the scale on the **Letter Grade Configuration** screen.

6. If you want to make changes to this scale, see [Modifying a grading scale \(page 261\)](#).

## Modifying a grading scale

After you have implemented a grading scale, you may want to make any of the following adjustments:

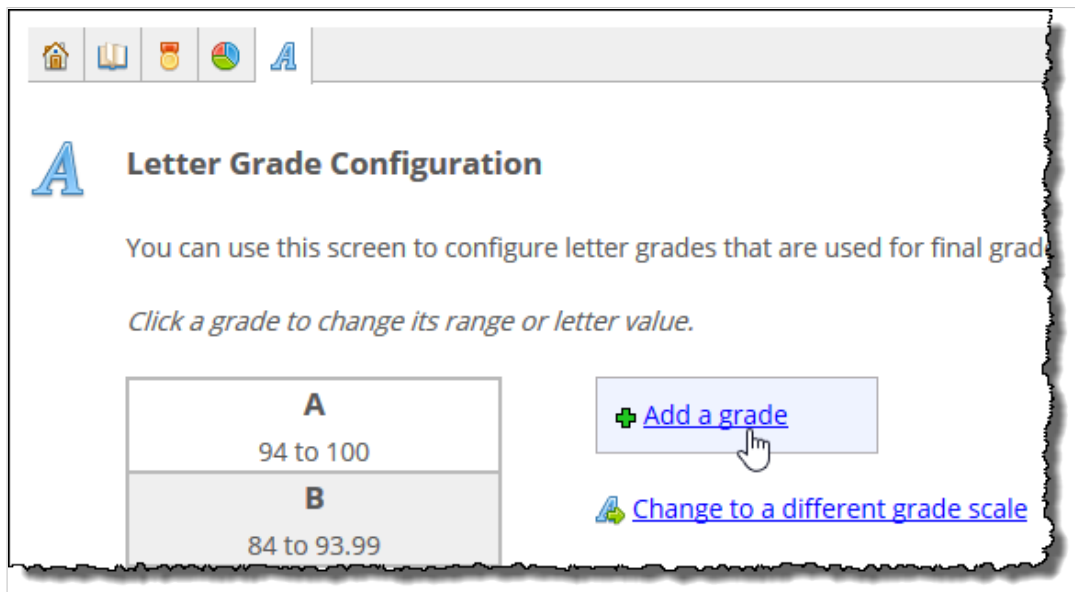
- [Adding a grade to the scale \(page 261\)](#)
- [Modifying an existing grade \(page 262\)](#)
- [Deleting a grade \(page 263\)](#)



Be aware there is no preview feature or staging area for grading scales. The process is: you choose a scale, and the system implements it automatically in the course section. When you make changes to it, any changes you make are immediately seen.

## Add a grade to the scale

1. If you are not already viewing the **Letter Grade Configuration** screen, display the screen as described in [How scales are saved and reused \(page 259\)](#).
2. Click **Add a grade**.



The system displays a pop-up form.

used for final grades and assignment grades in this course.

**Add a grade** ✕

New grade name:






This grade starts at:  %

3. Enter a name in the **New grade name** field.
4. In the second field, enter the low-end percentage of this grade's range. (For the top end of the range, the system will automatically use the number that goes up to the next-highest grade on the scale.)
5. Click **Save**.  
The system adds your grade, and adjusts the next-lowest grade on the scale accordingly.

## Modify an existing grade

If you want to modify an existing grade—by changing its name or its percentage range—complete these steps.

1. Navigate to the **Letter Grade Configuration** screen, as described in [Navigate to the Letter Grade Configuration screen \(page 259\)](#).
2. Click the grade you want to modify.



## Letter Grade Configuration


You can use this screen to configure letter grades that are used for final grade.

*Click a grade to change its range or letter value.*

**A**  
94 to 100

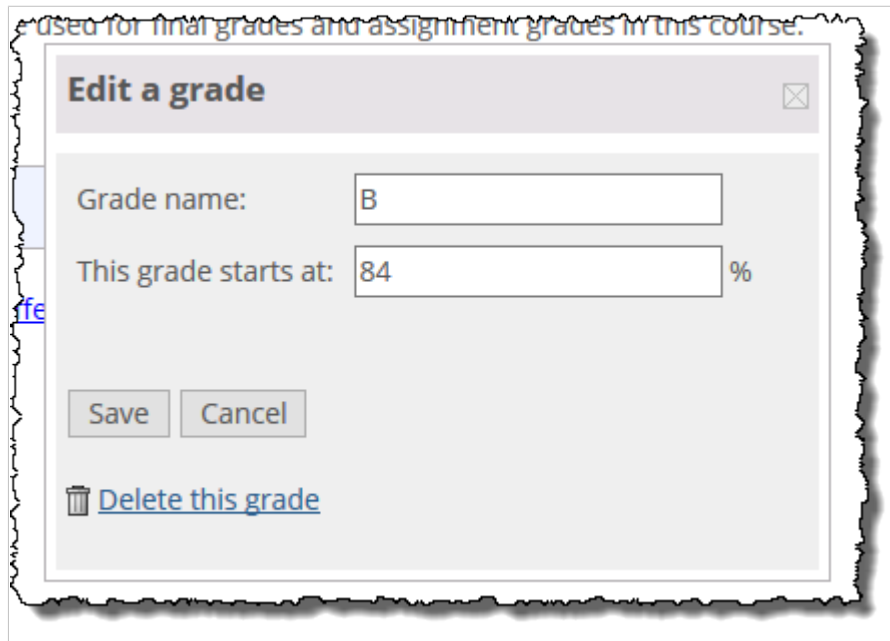
**B**  
84 to 93.99

**C**

 [Change to a different grade scale](#)

The system displays the **Edit a grade** pop-up, which lets you change the name of the grade and the low-end percentage of this grade's range.

3. Make any changes that are appropriate.




used for final grades and assignment grades in this course.

### Edit a grade

Grade name:

This grade starts at:  %

 [Delete this grade](#)

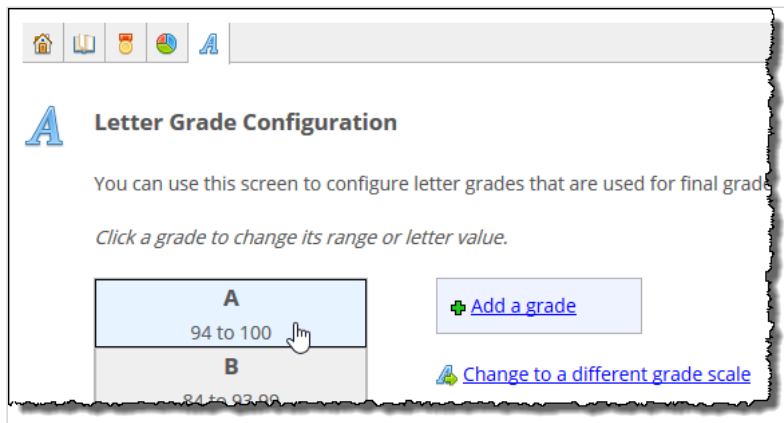
4. Click **Save**.






The system modifies the grade. If you modified the range of this grade, the system updates the range for the next-lowest grade on the scale appropriately.

## Delete a grade from a scale

When you delete a grade, the system automatically assigns that grade's percentage range to the next-lowest grade. So, for example, if you are using the **Basic ABCDF** scale and you delete the D, the system will automatically extend the F grade's range up to 69.9 percent.

1. Navigate to the **Letter Grade Configuration** screen, as described on [page 307 \(page 259\)](#).
2. Click the grade you want to delete.




    


## A Letter Grade Configuration

You can use this screen to configure letter grades that are used for final grades.

*Click a grade to change its range or letter value.*

<b>A</b> 94 to 100
<b>B</b> 84 to 93.99

 [Add a grade](#)

 [Change to a different grade scale](#)

The system displays the **Edit a grade** pop-up, which lets you make changes or delete the grade.

3. Click **Delete this grade**.

The system displays a dialog asking if you're sure you want to delete the grade.

4. Click **OK**.

The system removes the grade and adjusts the next-lowest grade in the scale accordingly.

## Managing permissions in the Gradebook

By default, only members of the Administrators and Faculty roles have permission to manage grades in the Gradebook. If you have created a custom role—for example, a TA role—and you want its members to have permission to work with grades, you must manually give them permission.

### Available permissions

This section lists the available Gradebook permissions.



These permissions are not intended to be used by students in the course section (enrolled students or non-roster students). If you try to give a Gradebook permission to one of these students, the permission will not be honored.

### Content management access

This permission lets the user do the following:

- On the **Evaluations** screen —
  - Create and modify evaluations (but not enter scores for them).
  - Include or exclude the attendance evaluation, and adjust its value and settings.
- On the **Final Grade Weighting** screen —
  - Change the weighting method, and make exceptions to the way weighting is handled within a single unit or type.
  - Manually weight items.

- Configure the system to drop the lowest grade from the course as a whole, or from one group (from a unit, a type, or from the list of evaluations).
- On the letter grade scale tab, change the letter grade scale being used by the course section, add grades, and so forth.



When a user with this permission displays the Gradebook feature, the user will not see the home screen. The **Evaluations** tab will display.

## Grading access

This permission lets the user do the following:

- On the **Full Gradebook** screen—
  - Add feedback comments and files
  - Add extra credit
  - Drop grades on the grade sheet
  - Export grades to an Excel spreadsheet
- On the **Evaluations** screen, this user can grade evaluations.

When this user displays the Gradebook feature, the user will see the home screen, along with options for displaying the Full Gradebook and the **Evaluations** screen.

## Grant a role a permission in the Gradebook

Use this procedure to give a role a Gradebook permission. Make sure that you have also given the role permission to view the Gradebook page, as well as any other pages in the course that they'll need to view.



Users who have Gradebook permissions—but no other affiliation with the course—will not see the course section in their My Courses lists. These users should be instructed to bookmark the pages they'll need to access, or told how to navigate to the appropriate page.

1. If you haven't already done so, display the Coursework feature instance for the appropriate course section, as described in [Navigate to the Gradebook \(page 235\)](#).
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be able to post items or administer the feature instance, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Coursework feature, grant the role one or both of the following permissions by clicking the toggle button next to each:

- Content Management Access
- Grading Access
- The toggle button changes from **No** to **Yes** to indicate the permission has been granted to the role.

# Reviewing and adjusting grades

After students begin participating in the course, you may want to review their overall grades for the course, adjust their grades, or enter feedback for them. This chapter explains how to complete these tasks.

## Key concepts of reviewing and adjusting grades

This chapter deals mainly with the concept of reviewing students' overall grades during the term, making adjustments, and entering feedback.



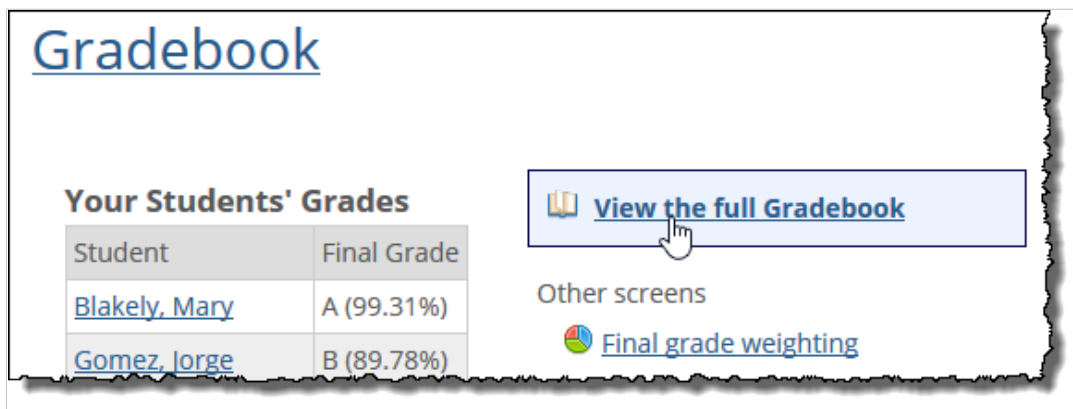
If you want to delegate responsibility for the tasks described in this chapter, you can do this using the Grading access permission. For details, see [Managing permissions in the Gradebook \(page 264\)](#).

## Navigate to the Full Gradebook

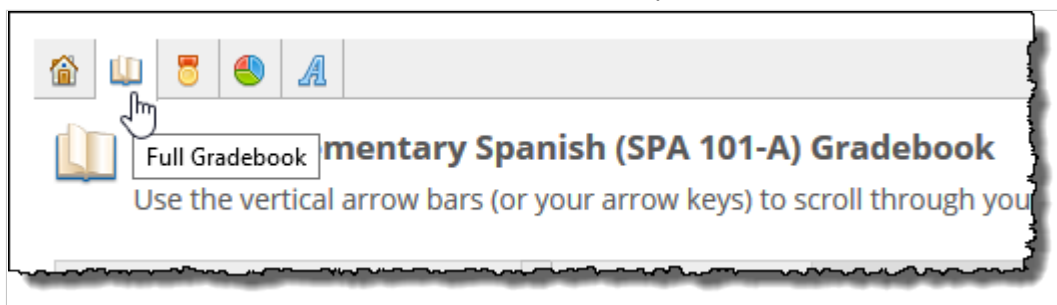
To see a summary of how all students are currently doing in the course, you view the Full Gradebook.

Do one of the following:

- If you are on the Gradebook home screen, click **View the full Gradebook**. (For help getting to the Gradebook home screen, see [Navigate to the Gradebook \(page 235\)](#).)



- If you are already working in the Gradebook feature instance but have navigated past the home screen, click the evaluations icon, which looks like an open notebook.



# Reviewing students' grades

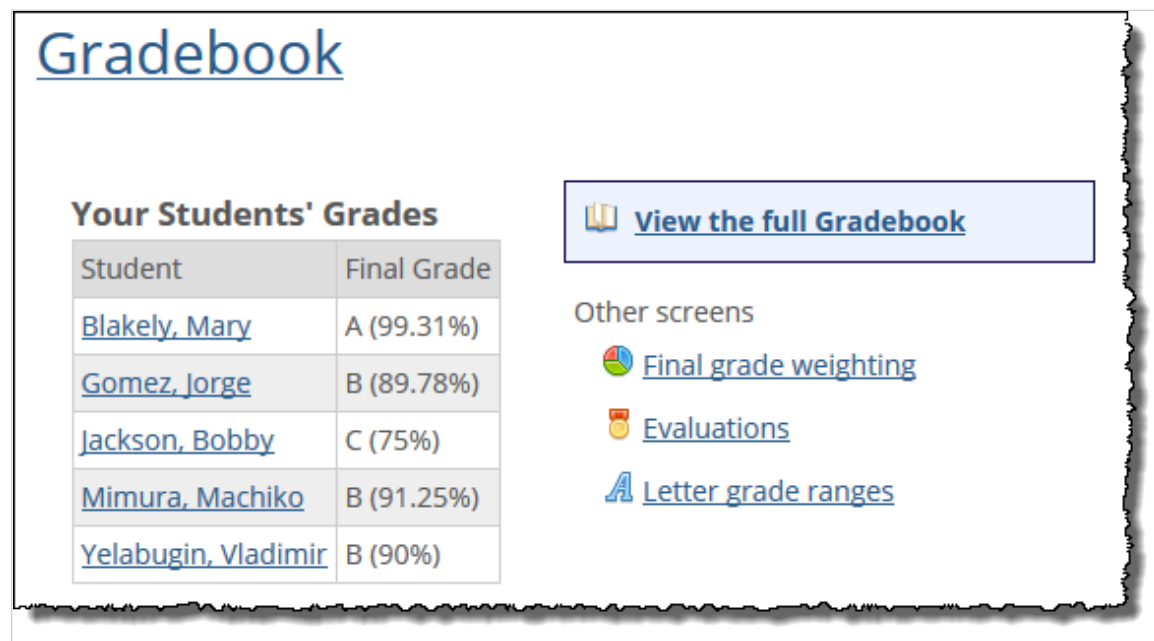
The Gradebook feature offers several options for letting you see a snapshot of all student work in a course, as well as looking at a single student's work in detail.

## Reviewing all students' progress

There are a few places where you can review all students' progress side by side.

### View a summary of grades




The home screen of the Gradebook shows each student's grade so far.



The screenshot shows the Gradebook interface. At the top left is the title "Gradebook". Below it, on the left, is a section titled "Your Students' Grades" containing a table with two columns: "Student" and "Final Grade". The table lists five students with their names as hyperlinks and their final grades with percentages. To the right of the table is a button labeled "View the full Gradebook" with a book icon. Further right, under the heading "Other screens", are three links: "Final grade weighting" with a pie chart icon, "Evaluations" with a medal icon, and "Letter grade ranges" with a large letter 'A' icon.

Student	Final Grade
<a href="#">Blakely, Mary</a>	A (99.31%)
<a href="#">Gomez, Jorge</a>	B (89.78%)
<a href="#">Jackson, Bobby</a>	C (75%)
<a href="#">Mimura, Machiko</a>	B (91.25%)
<a href="#">Yelabugin, Vladimir</a>	B (90%)

**Other screens**

-  [Final grade weighting](#)
-  [Evaluations](#)
-  [Letter grade ranges](#)

To view the home-screen summary of your students' grades:

Navigate to the appropriate Gradebook instance, as described in [Navigate to the Gradebook \(page 235\)](#).






The system displays the home screen, which includes each student's grade for the course so far.



## View a detailed list of grades

If you want to see more details, the Full Gradebook also lists the same information, along with all the grades that students have received on assignments and evaluations.





### Gradebook



[Expand all types](#) [Export to Excel](#)

#### The Full Elementary Spanish (SPA 101-A) Gradebook

Use the vertical arrow bars (or your arrow keys) to scroll through your gradebook.

Use the blue arrow bars or your arrow keys to scroll.		Exam 	Paper 	Quiz 	Evaluations 
Student	Final Grade	Type Grade	Type Grade	Type Grade	Type Grade
<a href="#">Blakely, Mary</a>	<b>A</b> (99.31%)	A (97.92%)	--	A (100%)	A (100%)
<a href="#">Gomez, Jorge</a>	<b>B</b> (89.78%)	A (96%)	--	B (90%)	C (83.33%)
<a href="#">Jackson, Bobby</a>	<b>C</b> (75%)	F (50%)	--	--	A (100%)
<a href="#">Mimura, Machiko</a>	<b>B</b> (91.25%)	B (90.42%)	--	A (100%)	C (83.33%)
<a href="#">Yelabugin, Vladimir</a>	<b>B</b> (90%)	C (80%)	--	--	A (100%)
Use the blue arrow bars or your arrow keys to scroll.		Exam	Paper	Quiz	Evaluations

To the left is each student's name and final grade so far.

To the right are the grades that each student received for individual assignments and evaluations, or for individual units or types. This display will vary depending on your weighting method—if your weighting method assigns a weight to either units or types, then grades will be shown for each unit or type.

You can expand or collapse all groups, or one group in particular, to see details about individual grades in that category.

Regardless of the exact items listed, you can use the blue arrows to scroll right and then back left, or the left/right arrows on your keyboard. You can also click **View everything at once on one page** to expand the width of the screen to include all items—if needed, your browser will add a horizontal scrollbar so you can move from left to right.

Note that assignments are ordered as follows:

- Assignments with earlier due dates are shown before those with those later due dates.
- Evaluations are shown after assignments.

To view a detailed summary:

Navigate to the Full Gradebook, as described in [Navigate to the Full Gradebook \(page 267\)](#).

The system displays a screen that lists each student's overall grade so far.

## View one student's progress

For each student in the course section, the system creates a grade sheet that shows each student's progress in the course so far, including the student's grades on each assignment and evaluation.

The screenshot shows the Gradebook interface for a student named Jane Roberts. At the top, there's a navigation bar with icons for home, books, a grade, a pie chart, and a letter 'A', along with a 'Previous' link. Below the navigation bar, the student's name 'Jane Roberts' is displayed next to her profile picture. To the right of the picture, a large box shows her overall grade 'A (96.5%)' and '676/700 points'. Further right, a message states 'This grade is accurate to date (10/21/2011)' and a link to 'Give Jane extra credit'. Below the grade box, a feedback comment from the system says 'Jane, excellent work so far this term! feedback from you, 10/21/2011 5:37 PM'. At the bottom of the student's section, there are links to 'Add a feedback comment' and 'Add a feedback file'. The 'Assignment Grades' section follows, containing a table with columns for assignment name, score/total (percentage, grade), and a 'Drop this grade' link.

Assignment	Score/Total (Percentage, Grade)	Action
Quiz	90/100 (90%, A)	<a href="#">Drop this grade</a>
Short Essay	98/100 (98%, A)	<a href="#">Drop this grade</a>
Test	97/100 (97%, A)	<a href="#">Drop this grade</a>
Midterm	--/100	<a href="#">Drop this grade</a>
Short Essay	91/100 (91%, A)	<a href="#">Drop this grade</a>
Comentarios	100/100 (100%, A)	<a href="#">Drop this grade</a>

To review an individual student's progress:

1. Navigate to the appropriate Gradebook feature instance, as described in [Navigate to the Gradebook \(page 235\)](#).
2. Locate the name of the student whose work you want to review and click that student's name. The system displays the grade sheet for that student.
3. If you want to navigate away from this student's grade sheet to another student's, note that you can use the **Previous** and **Next** links at the top right of the screen to navigate through the whole list of students.  
You can also click the down arrow next to **Other students** to display a menu of all students in the class and jump to any of them.

## About the student view of the grade sheet

When the student navigates to the Gradebook, the view simply shows his or her grade sheet. This view is similar to your view, but it will not show assignments that the student isn't yet allowed to see (whereas your view will show all assignments).

## Adjusting grades

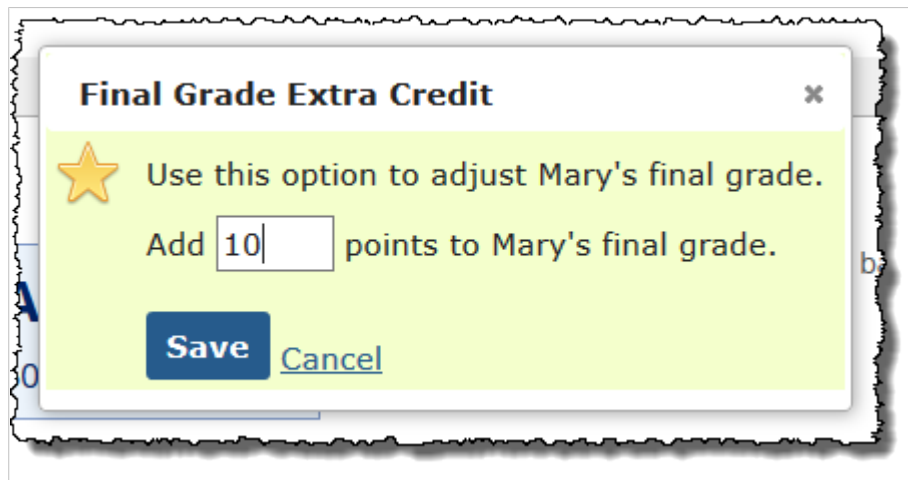
There are two ways to adjust a student's overall grade:

- Manually adjust the student's overall points or percentage for the term.
- Drop one or more scores of the scores that contribute to the overall grade.

## Manually adjust the total points or percentage

You can add or remove points from the student's overall grade as appropriate.

1. Display the grade sheet for the student, as described in [View one student's progress \(page 270\)](#). In the upper right portion of the screen, you will see one of the following links:
  - **Give Student Name extra credit** – displays if you have never adjusted the grade
  - **Adjust Student Name's extra credit** – displays if you previously adjusted the grade
2. Click whichever of these links is displayed. The system displays a pop-up titled **Final Grade Extra Credit**. If you previously adjusted the student's grade, this pop-up shows the adjustment. The pop-up may ask for a percentage, or it may ask for points—this varies depending on which weighting method you are using.
3. Do any of the following as appropriate:
  - To increase the student's grade, enter the value you want to add.
  - To reduce the student's grade, enter a minus sign followed by the value you want to deduct.



4. Click **Save**. The system saves your changes, and the screen updates to show that an adjustment has been made. The student will see this on his or her view of the grade sheet.

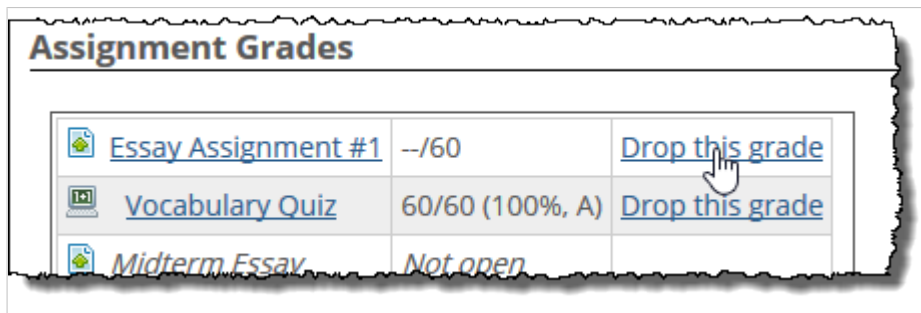
## Drop or reinstate a score for an assignment




If desired, you can drop a score for a particular assignment or evaluation. When you do this, the student's overall grade for the term will be automatically recalculated without that score.

After dropping a grade, you can always go back at any time and reinstate it. You can drop (an reinstate) as many scores as appropriate.

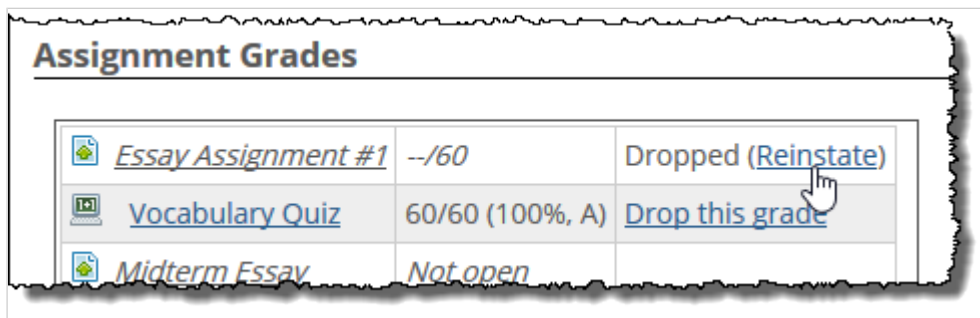
1. Display the grade sheet for the student, as described in [View one student's progress \(page 270\)](#).




2. In the list of assignments, locate the grade that you want to drop or reinstate. Click the corresponding **Drop this link** or **Reinstate** link.



 <a href="#">Essay Assignment #1</a>	--/60	<a href="#">Drop this grade</a>
 <a href="#">Vocabulary Quiz</a>	60/60 (100%, A)	<a href="#">Drop this grade</a>
 <i>Midterm Essay</i>	<i>Not open</i>	

The system saves your change, and the student's grade is automatically recalculated. If you have dropped a grade, the assignment is now shown in gray, italic type, and there is a **Reinstate** link shown, so you can reverse the change later if desired.



 <i>Essay Assignment #1</i>	<i>--/60</i>	Dropped ( <a href="#">Reinstate</a> )
 <a href="#">Vocabulary Quiz</a>	60/60 (100%, A)	<a href="#">Drop this grade</a>
 <i>Midterm Essay</i>	<i>Not open</i>	

## Working with grade sheet feedback


If you want to leave a student feedback regarding his or her work for the term, you can leave a comment or upload a file to the student's grade sheet. Note also that the student can leave comments for you on his or her grade sheet.

The system will send the student an email notification each time you leave a comment or upload a file. It was also send you an email notification each time a student leaves a comment. For details on the email notifications sent, refer to [Email notifications \(page 555\)](#).

Additionally, on the main view of the feature, the system will display a feedback icon next to the student's name if he or she has left a comment.

**Gradebook**

**Your Students' Grades**

Student	Final Grade
<a href="#">Blakely, Mary</a>	A (100%)
<a href="#">Gomez, Jorge</a>	B (83.33%)
<a href="#">Jackson, Bobby</a>	B (83.33%)
<a href="#">Mimura, Machiko</a> 	A (100%)
<a href="#">Yelabugin, Vladimir</a>	C (73.33%)

[View the full Gradebook](#)

Do you want your final grade to include an attendance grade?

☒ Yes ☐ No [More Info](#)

Other screens

To leave feedback:

1. Display the grade sheet for the student, as described in [View one student's progress \(page 270\)](#).
2. As appropriate, leave feeding using either the **Add a feedback comment** or **Add a feedback file** link. If you need help with this, see [Working with feedback \(page 553\)](#).

## Exporting grades to Excel

If desired, you can create a Microsoft Excel spreadsheet that contains a summary of students' grades, including the following:

- Each student's overall grade so far.
- Each student's grade on each assignment and evaluation.

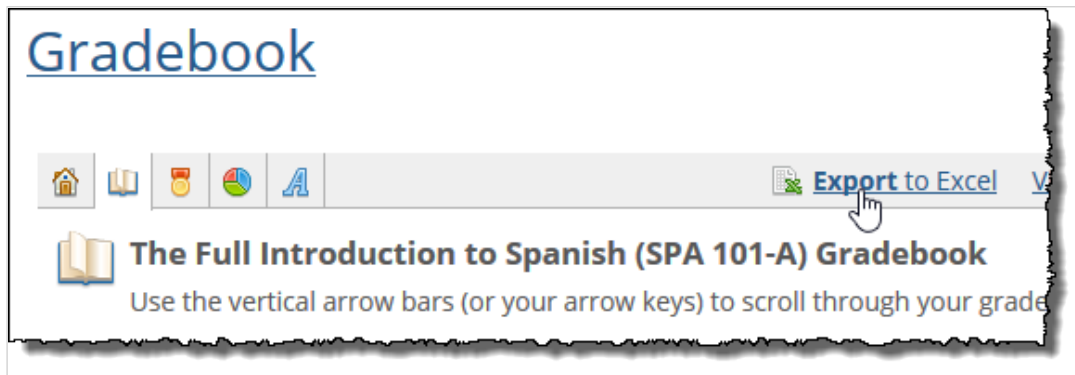
You can view all students' grades at once, or a single student's.

## Export all students' grades

Use this procedure to create a spreadsheet that includes the grades for all students in the course.

1. Navigate to the full gradebook, as described in [Navigate to the Full Gradebook \(page 267\)](#).

2. Click **Export to Excel**.



A dialog displays allowing you to open or save the file.

## Export a single student's grades

Use this procedure to create a spreadsheet that includes the grades for all students in the course.

1. Display the grade sheet for the appropriate student, as described in [View one student's progress \(page 270\)](#).
2. Click the export link, which is displayed below the student's photo.



3. Follow the prompts to either open or save the file.

## Next steps

Once your course section is complete and you are satisfied with all the final grades in the Gradebook, you probably will want to submit the grades to your school's ERP system. Depending on how your system is set up, you will probably use one of the following methods:

- The Gradebook Grade Entry feature. If your school uses this feature, you can submit the grades directly from the Gradebook. For details, see [Submitting grades to the ERP system \(page 275\)](#).
- The Grade Entry feature, which is a feature available with CRM Faculty. For details on this feature, see *Getting Started with CRM Faculty*, which is available from MyJenzabar.

# Submitting grades to the ERP system

Gradebook Grade Entry is a feature in the Gradebook feature that lets you submit grades and attendance records to your school's ERP system.

## Key concepts of submitting grades to the ERP system

Gradebook Grade Entry is a feature that, when enabled by an administrator, lets you submit details generated within your course section to your school's ERP system. The primary purpose of this feature is to let you submit grades. Depending on how your school's site is configured, the feature may also let you submit attendance records.

These functions minimize the need for manual data entry. When this feature is enabled, you should not need to use the Grade Entry feature (part of CRM Faculty).

Depending on your system's setup and your permissions, you can submit data about the following:

- A student's midterm or final grade.
- The total number of absences the student had.
- The student's last day of attendance.

Depending on the level of permission that you have within your ERP system, you may also be able to re-submit previously submitted data. This may be useful if you already submitted a grade, then decide to make an adjustment.

Note that even if you do not have permission to submit or re-submit data, you may still be able to use this feature to simply review data on students' grades and attendance.

## Navigate to the Submit Grades screen

Before you can work with the Gradebook Grade Entry feature, you must display the **Submit Grades** screen.

1. Navigate to the appropriate Gradebook feature instance, as described in [page 276 \(page 235\)](#).
2. Click **Submit your grades**.

The system displays the **Submit Grades** screen.



If you do not see the Submit Your Grades link, there are a few possible reasons why, including:

- *The portal is not currently configured to allow faculty members to submit grades.*
- *You do not have permission to view, submit, or re-submit grades. This is set within your school's ERP system.*
- *This course is a portal-only course, which means that it does not exist in the ERP system, and there is no submit feature.*

If the link is not displayed, and you think that it should be, contact a system administrator.

At this point, you can submit or re-submit grades, as described in [Submit grades and attendance records \(page 276\)](#) and [Resubmit grades or attendance records \(page 277\)](#).

Or, if you need help understanding the information on this screen, see [About the Submit Grades screen \(page 276\)](#).



# About the Submit Grades screen

Typically, when you display the **Submit Grades** screen, it includes only one tab—either **Midterm Grades** or **Final Grades**—depending on what point you are at in the term. In some cases, your school's ERP system might be set up to allow you to submit both midterm and final grades at the same time, but in most cases only one tab will be available.



The structure of both these tabs is the same. The tab lists all students in the course section, grouped according to whether their grades have been submitted or not submitted.

The two columns at the right—**Absences** and **Last Date of Attendance**—will show up only if your portal administrator has configured the system to include them. Note that the display of each of these columns is configured separately, so an administrator can choose to include one but not the other.

The following sections include more details about the **Not yet submitted** and **Submitted** categories.

## Not yet submitted



Typically, each row of student data in the **Not yet submitted** area is populated with information from the Gradebook and Attendance features for the course context. The system uses the following icons:

-  A red icon indicates that the student's information is not ready for submission, either because the data could not be read from the Gradebook or Attendance feature, or because there is a problem with the data. In this case, you should enter the information manually.
-  A green icon indicates that the student's information is ready for submission. Before submitting this data, can also overwrite any of the data in the row.

## Submitted

Each row in the **Submitted** area shows the data that was previously submitted. In some cases, your system may be configured so you can re-submit information. Otherwise, the information in the **Submitted** area is read-only.

In this area, the system labels each row of student data with one of the following icons:

-  A green checkmark indicates that there are no problems with the data submitted.
-  A yellow icon indicates that, since the student's information was submitted, it changed in the Gradebook feature or in the ERP system.

## Submit grades and attendance records



Your ability to submit grades depends on settings in your school's ERP system. Specifically, your ERP system must be set up to give you permission to submit grades, and you must be at a point in the term during which the system accepts submission of this data.

If you have the ability to submit grades, then you also have permission to submit attendance records, if the portal is set up to allow this.

1. Navigate to the **Submit Grades** screen, as described in [Navigate to the Submit Grades screen \(page 275\)](#).



2. Check the **Not yet submitted** area of the screen to review the details that are ready for submission. At the bottom of the list of students, you will see one of the following:
  - A **Submit Selected Grades** button—If this button is displayed, you have permission to submit grades.
  - A grayed-out button that says **You don't have permission to enter new grades**—If this message is displayed and you think you should have permission, contact an administrator.
3. Using the check boxes at the left, select the student(s) whose data you want to submit. If appropriate, modify the grades or attendance data displayed for any of the students.
4. Click **Submit Selected Grades**.

If you clicked **Submit Selected Grades** without having entered required information that was required, the system displays an error message. In this case, click **OK** and correct the omissions. Assuming you entered all required data, the system displays a **Please wait** dialog as it submits the selected data. Afterward, the system displays the **Submit Grades** screen, this time with the student(s) whose data you submitted listed in the **Submitted** area of the screen.

## Resubmit grades or attendance records

In some cases, you might have the ability to resubmit information that you have already sent. This permission is determined within your school's ERP system.

1. Navigate to the **Submit Grades** screen, as described in [Navigate to the Submit Grades screen \(page 275\)](#).
2. Check the **Submitted** area of the screen to review those students whose data has been submitted. At the bottom of the list, you will see one of the following buttons:
  - **Submit Selected Grades**—this means you have permission to re-submit grades.
  - **You don't have permission to update existing grades** (grayed out)—If this message is displayed and you think you should have permission, contact an administrator.
3. Using the check boxes at the left, select those student(s) whose data you want to resubmit. Modify the data as appropriate.
4. Click **Submit Selected Grades**.

If you clicked **Submit Selected Grades** without having entered required information—for example, if you deleted the student's attendance data and that data was required—the system displays an error message. In this case, click **OK** and correct the omissions. Assuming you entered all required data, the system displays a **Please wait** dialog as it updates the selected data. Afterward, the system displays the **Submit Grades** screen, this time updated to reflect the changes you made.

## Part 4: Additional features

This section describes additional features that you can use in your course context.

# All My Courses

eLearning includes a feature—called All My Courses—that you can use to easily navigate to any of your course contexts.

## Key concepts

The All My Courses feature offers another avenue for letting you (and other users) quickly navigate to your (or their) course sections.

The feature includes a record for every course section that you teach, with a drop-down list that lets you show past, current, or future sections. The feature shows both a list of courses and a graphical display of them.

## Default view versus maximized view

This section describes the default view versus the maximized view of the All My Courses feature.

### Default view

The default view of the All My Courses feature shows details on your current course sections. Information on each section is broken into three columns:

- **Course code** – The code for the section.
- **Course** – The name of the course. The text in this column also serves as a link to the main page of the context for the course section.
- **Grade** – A link to the Gradebook page within the appropriate course context.
- **Schedule** – The course section's meeting time (the start times are shown).

Each term can be hidden or collapsed using the plus/minus sign at the upper right.

Note that if you set the **Show** drop-down list to **Past Courses** or **Future Courses**, the feature is automatically maximized.

## Maximized view

The maximized view of the feature is identical to the default view except that it also includes a graphical view of the schedule(s).

The screenshot shows the 'All My Courses' interface in a maximized state. At the top, there's a blue header bar with the text 'All My Courses'. Below it, a dropdown menu is set to 'Current Courses', with links for 'Hide all schedules' and 'Hide all course lists'. The main content area is titled 'Fall 2017' and contains a 'My Fall 2017 Course List' table. The table has columns for 'Code', 'Course name', 'Grade', and 'Schedule'. It lists two courses: 'SPA 101 (A)' (Introduction to Spanish) and 'SPA 201 (A)' (Intermediate Spanish). Below the table is a section titled 'My Fall 2017 Schedule' with a note that schedule blocks are rounded to the half-hour. This section contains a weekly grid with days of the week as columns and time slots (8, 10, 12) as rows. Blue blocks indicate when each course is scheduled: SPA 101 (A) on Mon, Wed, and Fri from 9:30-11:00 AM; SPA 201 (A) on Tue, Thu, and Sat from 10-11:30 AM.

Code	Course name	Grade	Schedule
<a href="#">SPA 101 (A)</a>	Introduction to Spanish	--	Mon, Wed, Fri 9:30-11:00 AM;
<a href="#">SPA 201 (A)</a>	Intermediate Spanish	--	Tue, Thu 10-11:30 AM;

My Fall 2017 Schedule (Schedule blocks are rounded to the half-hour, see above for precise start and end times)

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
8							
10		SPA 101 (A)	SPA 201 (A)	SPA 101 (A)	SPA 201 (A)	SPA 101 (A)	
12							

## About the student view

When a student maximizes the All My Courses feature, the feature is the same as the faculty view except that in the **Grade** column, instead of showing a dash, the system shows the student's current grade. Clicking the grade displays the student view of the Gradebook (the student's grade sheet).

## No default locations

In the default layout of the portal, there are no instances of the All My Courses feature—but you can add this feature to your course section's pages. If desired, you may also be able to add the All My Courses feature to a Campus Groups context, or to another context that you might manage.

If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

When adding the All My Courses feature to a page, you don't need to worry about permissions and privacy, because the feature only reflects information about the person viewing it.

## Display details about your course sections

If your portal includes an instance of the All My Courses feature, use this procedure to display a list of your course sections.

1. Navigate to the page that hosts the All My Courses feature.
2. If appropriate, maximize the feature instance by clicking its name.
3. Use the drop-down list to choose the type of course section you want to display—past, current, or future.

The system displays a list of the appropriate course sections.

# Navigate to a context through All My Courses

If your portal includes an instance of the All My Courses feature, use this procedure to navigate to any of your course contexts.

1. Navigate to the page that hosts the All My Courses feature.
2. If appropriate, maximize the feature instance by clicking its name.
3. Use the drop-down list to choose the type of course section to which you want to navigate—past, current, or future.  
The system displays a list of the appropriate course sections.
4. Do one of the following:
  - To go to the main page of the course context, click the name of the course.
  - To go to the course section's Gradebook page, click the dash in the **Grade** column.

# Announcements

The Announcements feature lets you post announcements for students and others.

## Key concepts

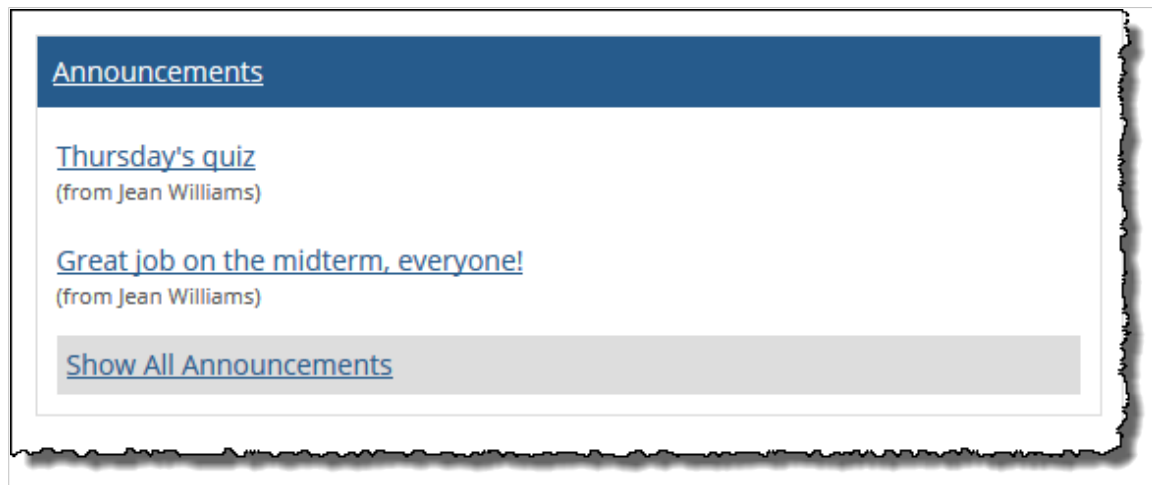
The Announcements feature is used to post and display announcements.

## Feature basics

All instances of this feature are essentially a window into the same announcements, the only difference being that some instances might show announcements posted to base (global) roles, and some might show only those announcements posted to context-specific roles.

## Default view versus maximized view

In the default view of the feature, users see the titles of the announcements that they have permission to see, along with (typically) the authors' names.



In the maximized view, users see the title and details of the announcements.

If any announcements are new since the logged-in user last looked at the feature, they are grouped under a **New** subheading, while announcements the user has already seen are listed under **Viewed**.

### Announcements

**Inbox (2)**

Subject	Author	Date
<b>New</b>		
<input type="checkbox"/> <a href="#">Thursday's quiz</a>	Jean Williams	6/7/2017 3:09:25 PM
Just a reminder that Thursday's quiz is not open book.		
<input type="checkbox"/> <a href="#">Great job on the midterm, everyone!</a>	Jean Williams	6/7/2017 3:08:57 PM
I just wanted to let you all know that, by and large, the grades on the midterm are terrific!		
<a href="#">Remove selected</a>		

If the user has already seen all announcements, the system omits the **New** and **Viewed** subheadings (and all items are just listed under **Inbox**).

If the logged-in user has permission to create announcements, the maximized view includes a **Manage** menu. Additionally, any announcements that the user has already posted are displayed under an **Outbox** heading.

### Announcements

Manage

**Inbox (0)**  
You have no incoming announcements.  
[Remove selected](#)

**Outbox (1)**

Subject	Date	
<input type="checkbox"/> <a href="#">Classes unavailable due to system maintenance</a>	7/17/2017 6:31:47 PM	
All courses in the Languages Department will be unavailable tonight from 6 p.m. to 9 p.m. CST due to system maintenance.		
<a href="#">Delete Selected</a>		

**All Announcements**

Subject	Author	Date	
<input type="checkbox"/> <a href="#">Bake sale tomorrow!</a>	Jean Williams	7/17/2017 6:34:00 PM	
Don't forget that our quarterly bake sale is tomorrow at noon in the cafeteria!			
<input type="checkbox"/> <a href="#">Classes unavailable due to system maintenance</a>	Administrator Administrator	7/17/2017 6:31:47 PM	
All courses in the Languages Department will be unavailable tonight from 6 p.m. to 9 p.m. CST due to system maintenance.			
<input type="checkbox"/> <a href="#">Thursday's quiz</a>	Jean Williams	6/7/2017 3:00:00 PM	
Just a reminder that Thursday's quiz is not open book.			
<a href="#">Deactivate Selected</a>			

## Default locations of the Announcements feature

By default, the portal includes several Announcement feature instances. The following are a few that you may have permission to help manage:

- The default layout for course contexts includes an instance of the Announcements feature on the Main page.
- If you manage a Campus Group, the context for your group is created with an Announcements feature instance on its default page.
- The default layout for your My Pages context includes an instance of the Announcements feature.

If desired, you may be able to create additional instances. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Set up an instance of the Announcements feature

When setting up an instance of the Announcements feature, you may want to consider the following:

- Do you want the instance to show all announcements posted through portal, or do you want to show just those announcements posted to context-specific roles in the context that hosts the feature instance. For details, see [Choose the type of announcements the feature instance will show \(page 284\)](#).
- Should the feature instance allow for anonymous posting? For details, see [Allow or disallow anonymous announcements \(page 285\)](#).
- In any given instance of the feature, should any additional roles be allowed to post announcements? For details, see [Managing permissions in the Announcements feature \(page 285\)](#).

## Choose the type of announcements the feature instance will show

For each instance of the Announcements feature, you can choose one of the following two options:

- **Context-Based** – With this setup, the feature instance displays only those announcements sent to context-specific roles the user belongs to within the host context. Announcements sent to the user by name are not shown, and announcements sent to base roles are not shown.
- **General** – With this setup, the feature instance displays *all* announcements the user has permission to see, regardless of where in the portal the announcements were created, and regardless of what type of role they were posted to. So this includes announcements sent to:
  - The user by name.
  - Base roles that the user belongs to.
  - All context-specific roles that the user belongs to.

With either of these two setups, the information contained in the feature instance is not specific to that instance. The Announcements feature always simply offers a window into a single set of announcements. However, with the “General” window, the scope of the window is larger.

For help understanding the difference between context-specific and base (global) roles, see [Creating and maintaining roles \(page 521\)](#).



If the Announcements feature instance is located in a context that has no context-specific roles, it will function as a General feature instance, regardless of which configuration option you choose.



To choose the type of announcements the feature instance will show:

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The system displays the **Settings** screen.
4. Select the Announcements feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The system displays settings for the Announcements feature.
5. In the area labeled **Portlet Type**, choose either **General** or **Context-Based**, as appropriate.
6. Click **Save**.

## Allow or disallow anonymous announcements

For each instance of the Announcements feature, you must decide whether people creating announcements will be allowed to do so anonymously. By default, this is not allowed.

Note that you cannot prohibit a feature instance from displaying anonymous announcements that were created elsewhere. However, if the feature instance is set up to be **Context-based** (as described in [Choose the type of announcements the feature instance will show \(page 284\)](#)), and if you have administrative privileges in the context (such as in your course context), you can prohibit anonymous posting in all feature instances, which would eliminate the issue.

1. Navigate to the page that contains the Announcements feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The system displays the **Settings** screen.
4. Select the Announcements feature from the drop-down list at the top of the screen. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The system displays settings for the Announcements feature.
5. In the area of the screen labeled **Allow Anonymous Posting**, select or deselect the check box as appropriate.
6. Click **Save changes**.

## Managing permissions in the Announcements feature

For each instance of the feature, you can allow other roles to post announcements. You do this by giving them the **Can Post Announcements** permission.

With this permission alone, users can post announcements to the various context-specific roles only. If you want the role to also have permission to post to base roles, which could be desirable if you set up the feature using the **General** option, check with an administrator to make sure that the role has the **Can Post to Base Roles** global feature operation.

Note that when users post announcements, they have the ability to publish the announcement immediately, without review. Their announcement will be displayed not only in this feature instance, but in all feature instances configured to display this type of announcement. Because of this, you may want to be somewhat cautious about giving roles permission to post announcements.

To allow roles to post announcements:

1. Navigate to the News and Announcements feature instance.

2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Announcements feature, click the toggle button next to the **Can Post Announcements** permission to change the setting to **Yes**.

## Working with announcements

This section describes how to create, edit, archive, and delete announcements.

### Deactivated announcements

By default, announcements will be displayed immediately and indefinitely. However, the author of the item, or someone with permission to modify it, can choose to do either of the following:

- Have the announcement display in the future.
- Make the announcement end at a specific time.

In most cases, this is done using the **Start** and **End on** fields on the form where a user creates or edits the announcement.

During those times when the announcement is not actively being displayed, it is considered deactivated (either **unsent** or **archived**). At these times, most users cannot see it—though the author can at any time edit the announcement and display it.

Note that while someone other than the author can deactivate an announcement (for example, an administrator), once it is deactivated, only the author can see it.

## Unsent announcements



If desired, you (or an administrator) can specify that an item will launch at a specific time in the future, or that it will be launched later manually. Prior to its launch, the item is saved in your outbox, under an **Unsent** subheading. At this point, only you can see and work with the announcement.

**Announcements**  
**Manage**

**Inbox (2)**

Subject	Author	Date
<input type="checkbox"/> <a href="#">Thursday's quiz</a>	Jean Williams ⓘ	6/7/2017 3:09:25 PM
Just a reminder that Thursday's quiz is not open book.		
<input type="checkbox"/> <a href="#">Great job on the midterm, everyone!</a>	Jean Williams ⓘ	6/7/2017 3:08:57 PM
I just wanted to let you all know that, by and large, the grades on the midterm are terrific!		
<a href="#">Remove selected</a>		

**Outbox (2)**







Subject	Date
<b>Unsent</b>	
<input type="checkbox"/> <a href="#">Contingency plan in case of snowstorm</a>	No activation date set  
If we get the bad weather that's being predicted, Friday's presentations will be rescheduled for next week.	

## Archived announcements

If desired, you (or an administrator) can specify that an announcement will end at a certain time, after which it is deleted or becomes archived.

If you do this and choose to archive the announcement (instead of deleting it), it is stored in your outbox under an **Archived** subheading. At this point, only you can see the announcement.

**Outbox (1)**

Subject	Date
<b>Unsent</b>	
<input type="checkbox"/> <a href="#">Contingency plan in case of snowstorm</a>	No activation date set  
If we get the bad weather that's being predicted, Friday's presentations will be rescheduled for next week.	
<b>Active</b>	
<input type="checkbox"/> <a href="#">Thursday's quiz</a>	6/7/2017 3:00:00 PM  
Just a reminder that Thursday's quiz is not open book.	
<b>Archived</b>	
<input type="checkbox"/> <a href="#">Great job on the midterm, everyone!</a>	6/7/2017 3:00:00 PM  
I just wanted to let you all know that, by and large, the grades on the midterm are terrific!	

## Post an announcement

Regardless of who the intended recipients are, the process of publishing an announcement is more or less the same. However, because of potentially conflicting setup and permissions options, we suggest that you use one of the following procedures. If desired, you can mix and match these procedures as long as you understand the general requirements of each.

Note that whenever you post an announcement, unless you select an option to post the item anonymously, your name will be listed as the author. If you do not see the anonymous option on the form, then anonymous posting is not an option (and your name will be listed).

### Post to a context-specific role

Use this procedure to post an announcement to a context-specific role, such as the Students role within a particular course context (which includes only the students enrolled in the course section).

To complete these steps, you must have the **Can Post Announcements** permission for the appropriate feature instance.

1. Navigate to the appropriate feature instance. The instance must be located in the context that hosts the role you want to post to.
2. Maximize the feature and select **Manage > New Announcement**.  
The system displays a form. The exact details on the form may vary slightly depending on your permissions. The illustration below shows a typical view for a user who does not have the **Can Post to Base Roles** global permission.
3. In the **Title** field, enter a label or heading for the announcement.
4. In the **Send to** area, use the available check boxes to select the context-specific role(s) that the announcement is targeted to.
5. In the **Details** field, enter the main text of the announcement (assuming the **Title** text does not cover everything you want to say).
6. By default, your announcement will be displayed immediately and indefinitely. But if you want to change this, choose dates and times for the **Start** or **End on** fields.
7. If you want to post anonymously, and if the feature instance is set up to allow for this, select the check box labeled **Post Announcement Anonymously**.
8. Click **Save**.

### Post to a base (global) role

Use this procedure to post an announcement to a base (or global) role, such as the global Students role, which includes every student in the institution. Before doing this, you may want to make sure that the roles you are posting to have access to an Announcements feature instance that was set up using the **General** option. This is the only type of feature instance that will actually show an announcement posted to a base role.

By default, users have a **General**-type Announcements feature instance in their My Pages contexts, but if you plan to regularly communicate with base-role members this way, you may want to confirm that they actively refer to this feature instance or to a similar one.

To complete this procedure, you must have the following permissions:

- The **Can Post Announcements** permission for an instance of the Announcements feature, preferably one set up using the **General** option.
- The **Can Post to Base Roles** global feature operation.

To post an announcement to a base (global) role:

1. Navigate to the appropriate feature instance. We suggest that you use a feature instance that has been set up using the **General** setup option. (Assuming that you are posting the announcement for immediate display, this type of feature will let you review the announcement as soon as you post it and see it as other users will.)
2. Maximize the feature instance and select **Manage > New Announcement**.  
The system displays a form. The exact details on the form may vary slightly depending on your permissions. The illustration below shows a typical view for a user who has permission to post to base roles.
3. In the **Title** field, enter a label or heading for the announcement.
4. In the **Send to** area, use the available check boxes to select the base role(s) that you should see the announcement. The base roles are displayed beneath the context-specific roles.
5. In the **Details** field, enter the main text of the announcement (assuming the **Title** text does not cover everything you want to say).
6. By default, your announcement will be displayed immediately and indefinitely. But if you want to change this, choose dates and times for the **Start** or **End on** fields.
7. If you want to post anonymously, and if the feature instance is set up to allow for this, select the check box labeled **Post Announcement Anonymously**.
8. Click **Save**.

## Post to an individual

Use this procedure to post an announcement to one or more individuals. Before posting an announcement this way, you may want to verify that the recipient(s) are people who have access to an Announcements feature instance that is configured using the **General** option. This is the only type of feature instance that will actually show an announcement posted to an individual.

By default, users have a **General**-type Announcements feature instance in their My Pages contexts, but if you plan to regularly communicate with individuals this way, you may want to confirm that they actively refer to this feature instance or to a similar one.

To complete these steps, you must have the **Can Post Announcements** permission for any instance of the Announcements feature. To post the announcement to an individual who is *not* a member of the context that hosts the Announcements feature instance that is being used, the user must have the **Can Post to Base Roles** global feature operation.

1. Navigate to any instance of the Announcements feature.
2. Maximize the feature instance and select **Manage > New Announcement**.  
The system displays a form.
3. In the **Title** field, enter a label or heading for the announcement.
4. Click **Add Individual Users**.  
A drop-down selector displays.
5. Use the selector to choose the individuals who should see the announcement.
6. In the **Details** field, enter the main text of the announcement (assuming the **Title** text does not cover everything you want to say).
7. By default, your announcement will be displayed immediately and indefinitely. But if you want to change this, choose dates and times for the **Start** or **End on** fields.
8. If you want to post anonymously, and if the feature instance is set up to allow for this, select the check box labeled **Post Announcement Anonymously**.
9. Click **Save**.

## Edit an announcement

Use this procedure to edit your own announcement or someone else's. You can use the procedure to change the text of an announcement, to archive it, or, if it is currently inactive, to display it.

Note that in order to edit an announcement other than your own, you must have a global feature operation called **Show Admin Section**. To check to see if you have this permission, maximize the feature instance and check to see whether it contains an area labeled **All Announcements**. If you see this area, then you have the permission. If you don't have this permission and feel you need it, speak with an administrator for your portal.

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the announcement that you want to edit and click the corresponding pencil icon.  
If you are the author of the announcement, it is located under the **Outbox** heading.  
If you are not the author, look for it under the area labeled **All Announcements**. (If you are the author and you have the **Show Admin Section** global permission, you will see the item in both places—it doesn't matter which one you select.)  
The system displays a form.
3. Make the necessary changes, including any of the following:
  - Changes to the announcement's text—its **Title** and **Details**.
  - The people that are allowed to see the announcement—you can do this using the **Send to** area of the form.
  - The **Start** and **End** times of the announcement—for example, if the announcement is not currently active, you can make it display, and vice versa.
4. Click **Save**.

## Delete an announcement

Use this procedure to delete your own announcement or someone else's.

Note that in order to delete an announcement other than your own, you must have a global feature operation called **Show Admin Section**. To check to see if you have this permission, maximize the feature instance and check to see whether it contains an area labeled **All Announcements**. If you see this area, then you have the permission. If you don't have this permission and feel you need it, speak with an administrator for your portal.

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the announcement that you want to delete. If you are the author of the announcement, it is located under the label **Outbox**. If you are not the author, look for it under the area labeled **All Announcements**. (If you are the author and you have the **Show Admin Section** global permission, you will see the item in both places—it doesn't matter which one you select.)
3. Click the corresponding trash-barrel icon.  
The system generates a dialog asking if you are sure you want to delete the item.
4. Click **OK**.

## Archive several announcements at once

If there are several announcements that should be archived, you may want to archive them all at once. Note that after you do this, only the author will have the ability to re-launch the announcement(s) later. If you don't want the announcements to ever be re-launched, you might want to delete them instead, as described in [Delete an announcement \(page 290\)](#).

Note that in order for a user to delete an announcement other than his or her own, the user must be a member of the Administrators role or have a global feature operation called **Show Admin Section**.

1. Navigate to the appropriate feature instance and maximize it.
2. Scroll down to the area labeled **All Announcements**.
3. Using the check boxes at the left, select the announcements in this area that you want to archive.
4. Click **Deactivate Selected**.  
For all users except the author(s), the announcement(s) are removed from view. For the authors, the items will be displayed under an **Archived** subheading under the **Outbox** label.

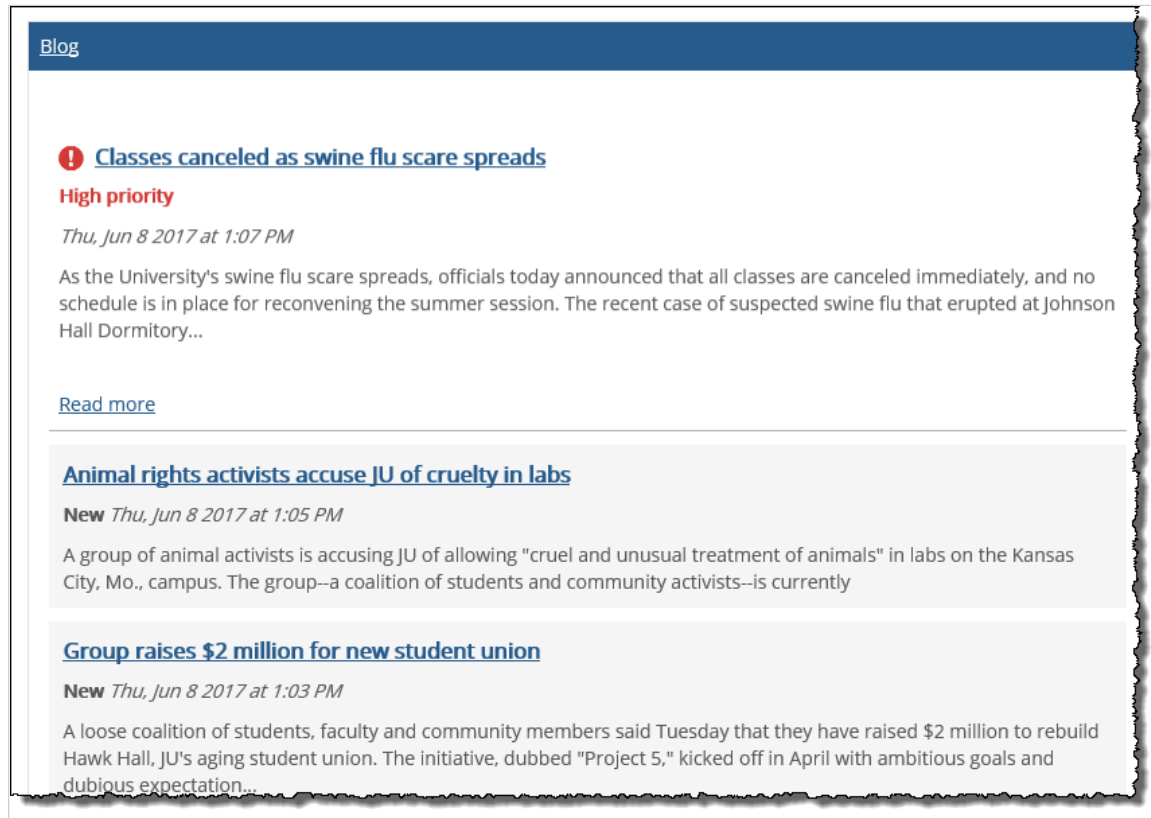
# Blog

The Blog feature allows authorized users to post text and images for the rest of the portal community to review.

For help posting a blog item, see the Blog feature's online help (click the question mark icon in the corner). This section offers a brief overview of the feature and focuses on how to administer and manage it.

## Key concepts

The Blog feature lets you and other authorized users post blog items. As shown below, the typical blog post might include a headline, body text, and optionally one or more images.



By default, the feature instance displays the headline and the opening text of each post, and users must click through to read the entire item. The system uses a vertical bar at the left to denote whether the item is being displayed for the first time. If the item is marked “important,” the bar at the left is red; otherwise it is blue. The next time the same logged-in user displays the feature instance, the bar for the item will be omitted.

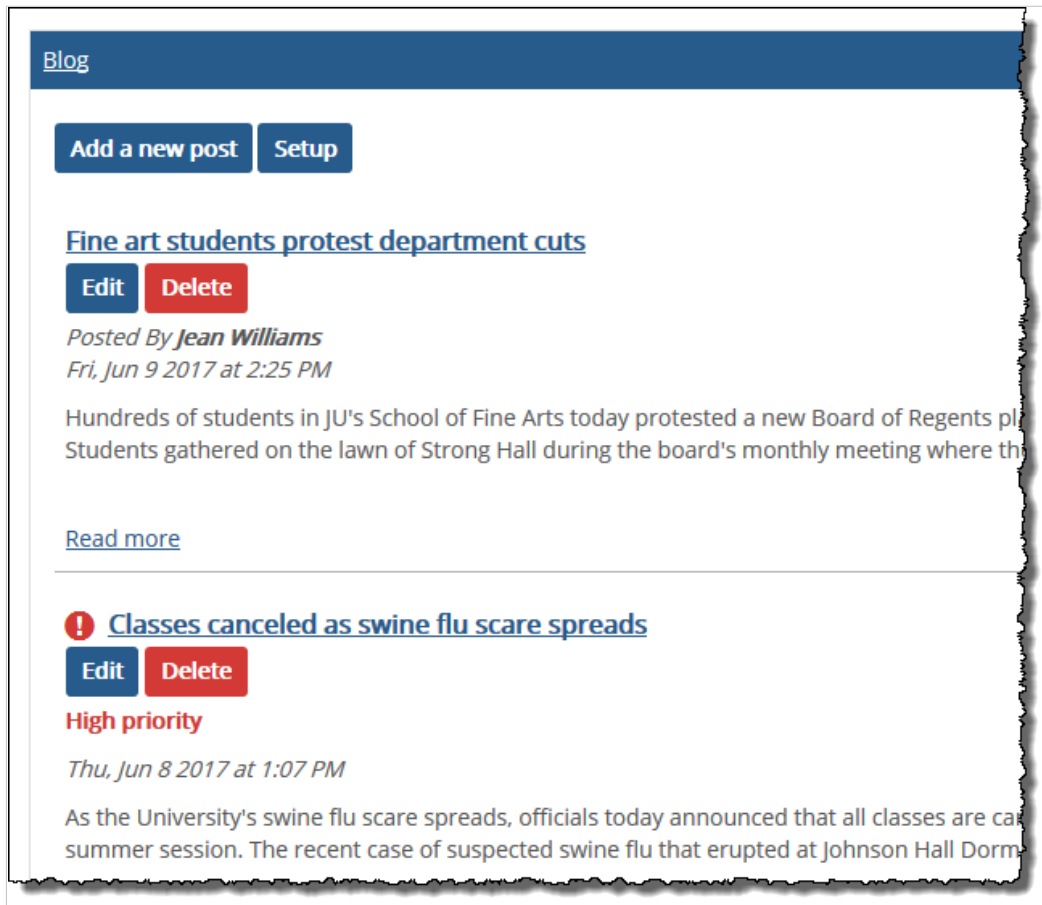
In general, the information contained in each feature instance is specific to that instance—in the default and minimized views of the feature—though this feature also includes a “My Subscriptions” view. With this feature, individuals can use any Blog feature instance to subscribe to posts from other feature instances, and they can read all relevant posts from within a single feature instance. Users

## Choices for authors

When adding a post to an instance of the Blog feature, the author of the post has several options.



- The person posting the item can include (or exclude) his or her name under the item's headline.



- The author can mark a post as being of high importance, which makes the item's headline red. When such posts are new to the currently logged-in user, they are also denoted by a red bar at the left. (The next time the same logged-in user displays the feature instance, the bar for the item will be omitted.)



- Depending on the configuration of the feature instance, the author can select the roles that are allowed to display the post.

**Blog**

**Add an item**

**Options**

**Comments:** ☐ Enable Comments

**Attribution:** ☐ Include your name as the author

**Show to:**

**Context:** ENG 101 A - Introduction to English Literature

☒ All users in ENG 101 A - Introduction to English Literature

☒ Faculty ☒ Students

**Base roles**

☐ All users ☐ Include guests

☒ Administrators ☐ Admissions Administrators

☐ Admissions Counselors ☐ Admissions Officers

- Depending on the configuration of the feature instance, the person posting the item can enable commenting for the post. When commenting is enabled, a **Discuss** link is added to the item. Users can click this link to leave a comment and review other people's comments. Note, however, that the usability of this feature varies depending on whether an administrator has configured the feature instance to allow any roles to add comments.

**Fine art students protest department cuts**

*Posted By Jean Williams*

*Fri, Jun 9 2017 at 2:25 PM*

Hundreds of students in JU's School of Fine Arts today protested a new Board of R. Students gathered on the lawn of Strong Hall during the board's monthly meeting.

**DISCUSS (1)**

[Read more](#)

## Choices for the faculty member managing the feature

When configuring the Blog feature, you as the faculty member have several options:

- You can enable a Blog feature instance to generate RSS feeds, as described in [Enable or disable RSS feeds \(page 295\)](#).
- In any given feature instance, you can set default values for options available to authors when they post blog items, as described in [Change the default settings for authors \(page 295\)](#).
- You can specify the layout of the feature instance, as described in [Modify the layout of the feature instance \(page 296\)](#).
- You can specify the maximum number of items to display on the opening screen of the Blog feature instance.

- As described in [Managing permissions in the Blog feature \(page 299\)](#) for each instance of the feature, you can allow roles to do any of the following:
  - Post blog items.
  - Administer the feature instance.
  - Comment on posts.

## No default locations

In the default layout of the portal, there are no instances of the Blog feature, but you may be able to add this feature to your course section's pages. If desired, you may also be able to add the Blog feature to a Campus Groups context, or to another context that you might manage.

If you need help with adding a feature to a page, see [Working with text, images, files and hyperlinks \(page 556\)](#).

## Enable or disable RSS feeds

For any instance of the Blog feature, you can enable an RSS feed. With this functionality, people can use an RSS reader to view items posted in the feature instance. The RSS reader will display the 20 most recent items from the feature instance.

Note that when you enable RSS feeds, the options available to authors change slightly. That is, normally an author could specify which roles can display his or her post. However, when RSS feeds are enabled, authors cannot restrict the availability of the items they post—all users with the ability to display the feature instance, including guests, can also display all posted items.

1. Navigate to the appropriate feature instance and maximize it.
2. Click the **Setup** link.  
The system displays the **Setup** screen.
3. As appropriate, select or deselect the **Enable RSS** check box.
4. Scroll to the bottom of the screen and click **Save**.

If you choose to enable RSS functionality, the system adds a subscription URL to the **Subscribe** area of the feature instance (which users can access by clicking the **Subscribe** link at the bottom of the feature instance). If you disable RSS functionality, the system removes this link.

## Change the default settings for authors

When a user posts a Blog item, that user has several choices. The author can specify:

- Whether to enable commenting on the item (though the usefulness of this choice might be limited depending on whether an administrator has allowed any roles permission to post comments—for details see [Allow roles to comment \(page 300\)](#)).
- Whether to include his or her name under the item's headline.
- Which roles can view the post (but note that if RSS is enabled, this choice is not available).

When authors post items in the feature, certain defaults are set up for each of these choices. You as an administrator can dictate what these defaults are. Note that people posting Blog items can change any of these choices for their posts.

To change the default settings for authors:

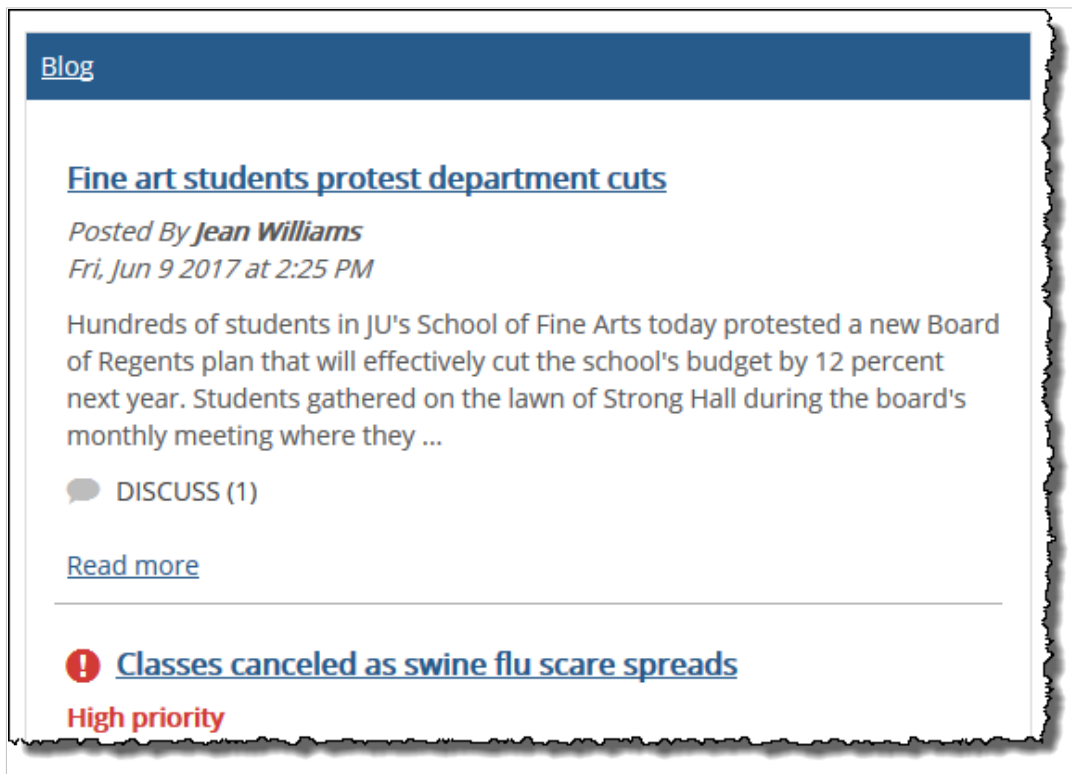
1. Navigate to the appropriate feature instance and maximize it.

2. Click the **Setup** link.  
The system displays the **Setup** screen.
3. In the area of the screen labeled **Default Values**, make any of the following changes as appropriate:
  - To control whether commenting is enabled by default, select or deselect the **Enable commenting** check box.
  - To control whether the author's byline is displayed by default, select or deselect the **Include your name as the author** check box.
  - In the **Show to:** area, select any roles that should, by default, be allowed to display Blog posts.
4. Scroll to the bottom of the screen and click **Save**.

## Modify the layout of the feature instance

By default, the Blog feature displays the headline for each post and the first part of the body text. However, this is configurable. You can choose from three layout options:

- The default, called the **Summary** option, displays each item's headline and the first 250 characters of the text. With this option, a maximum of five items are displayed on the initial view of the feature instance (before it is maximized). You can also specify that fewer posts will be shown, as described in ["Specifying the maximum posts to display" on page 360 \(page 298\)](#).

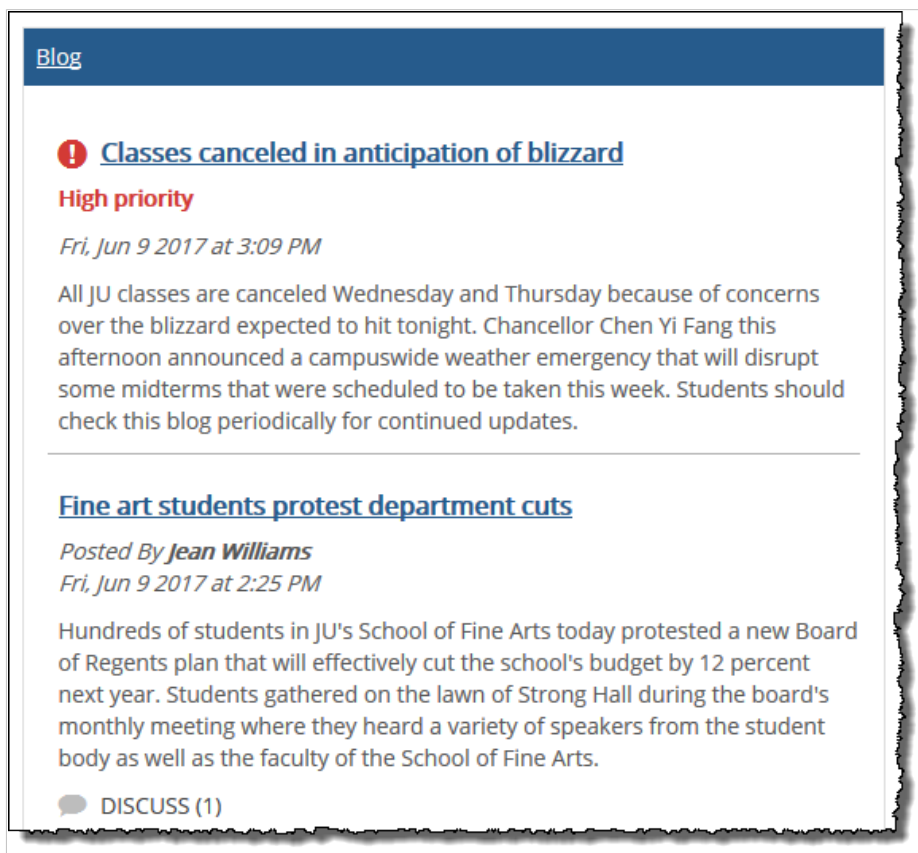


- With the **Headline Only** view, the feature instance list headlines but no body text. With this option, a maximum of 10 items are displayed on the initial view of the feature instance (before it is maximized).

You can also specify that fewer posts will be shown, as described in [“Specifying the maximum posts to display” on page 360 \(page 298\)](#).



- The **Full Item** view displays the heading and full text of the newest posts in the instance. With this option, a maximum of two items are listed on the main page of the instance (before it is maximized). You can also specify that fewer posts will be shown, as described in [Specify the maximum posts to display \(page 298\)](#).



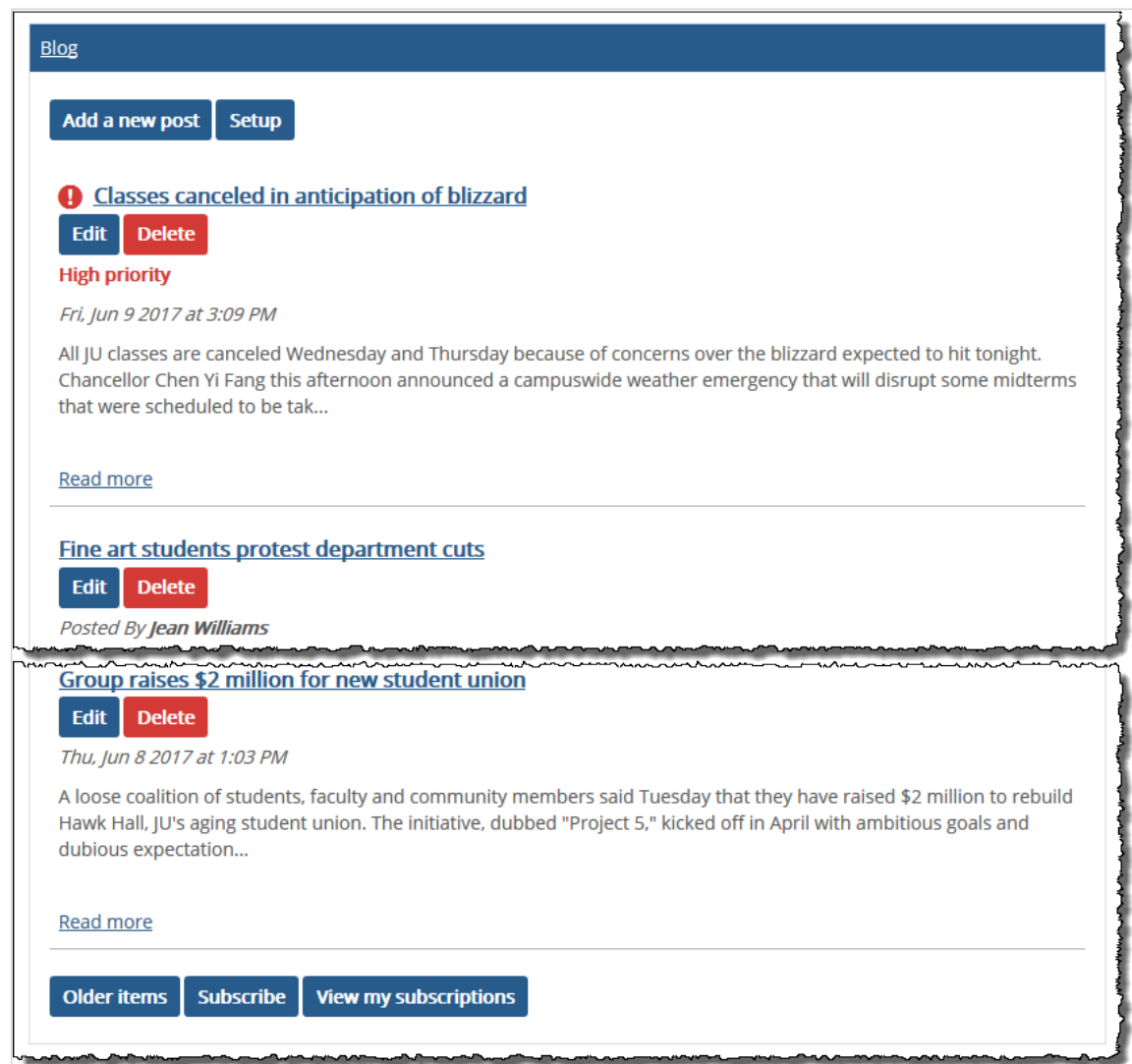
To specify the layout of the feature instance:

1. Navigate to the appropriate feature instance and maximize it.
2. Click the **Setup** link.  
The system displays the **Setup** screen.
3. In the area of the screen labeled **Main Screen**, select the layout style you want to use.
4. Scroll to the bottom of the screen and click **Save**.

## Specify the maximum posts to display

In the first views of the Blog feature instance that a user sees, the instance probably will not display every post that has been launched. It shows a limited number of posts.

When the user maximizes the feature instance, the instance might show a greater number of posts than it did in the initial non-maximized view, but it still will probably not show all of them (depending on how many exist). Users can click the **Older Items** link (shown below) to display more posts.



Using the Blog feature instance's **Setup** screen, you can specify the exact number of posts that you want to display in the maximized view. This number can be between one and 100.

The number of posts displayed in the default view of the feature will always be one of the following, whichever is smaller:

- The default number determined by the layout style of the feature instance (described in [Modify the layout of the feature instance \(page 296\)](#)).
- The number that you specify, using the **Setup** screen, for the maximized view.

So, for example, suppose you have chosen to display a maximum of four posts on the maximized view of the feature instance. If you are using the headline-only layout style for the feature instance (which dictates a maximum of 10 items for the initial view), the instance will bypass the default maximum and use your choice of four, because it is smaller. If you are using the full-item layout style, which dictates a maximum of two posts, the system will go with the default for that style.

To specify the maximum posts to display:

1. Navigate to the appropriate feature instance and maximize it.
2. Click the **Setup** link.  
The system displays the **Setup** screen.
3. In the area of the screen labeled **Main Screen**, locate the field labeled **Number**.
4. Enter the number of posts that you want to display on the maximized view of the feature. Bear in mind that the number you enter here can also limit the number of posts displayed in the initial view of the feature.
5. Scroll to the bottom of the screen and click **Save**.

## Managing permissions in the Blog feature

When configuring this feature, you can specify which roles can do each of the following:

- Post blog items
- Administer the feature instance
- Comment on Blog items

You can grant the first two permissions using the wrench icon, as described in [Allow roles to post blog items, access the Setup menu \(page 299\)](#). You control commenting permissions using the **Setup** menu, as described in [Allow roles to comment \(page 300\)](#).

Note that there are no global feature operations for the Blog feature. What this means is that any user with permission to display a page hosting the feature instance can display the instance and any Blog posts that have not been restricted by authors.

### Allow roles to post blog items, access the Setup menu

For each feature instance, you can specify who is allowed to do post blog items and use the Setup menu, as described below.

#### Post blog items

This permission also lets a user modify and delete his or her own posts. The exact name of this permission is **Can Add, Edit, and Delete Own Posts**.

#### Access the Setup menu of the feature instance

This permission lets the user control many aspects of the feature instance—that is, the role will have permission to complete any of the following tasks:

- [Enable or disable RSS feeds \(page 295\)](#)
- [Change the default settings for authors \(page 295\)](#)
- [Modify the layout of the feature instance \(page 296\)](#)

The exact name of this permission is **Can Administer Feature**. Note, however, that if you want to give a role permission to display the wrench-icon menu, this can only be done by giving the role the **Can Admin** privilege for the context, which is a much bigger privilege overall (as described in [Let a role administer a context \(page 535\)](#)).

To allow roles to post blog items or access the Setup menu:

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be able to post items or administer the feature instance, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Blog feature, click the toggle button next to the **Can Administer Portlet** permission to change the setting to **Yes**.

## Allow roles to comment

By default, no roles are allowed to comment on blog posts. What this means is that if the author of a post enables commenting, the **Discuss** link will be active on the post, but users who click through will not be able to add comments.

To resolve this, you can configure the feature instance to specify that some or all roles have the ability to comment.

1. Navigate to the appropriate feature instance and maximize it.
2. Click the **Setup** link.  
The system displays the **Setup** screen.
3. On the section of the screen labeled **Comment Permissions**, select the roles that should be allowed to comment.
4. Click **Save**.



# Bookmarks

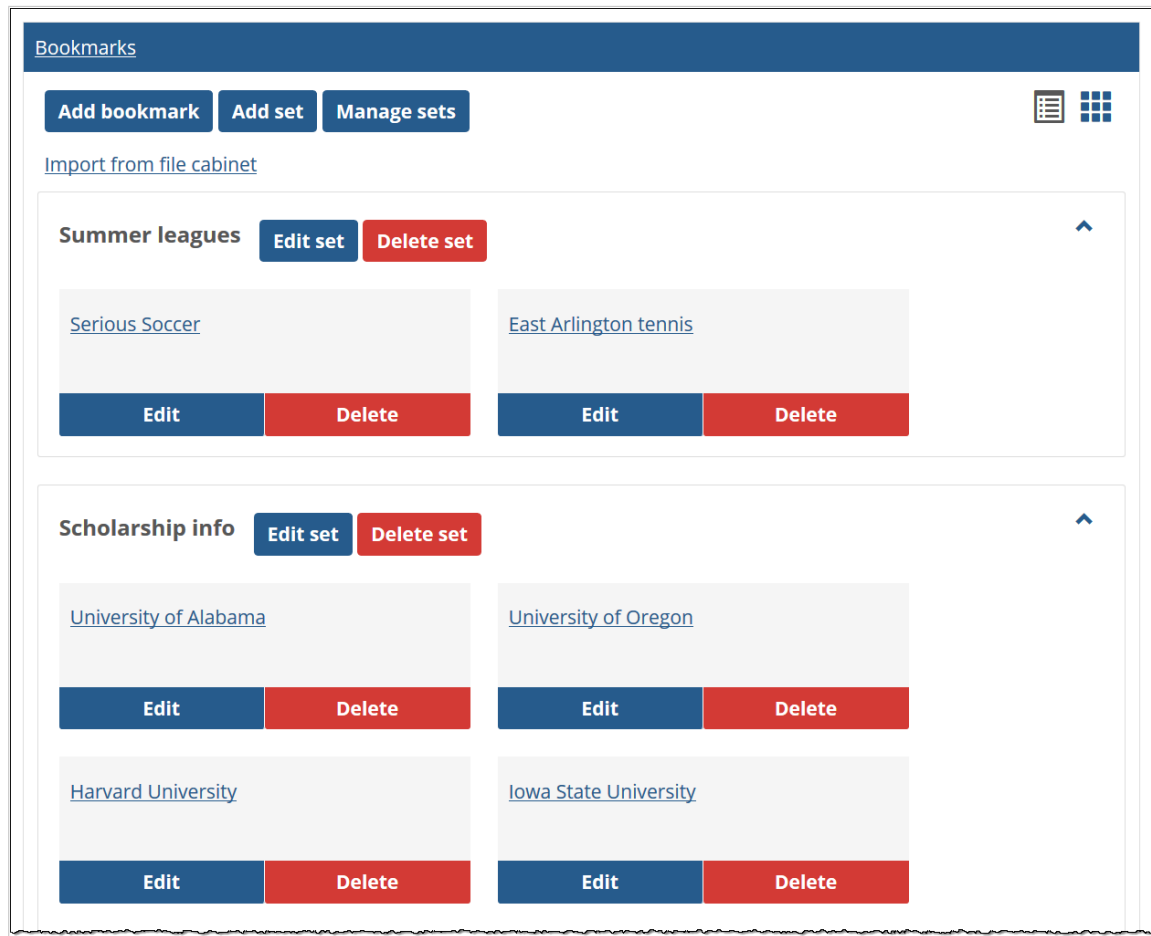
This chapter explains how to set up the Bookmarks feature and add links to it.

## Key concepts

The Bookmarks feature lets you or other users post links—or **bookmarks**—that students and others may find useful.

## Sets and bookmarks

Within each instance of the Bookmarks feature, you create **sets**, which are essentially groups of bookmarks. Individual bookmarks are placed within sets.



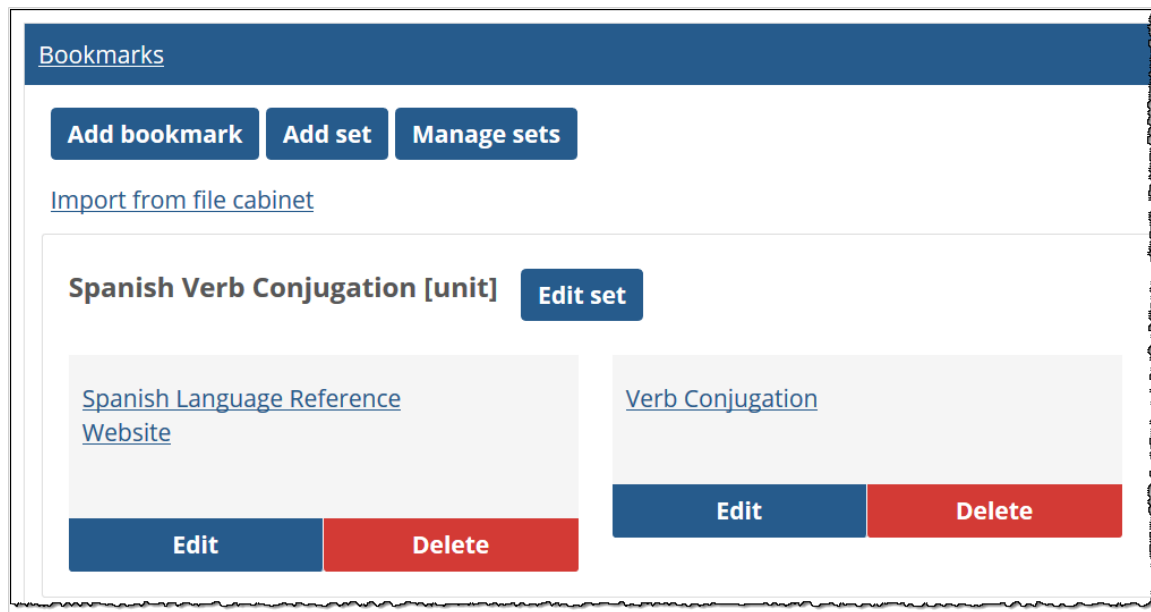
All users are allowed to view instances of the Bookmarks feature—so if you want to restrict access to it, you must place it on a page that is restricted.

By default, most roles are not allowed to post bookmarks and sets. If you want to give a role this privilege for an instance of the feature that you manage, see [Managing permissions \(page 308\)](#).

## Unit sets

Units that you create in the Coursework feature also show up in the list of sets in the Bookmarks feature and are designated by the text “[unit]” appearing after the set name. These are not actual bookmark sets—

they are more like pointers to units—but they behave as such to allow you to organize your bookmarks into units if you desire to do so.



## Default locations

By default, the portal includes several Bookmarks feature instances. The following are a few that you may have permission to help manage:

- The default layout of course contexts includes an instance of the Bookmarks feature on the Main page.
- The default layout of your My Pages context includes a Bookmarks instance called “My Bookmarks.”

If you manage a Campus Group, the main page of the group is created with an instance of the Bookmarks feature.

If desired, you may be able to create additional instances. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Feature basics

### Expand or collapse sets

You can expand or collapse the list of bookmarks associated with each set by clicking the arrow in the upper-right corner of the set.

### Setting preferences

While using the Bookmarks feature, you can adjust your own personal view of the feature using any of the following procedures:

- [Order bookmarks alphabetically \(page 303\)](#)
- [Order sets alphabetically \(page 303\)](#)
- [Display empty sets \(page 303\)](#)

Note that students and any other users of the feature can also adjust their view using these procedures. For this reason, bear in mind that whenever you create a specific order for either bookmarks or sets, students will not necessarily see that sequence.

## Order bookmarks alphabetically

If appropriate, you can have the system display bookmarks alphabetically within each set.

When bookmarks are ordered alphabetically, the system ignores any sequence that may have been specified when you (or another authorized user) configured each set, as described in [Working with sets \(page 304\)](#).

1. Navigate to the page that contains the Bookmarks feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Bookmarks feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)
5. Select the check box labeled **Order Bookmarks Alphabetically**.  
The system now orders all bookmarks alphabetically (within your personal view).

## Order sets alphabetically

If appropriate, you can have the system display sets alphabetically within the feature instance.

When sets are ordered alphabetically, the system ignores any sequence that you (or another authorized user) might have previously specified, as described in [Reorder sets \(page 305\)](#).

1. Navigate to the page that contains the Bookmarks feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Bookmarks feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)
5. Select the **Order Sets Alphabetically** check box.  
The system now orders all set alphabetically (within your personal view).

## Display empty sets

By default, the system does not display sets that contain no bookmarks. However, you can choose to display them in your view of the feature.

1. Navigate to the page that contains the Bookmarks feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Bookmarks feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)
5. Select the **Show Empty Sets** check box to display sets for which no bookmarks are available. If this preference is not selected, the default Ungrouped set does not display.

The system now orders all sets alphabetically (within your personal view).

## Working with sets

When you add an instance of the Bookmarks feature to a page, by default it contains a set called **Ungrouped**. You can use this set to host all your bookmarks, or you can create different sets.

Note that sets are displayed only if they contain bookmarks. So if you create a set but do not place any bookmarks inside it, the set will not show up, except in certain administrative screens.



If a unit is hidden from a student, the student will not be able to see any sets or bookmarks that belong to the hidden unit. For more information see [Hide a unit from students who cannot see its assignments \(page 49\)](#).

## Attributes of a set

In the Bookmarks feature, a category has the several attributes, which you can configure:

- **Name** – Each set has a name that serves a heading within the feature instance.
- **Description** – Optionally, you can include a description which will be displayed below the feature name.
- **Position** – The position determines where the set is placed relative to other sets.

## Create a set

1. Log in to the portal and navigate to the appropriate feature instance.
2. Click **Add set**.  
The system displays a form.
3. Fill out the fields as appropriate. For help understanding a specific field, see [Attributes of a set \(page 304\)](#).
4. Click **Save** or **Save and Add Another**.

## Modify a set

Use this procedure to do any of the following:

- Change the name or description of a set.
- Change the position of a set relative to the other sets.
- Reorder the bookmarks within a set.

To edit a set:

1. Log in to the portal and navigate to the appropriate feature instance.
2. Click the **Edit set** button next to the set name.  
The system displays a form.
3. Edit the set's name and description as you see fit.
4. Click **Save**.

## Reorder sets

You can change the position of one set when you edit it, as described in [Modify a set \(page 304\)](#). However, if you want to rearrange all of the sets, you may want to use the steps described below.

1. Log in to the portal and navigate to the appropriate feature instance.
2. Click **Manage sets**.  
The system displays a list of the existing sets.
3. Reorder the sets by editing the numbers in the **Display Order** column.
4. Click **Save**.

## Delete a set



When you delete a set, you delete all the bookmarks that the set contains.

1. Log in to the portal and navigate to the appropriate feature instance.
2. Click the **Delete set** button next to the set name.  
The system displays a dialog asking if you're sure you want to delete the set.
3. Click **OK**.

## Working with bookmarks

This section describes the process of adding and modifying bookmarks, among related tasks.



If a unit is hidden from a student, the student will not be able to see any sets or bookmarks that belong to the hidden unit. For more information see [Hide a unit from students who cannot see its assignments \(page 49\)](#).

## Attributes of a bookmark

A bookmark—or link—has the following characteristics.

### Name

The name is label that is used to identify the link in the feature. If you don't enter a name, the system will use the URL.

### URL

You use the **URL** field to enter the link you want to post.

### Set

For each bookmark you create, you must choose a set that will host the bookmark.

### Description

The **Description** field lets you enter additional details about the bookmark. The description is displayed below the name.

## Start and End

The **Start** and **End** fields determine when the topic will be displayed. These fields are displayed only if the feature instance is set up to use the display indicator (this is described in [Configure whether bookmarks will be displayed indefinitely \(page 307\)](#)). The default setup is that these fields are available.

If you are using the **Start** and **End** fields, note that you can choose to have a bookmark end at a specific point. With this option, you have the additional choice of having the bookmark be automatically deleted it when the date is reached, or making it become inactive. (For details, see [After End \(page 306\)](#)).

## After End

If you have specified an end date for the bookmark, you use the **After End** setting to specify what happens to the bookmark at that point. You can choose either of the following options:

- **Delete** – Have the system delete the bookmark.
- **Inactive** – Have the system hide the bookmark from all users except you and others with administrative privileges. This might be a good option if you want to make the bookmark active again at some point in the future. If you do this, the system adds an **Inactive** heading within the appropriate set (in the administrative view), which you can use to manage these inactive links.

## Create a bookmark

1. Navigate to the appropriate feature instance.
2. Click **Add bookmark**.  
The system displays a form.
3. Fill out the fields as appropriate. For help understanding a specific field, see [Attributes of a bookmark \(page 305\)](#).
4. Click **Save** or **Save and add another**.

## Import a bookmark from the File Cabinet

1. Navigate to the appropriate feature instance.
2. Click **Import from file cabinet**.  
The system displays the **Import bookmarks** screen.
3. Locate the bookmarks you want to import and click the corresponding check boxes.
4. Click **Import selected**.

## Save a bookmark to the File Cabinet

1. Navigate to the appropriate feature instance.
2. Locate the set that contains the bookmark you want to save to your File Cabinet and click the corresponding **Edit** button.  
The **Edit set** screen displays. The bookmarks in the set are listed at the bottom of the screen.
3. Select the check box next to the bookmark that you wish to save. You may select more than one.
4. Select **Save to the file cabinet** from the first drop-down list.
5. Click **Save**.

## Edit a bookmark

Use this procedure to edit a bookmark. You might use these steps if you want to do any of the following:

- Change the label or URL of a bookmark.
- Change its description.
- Change its start or end date, delete it, or make it inactive (if the feature instance uses the display indicator, which is described in [Configure whether bookmarks will be displayed indefinitely \(page 307\)](#)).

To edit a bookmark:

1. Navigate to the appropriate feature instance.
2. Locate the bookmark that you want to edit, and click the corresponding **Edit** button.  
The system displays a form.
3. Make any necessary changes. For help understanding a specific field, see [Attributes of a set \(page 304\)](#).
4. Click **Save**.

## Move or copy bookmarks from one set to another

As explained in “Editing a bookmark” above, you can move a bookmark from one set to another while editing the bookmark. If you wish to move multiple bookmarks, or copy them, from one set to another, however, you should use the following procedure.

1. Navigate to the Bookmarks feature instance.
2. Locate the set that contains the bookmarks you wish to move, and click the corresponding **Edit set** button.  
The system displays a form.
3. At the bottom of the screen, select the check boxes next to the bookmarks you wish to move.
4. Select **Move** or **Copy** from the first drop-down list below the bookmarks.
5. In the second drop-down list, select the set to which you wish to move or copy the bookmarks.
6. Click **Save**.

## Delete a bookmark



As an alternative to this procedure, you can also choose to make the bookmark inactive, which might be useful if you want to hide the bookmark from students but have the option of making it active again later. For details, see [Edit a bookmark \(page 306\)](#).

1. Navigate to the appropriate feature instance.
2. Locate the bookmark that you want to edit and click the corresponding **Delete** icon.  
The system displays a dialog asking whether you are sure you want to delete the bookmark.
3. Click **OK**.

## Other administrative tasks

This section describes other administrative tasks you might want to complete.

### Configure whether bookmarks will be displayed indefinitely

You can set up an instance of the Bookmarks feature so that one of the following is true:

- All bookmarks are displayed indefinitely (that is, until someone manually deletes them).

- Bookmarks are displayed for a duration chosen by the person posting the bookmark, or by someone else who modifies the bookmark later. With this option, the system adds **Start** and **End** fields to the screen where you create and modify bookmarks.

To configure whether bookmarks will be displayed indefinitely:

1. Navigate to the Bookmarks feature instance that you want to configure.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The system displays the **Settings** screen.
4. Select the Bookmarks feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The Bookmark settings display.
5. Do one of the following:
  - To make all bookmarks display indefinitely, deselect the **Use Display Indicator** check box.
  - To give users the option of giving their bookmarks a duration, select the **Use Display Indicator** check box.
6. Click **Save**.

## Allow for logging

For each instance of the feature, you can configure whether the system will log users' activity.

1. Navigate to the Bookmarks feature instance that you want to configure.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The system displays the **Settings** screen.
4. Select the Bookmarks feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The Bookmark settings display.
5. Do one of the following:
  - To allow for logging, select the **Log Bookmark Clicks** check box.
  - To stop logging, deselect the **Log Bookmark Clicks** check box.
6. Click **Save**.

## Managing permissions

Once you have decided the purpose of the feature instance, you may want to designate another role as being allowed to manage bookmarks and sets. This section explains how to grant these privileges.

Note that anyone with permission to display the Bookmarks feature instance can see the links that are posted.

## Available permissions

There are two instance-level permissions available for the Bookmarks feature.



## Can Manage Bookmarks

By default, only the Administrators role is allow to post bookmarks. However, in any instance of the Bookmarks feature, you can give any role the ability to manage bookmarks. When you do this, members of the role can:

- Post bookmarks in that instance.
- Modify bookmarks that they and any other user have posted by:
  - Changing the name of the bookmarks.
  - Changing a bookmark's description.
  - Changing the URL.
  - Moving the bookmark to a different set.
  - Changing the duration of time that the bookmark will be displayed (if the feature instance is configured to allow this; for details, see [Configure whether bookmarks will be displayed indefinitely \(page 307\)](#)).
- Import bookmarks from the File Cabinet.
- Delete any bookmark in the instance.

## Can Manage Sets

By default, only the Administrators role is allow to manage sets. However, in any instance of the Bookmarks feature, you can give other roles this ability. When you do this, members of the role can:

- Post sets in that instance.
- Modify sets that they and any other user have posted by:
  - Changing a set's name
  - Changing a set's description
  - Modifying the default order of sets
- Delete any set in the instance.

## Grant a role a permission in the Bookmarks feature

1. Navigate to the Bookmarks feature instance that you want to configure.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Bookmarks feature, grant the role one or both of the following permissions by clicking the toggle button next to each:
  - Can Manage Bookmarks

- Can Manage Sets

The toggle button changes from **No** to **Yes** to indicate the permission has been granted to the role.

# Bulletin Boards

The Bulletin Boards feature lets people post messages for the rest of the community. Other users can respond to the original posters' messages via email using links in the portal.

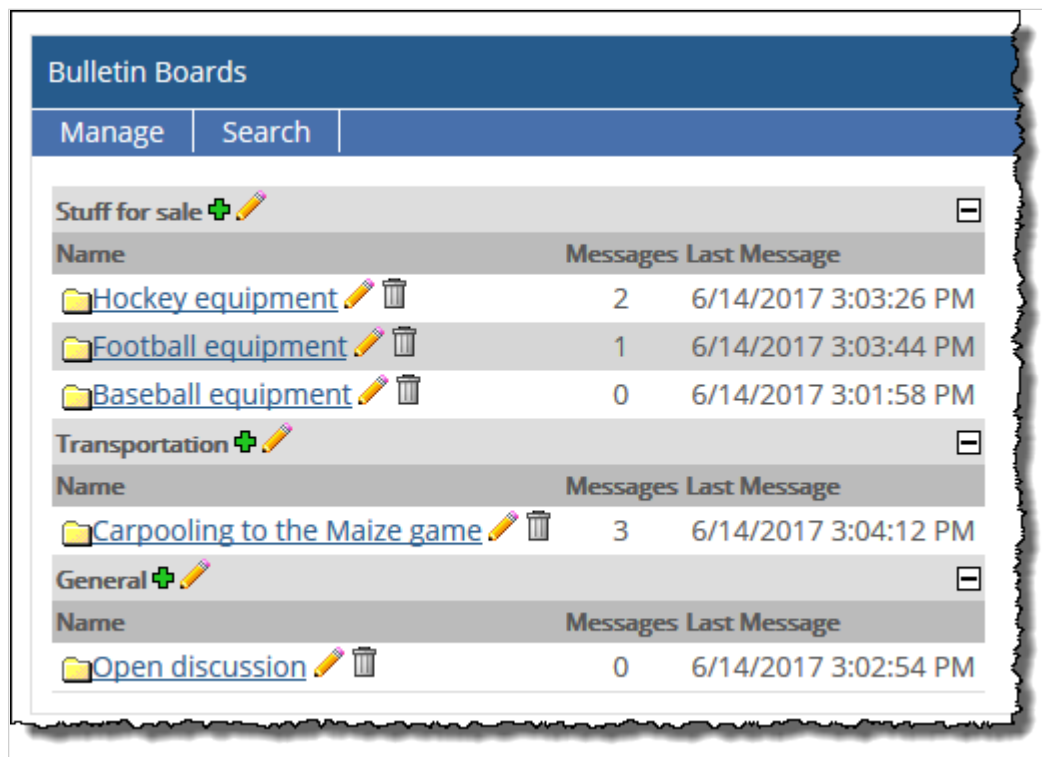
## Key concepts

When setting up an instance of the Bulletin Boards feature, you create **categories**, and subcategories, which are called **topics**. Messages are then posted within topics.

## Feature organization

In each instance of the Bulletin Boards feature, authorized users can create **categories** and **sub-categories** (which are called topics). Messages are then posted within **topics**.

For example, an **Athletics** tab might have a category called “Stuff for sale,” and within that category, topics such as “Football equipment” and “Hockey equipment.” Users with equipment to sell would then post their messages within one of those topics.



## No default locations

In the default layout of the portal, there are no instances of the Bulletin Boards feature—but you can add this feature to your course section's pages. If desired, you may also be able to add the Bulletin Boards feature to a Campus Groups context, or to another context that you might manage.

If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

# Working with categories

When you add an instance of the Bulletin Boards feature to a page, by default it contains a category called General. However, you may want to rename this category and/or add and edit additional categories. Note that the feature instance must have at least one category in order for users to be able to post items.

## Attributes of a category

In the Bulletin Boards feature, a category has the several attributes, which you can configure:

- A **Label** field – A word or phrase that describes the category and is displayed to any user with permission to display the category.
- A **Description** field – Additional description of the category, displayed to any user with permission to display the feature instance.
- **Position** – The placement of the category relative to other categories.
- **Delete Topics After** – A setting that determines whether topics will ever be deleted. By default, this is set to Never.
- **Permitted Users** – A setting that determines which roles and users are allowed to display the category.

## Create a category

1. Navigate to the appropriate feature instance and maximize it.
2. Choose **Manage > Add Category**.  
The system displays a form.
3. Fill out the fields as appropriate. For help understanding a specific field, see [Attributes of a category \(page 312\)](#).
4. Click **Save**.

## Edit a category

1. Navigate to the appropriate feature instance and maximize it.
2. Choose **Manage > Edit a Category > name of category**.  
The system displays a form.
3. Make any necessary changes. For help understanding a specific field, see [Attributes of a category \(page 312\)](#).
4. Click **Save**.

## Reorder categories

1. Navigate to the appropriate feature instance and maximize it.
2. Choose **Manage > Order Categories**.  
The system displays a list of the available categories.
3. Use the boxes at the left to change the order of the categories.
4. Click **Save**.

## Delete a category



When you delete a category, you also delete all of the topics and posts within the category.

1. Navigate to the appropriate feature instance and maximize it.
2. Choose **Manage > Order Categories**.  
The system displays a list of the available categories.
3. Locate the category you want to delete and click the corresponding trash icon.  
The system generates a dialog asking if you are sure that you want to delete the category.
4. Click **OK**.

## Working with topics

When you add an instance of the Bulletin Boards feature to a page, by default it contains a topic called Open Discussion (within the General topic). However, you may want to rename this topic and/or add and edit additional topic. Note that the feature instance must have at least one topic (and one category) in order for users to be able to post items.

## Attributes of a topic

In the Bulletin Boards feature, a category has the several attributes, which you can configure:

- **Name** – A word or phrase that describes the category and is displayed to any user with permission to display the category.
- **Description** – Additional description of the category, displayed to any user with permission to display the feature instance.
- **Category** – You must pick a category that will host the topic.
- **List This Topic After** – You use this setting to specify where this topic will be placed relative to other topics.
- **Start and End** – You use these settings to specify when the topic will be displayed. The default settings are that they will be displayed immediately. If you choose to have a topic end at a specific point, you can choose to delete it or have it become read only after the specified endpoint.
- **Remove Posts After** – You use this setting to specify when posts will be deleted, if ever.
- **Permitted Users** – A setting that determines which roles and users are allowed to display the category.

## Create a topic

1. Navigate to the appropriate feature instance and maximize it.
2. Choose **Manage > Add a Topic**.  
The system displays a form.
3. Fill out the fields as appropriate. For help understanding a specific field, see [Attributes of a topic \(page 313\)](#).
4. Click **Save**.

## Edit a topic

1. Log in to the portal and navigate to the appropriate feature instance.

2. Maximize the feature instance.
3. Locate the topic that you want to edit and click the corresponding pencil icon.  
The system displays a form.
4. Make any necessary changes. For help understanding a specific field, see [Attributes of a category \(page 312\)](#).
5. Click **Save**.

## Delete a topic



When you delete a topic, you also delete all of the posts within the topic.

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the topic that you want to edit and click the corresponding trash-barrel icon.  
The system displays a dialog asking whether you are sure you want to delete the topic.
3. Click **OK**.

## Set the 'Maximum Days Active' limit

By default, a message posted in the Bulletin Boards feature will be left active until a user deletes it. However, you can configure any instance of the feature to automatically delete messages after a certain period of time.

This section explains how to work with this setting, which affects all categories of the feature instance, unless the category has its own setting.

Note that users who have permission to manage categories can also further limit the lifespan of messages in any particular category, as described in [Managing permissions \(page 314\)](#).

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The system displays the **Settings** screen.
4. Select the Bulletin Boards feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The screen updates to show settings for the Bulletin Boards feature.
5. In the **Maximum Days Active** area, choose the appropriate value from the drop-down list. (Choices are **3, 7, 15, 30, 60, 120** and **No Limit**.)
6. Click **Save Changes**.

## Managing permissions

This section explains how to grant these privileges to other roles that need to use the feature instance.

### Available permissions

The available permissions include the following:

## Can Add Posts

The **Can Add Posts** permission lets the user post items and reply to other people's posts.

## Can Edit and Delete Own Posts

The **Can Edit and Delete Own Posts** permission allows the user to edit and delete their own posts. Note that this permission is not meaningful unless you also give the user the ability to add their own posts and reply to other people's posts.

## Can Manage Messages

The **Can Manage Messages** permission allows the user to edit and delete other people's posts.

## Can Manage Categories

The **Can Manage Messages** allows the user to create, edit and delete categories and topics. Note that "modifying" categories and topics means being able to:

- Change their names and descriptions.
- Reordering categories.
- Hiding them (and all their child messages) or otherwise modifying the time span that they are displayed.
- Specifying whether messages will be deleted or marked read-only after a topic is no longer active.
- Selecting a maximum lifespan for messages in the category, after which messages will be deleted. Note that if the instance is already set up to have the shortest possible lifespan for all messages, then this will not be an option.
- Selecting roles that can be allowed to view messages. By default, all users can view messages.

Users with this permission are also allowed to search for messages.

## Grant a role a permission in the Bulletin Boards feature

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. To grant the role a permission under the Bulletin Boards feature, click the toggle button next to the permission to change the setting to **Yes**.

# Calendar

This chapter offers an overview of the Calendar feature.

## Key concepts

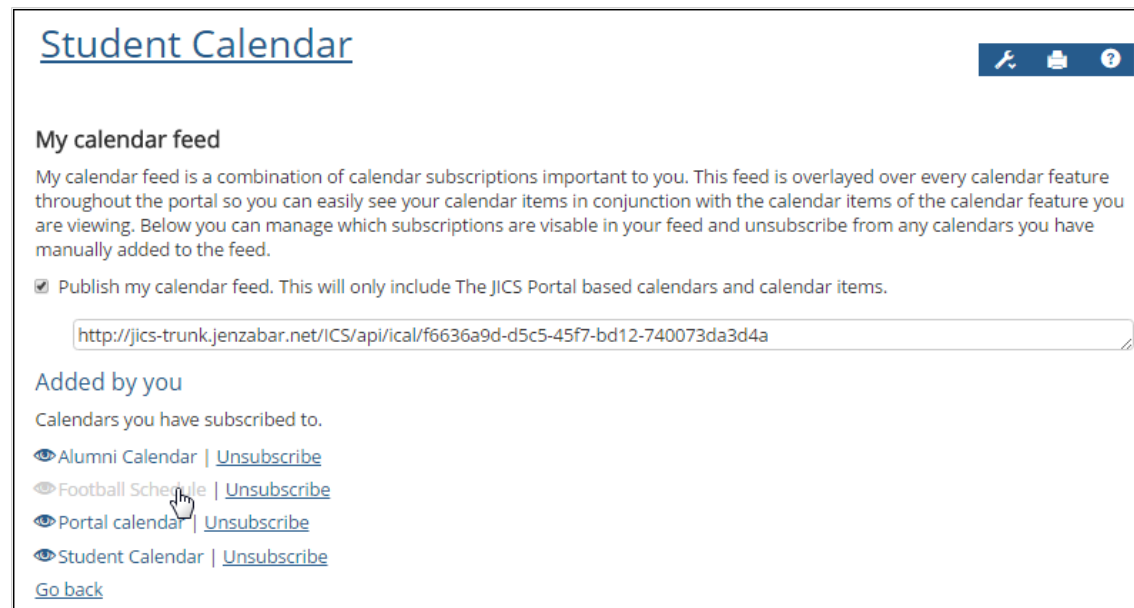
The Calendar feature lets users display and post information about calendar items. Your portal probably includes multiple instances of the Calendar feature. Key capabilities offered by this feature include the following:

- Manage one or more calendars within a single Calendar feature instance.
- Search for related calendar items across the campus.
- Easily keep track of calendar items that matter to you via My Calendar, a configurable feed that overlays your course calendars, subscriptions and personal calendar items on top of other calendars you are viewing in JICS.
- Import external calendars by subscribing to them via their iCAL links.
- Externally subscribe to your My Calendar feed and other JICS calendars by entering their iCAL links in a calendar application on your smart phone, tablet or PC.

## About calendars

A **calendar** is essentially a collection of calendar items. Within each instance of the Calendar feature, an authorized user can create multiple calendars. For example, a football coach might be in charge of a Calendar feature instance called Football. Within that feature instance, the coach might create two calendars—one called Varsity and one called Junior Varsity. They can be displayed simultaneously on the same calendar within the feature instance by anyone with permission to display the instance.

Further, people viewing a Calendar feature instance can display as many (or as few) of the available calendars as they want. For example, a user looking at the aforementioned Football feature instance might want to display the Varsity calendar while hiding the Junior Varsity calendar. The user can easily do this by navigating to the **Manage calendars** drop-down menu, clicking the **Manage My Calendar feed** link, then deselecting the Junior Varsity calendar on the **My Calendar feed** page. The user has done this in the following screen shot, which shows the Junior Varsity calendar grayed out to indicate it is not currently visible.





To redisplay the Junior Varsity calendar the user would go to the **Manage calendars** drop-down menu, click the **Manage My Calendar feed** link, then select the Junior Varsity calendar on the **My Calendar feed** page to display it. For more information see [Show or hide a subscribed calendar included in a feature instance \(page 328\)](#).

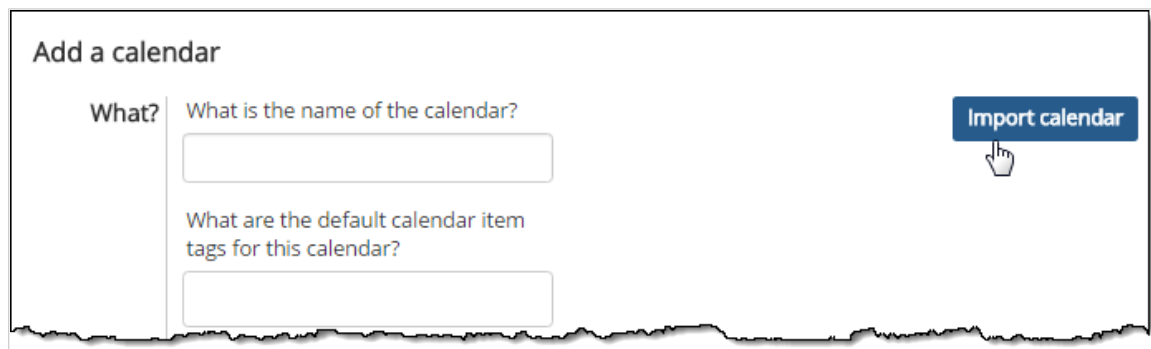
## About the two types of subscriptions

In the Calendar feature, there are two types of subscriptions:

- [Feature-instance-level subscriptions \(page 317\)](#)
- [Personal subscriptions \(page 318\)](#)

### Feature-instance-level subscriptions

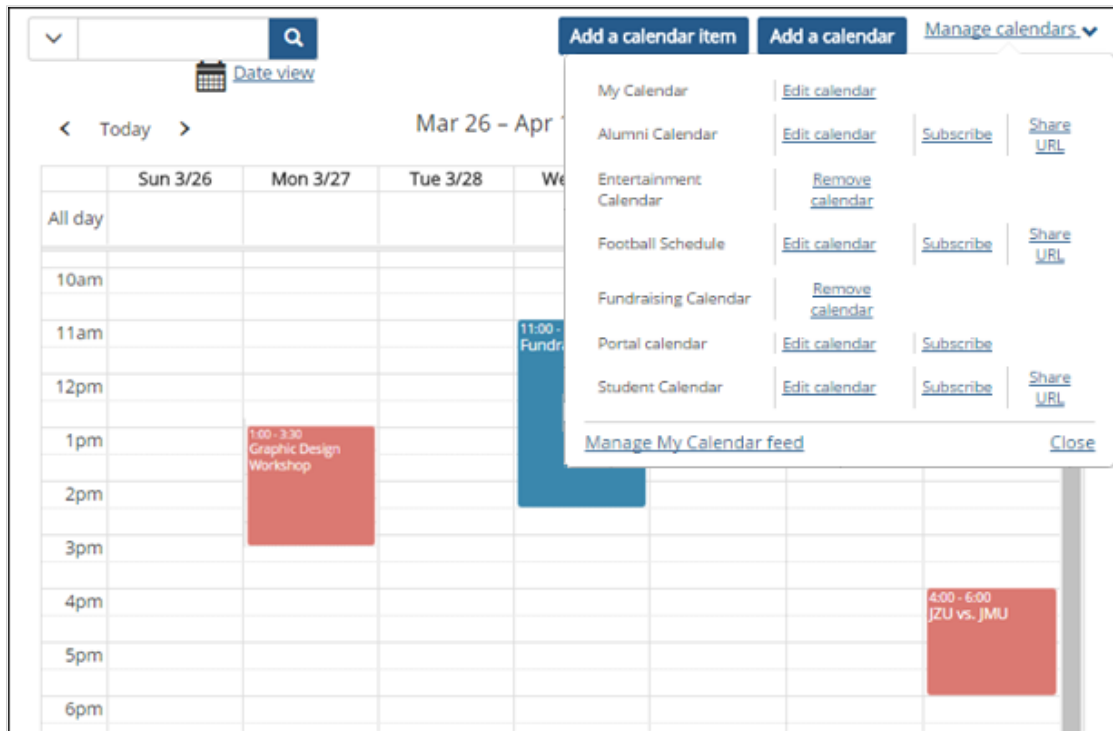
A user charged with maintaining an instance of the Calendar feature might want the feature instance to reference calendars created in *other* instances of the feature or even a calendar located outside of JICS. This can be done via the **Import calendar** function, which allows you to subscribe to an internal or external calendar by entering its iCAL link.



The screenshot shows a web form titled "Add a calendar". On the left, under the heading "What?", there are two input fields. The first field is labeled "What is the name of the calendar?" and the second field is labeled "What are the default calendar item tags for this calendar?". To the right of these fields is a blue button labeled "Import calendar". A mouse cursor is pointing at the button. The form has a light gray border and a subtle shadow.

For example, suppose there is a Calendar feature instance called Athletics that includes a calendar titled Fundraising. The owner of the Football feature instance might want his instance to display the upcoming fundraising events. He can make this happen by importing the Fundraising calendar into the Football

feature instance. Subsequently, people with access to the Football instance can view the Fundraising events.



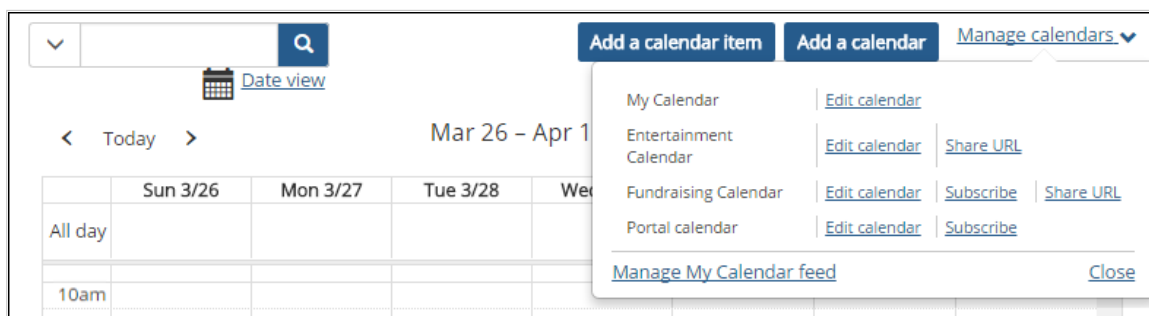
Note, however, that not all JICS calendars will be available for you to import. If a user maintaining an instance of the Calendar feature wants to make one or more of his or her calendars available for import, he or she can do so by selecting the **Publish share feed** check box when creating or editing the calendar. For more information about the **Publish share feed** check box and other calendar attributes, see [Attributes of a calendar \(page 322\)](#).

Similarly, not all people have the permission to subscribe the feature instance to calendars (though you as a faculty member do in your course context). This is controlled by a feature-level permission called Can Administer Calendars, which is described in [Available permissions \(page 351\)](#).

For instructions on importing a JICS calendar into another Calendar feature instance, see [Import a JICS calendar \(page 325\)](#). For instructions on importing an external calendar into a Calendar feature instance, see [Import an external calendar \(page 325\)](#).

## Personal subscriptions

A personal subscription allows a user to add a calendar shown in JICS to his or her My Calendar feed. This is done via the **Subscribe** function found on the **Manage calendars** drop-down menu, as explained in [Subscribe to a calendar \(page 343\)](#).



For more about My Calendar, see the following section, [About My Calendar \(page 319\)](#).

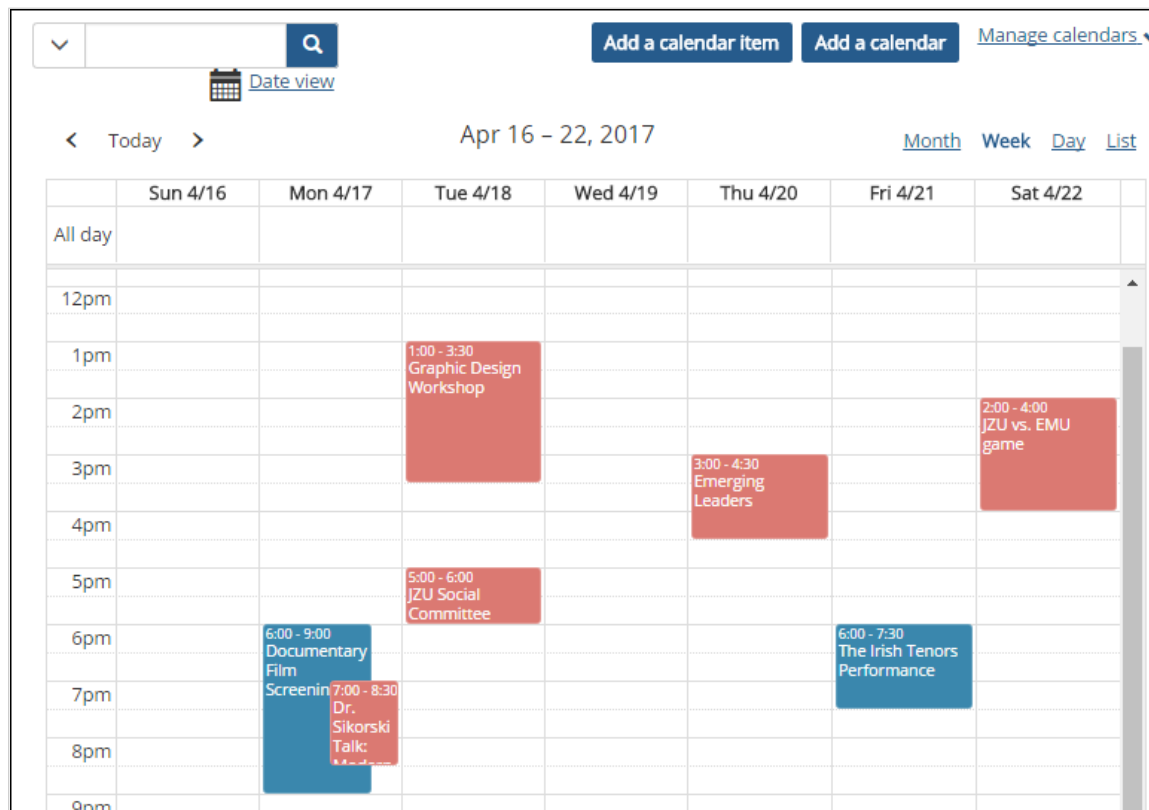
## About My Calendar

My Calendar is a component of the Calendar feature that allows you to see your course calendars, subscriptions and personal calendar items overlaid on top of other calendars you are viewing within JICS.

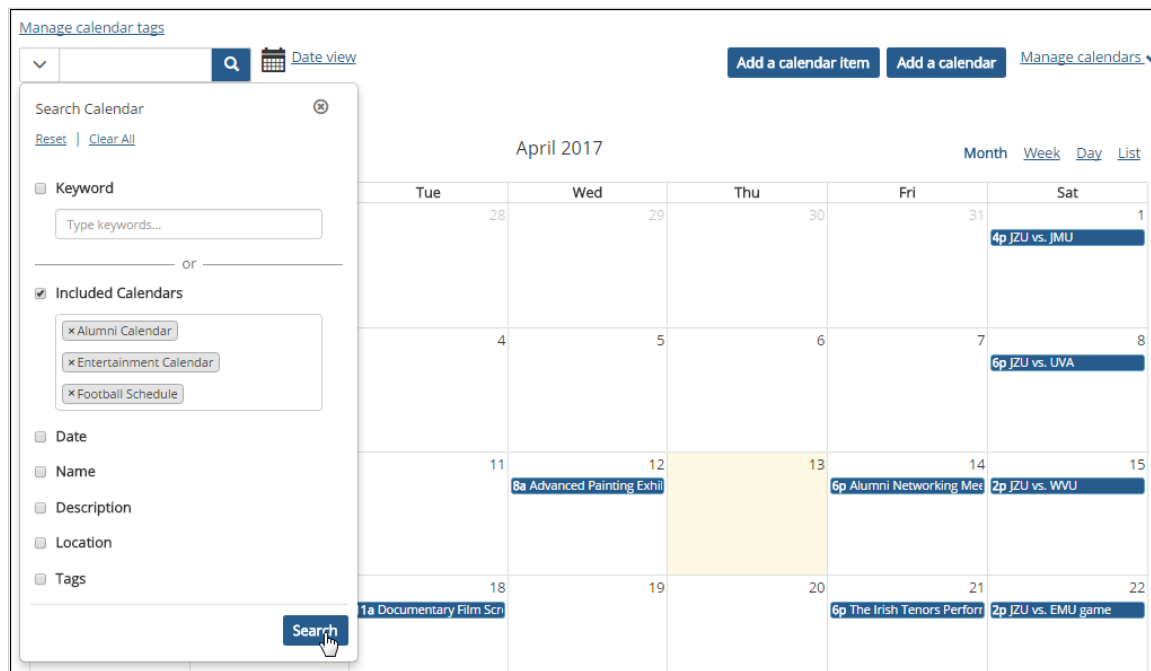
The My Calendar feed includes the following items:

- Schedules for your course sections
- Due dates for assignments (You can choose to hide this from My Calendar when creating the assignment. See [Show or hide an assignment's due date in My Calendar \(page 341\)](#).)
- Items from JICS calendars to which you have subscribed.
- Items from external calendars shown on JICS calendars to which you have subscribed.
- Items from your personal calendar (the instance of the Calendar feature found within the My Pages context)

By default, My Calendar appears overlaid on top of every calendar you view in the portal. However, the administrator can choose to hide your My Calendar feed in that calendar instance by default. If your My Calendar feed is hidden by default, you can choose to display your My Calendar feed by navigating to the **Search Calendar** filter, selecting **Include My Calendar**, then clicking **Update**. Items in your My Calendar feed are shaded red to distinguish them from the items that belong to the Calendar instance you are viewing, which are shaded blue.



You can choose to hide your My Calendar feed from a particular calendar by clicking the filter function, deselecting the **Include My Calendar** check box and clicking the **Search** button. If you do not have the Include My Calendar check box on your filter, the Calendar instance you are on is set to display your My Calendar feed by default. If your My Calendar feed is showing by default and you wish to hide it, click on the filter function, select the **Included Calendars** check box, select the calendars you wish to view excluding My Calendar, and click **Search**. For more information see [Show or hide My Calendar \(page 344\)](#).



For instructions on working with My Calendar, see [Working with My Calendar \(page 342\)](#).

## About your course calendar

When your course context was created, the system automatically created a calendar for the course section. This calendar includes the meeting times of your course section. The calendar is hosted by the Calendar feature instance on the default page of your course context.

Further, all users associated with the course section—for example, all enrolled students and all assigned faculty members—are automatically subscribed to this calendar, which means that it will appear in their My Calendar feeds.

What this means is that, if you teach many course sections, when you navigate to the **My Calendar feed** screen, you will see, under the **Automatically included** heading, a calendar for each section you teach.

**My Calendar**  
**My calendar feed**  
My calendar feed is a combination of calendar subscriptions important to you. This feed is overlayed over every calendar feature throughout the portal so you can easily see your events in conjunction with the events of the calendar feature you are viewing. Below you can manage which subscriptions are visible in your feed and unsubscribe from any calendars you have manually added to the feed.  
☒ Publish my calendar feed. This will only include LMS-TRUNK based calendars and events.  
`http://LMS-Trunk.jenzabar.net/ics/api/ical/d972d332-334e-4a6c-bf75-5aa9c4426371`  
**Automatically included**  
Calendars that are automatically included like class schedules and assignments that can't be unsubscribed from.  

☒ SPA 101 A - Introduction to Spanish | [View section](#)

☒ SPA 101 B - Introduction to Spanish | [View section](#)

☒ SPA 201 A - Intermediate Spanish | [View section](#)

  
**Added by you**  
Calendars you have subscribed to.  

☒ Alumni calendar | [View calendar](#) | [Unsubscribe](#)

☒ Campus Life calendar | [View calendar](#) | [Unsubscribe](#)

  
[Go back](#)

By default, each course calendar shows only the schedule for that course section when it is first created. However, as you create assignments for the section, their due dates will be added to the course calendar as well. (You may choose to hide an assignment's due date from the course calendar, as explained in [Show or hide an assignment's due date in My Calendar \(page 341\)](#).) You can also manually add calendar items to a section's calendar, as explained in [Add calendar items \(page 329\)](#).)

In most aspects, a course calendar is similar to any other calendar in the portal. Note, however, that it is not possible to delete a course calendar.

## Default locations of the Calendar feature

By default, the portal includes several Calendar feature instances. Following are a few that you may have permission to help manage:

- If your school uses the default template for course contexts, the Main page of each context will include an instance of the Calendar feature. Each instance will be automatically subscribed to the calendar for that course section. (For help navigating to a course context, see [Navigate to a course context \(page 15\)](#).)
- If you manage a Campus Group, the context for your group is created with a Calendar feature instance on its default page.

- The default layout for your My Pages context includes an instance of the Calendar feature labeled “My Calendar.” This instance will be automatically subscribed to the calendars for all the course sections that you teach.

If desired, you may be able to create additional instances of the Calendar feature. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Working with calendars

This section explains how to work with calendars.

### Attributes of a calendar

In the Calendar feature, a calendar has the following attributes:

Attribute	Description
Name	Name of the calendar. This is a required field.
Default calendar items tags	Any default calendar item tags that are added to this calendar will be automatically applied to each calendar item that is added to this calendar. Users can choose to keep or remove these tags for individual calendar items added to the calendar. The tags help calendar users easily search for related calendar items.
Description	Description of the calendar.
Make this the default calendar?	When this check box is selected, the calendar will be the default calendar for the Calendar feature instance. That is, this is the calendar that will be selected by default when you are creating calendar items.
Publish share feed (visible in included calendars)	When this check box is selected, the calendar’s iCAL link will be made available to users who have permission to view the calendar so that they may use it to subscribe to the calendar from a different Calendar feature instance or from an external application. The iCAL link is available via the <b>Share URL</b> link in the <b>Manage calendars</b> drop-down menu.
Make this an EXi Events Calendar/ Make this a J1 Calendar	One of these options will display only if your school has EXi or J1 and has connected your Campus Portal to your EXi or J1 server and if you have global permission to manage EX or J1 calendars. When this check box is selected, event coordinators will be able to publish events created in EXi or J1 to this calendar. This setting cannot be changed later. In the field that appears below, enter in a unique calendar name that EXi or J1 Events users will see. TIP: Keeping the EXi or J1 Events Calendar name the same as the original calendar name will make it easier to distinguish which JICS calendar the EXi or J1 users are adding their events to.

The following screen shot shows these attributes on the **Add a calendar** screen:

**Add a calendar**

**What?** What is the name of the calendar?

Football

What are the default calendar item tags for this calendar?

× Athletic × Football

Description (optional):

**B I U** [List Icon] [Link Icon]

2016 Football Schedule for Jenzabar University

☒ Make this the default calendar?

☒ Publish share feed  
(visible in included calendars)

☐ Make this an EXi Events Calendar

**Add calendar** [Cancel](#)

## Attributes of a calendar item

In the Calendar feature, a calendar item has the following attributes:

Attribute category	Attribute	Description
What?	Name of the calendar item	Name of the calendar item. This is a required field.
	Calendar	The calendar to which the calendar item will belong. If the feature instance includes multiple calendars, you will be able to select one from this drop-down list when creating or editing a calendar item.
	Tags	Tags help calendar users easily search for related calendar items. When a calendar item is added to a calendar, any default tags associated with the calendar will be automatically applied. Users can choose to keep or remove these tags or add other tags to the calendar item.
	Description	A description of the calendar item.
When?	Start Date	Start date and time of the calendar item. This field will not be visible if the <b>All day</b> check box is selected.
	End Date	End date and time of the calendar item. This field will not be visible if the <b>All day</b> check box is selected.
	All day	When this check box is selected, it marks the item as an all-day calendar item. For more information see <a href="#">Add an all-day calendar item (page 333)</a> .

Attribute category	Attribute	Description
	Repeats	When this check box is selected, it marks the calendar item as a repeating item. When you select this check box, additional fields will display to allow you to set the frequency and end date of the recurring calendar item. For more information see <a href="#">Working with recurring calendar items (page 334)</a> .
Where?	Location	Where the calendar item will take place

The following screen shot shows these attributes on the **Add a calendar item** screen:

**Add a calendar item**

**What?** What is the name of the calendar item?

Which Calendar?

How should this calendar item be tagged?

Description (optional):  

B
I
U
☰
☷

---

**When?** Start Date:  
 at  ☐ All day

End Date:  
 at

☐ Repeats (example: every other day)

**Where?** Where will this calendar item take place? (optional)

[Cancel](#)

## Add calendars to a feature instance

A Calendar feature instance can comprise multiple calendars. Users who have the **Can Administer Calendars** permission may add calendars to a feature instance in any of the following ways:

- Create a new calendar, as explained in [Add a new calendar \(page 325\)](#).



- Import a calendar from another Calendar feature instance within JICS using the calendar's iCAL link, as explained in [Import a JICS calendar \(page 325\)](#).
- Import a calendar external to JICS using its iCAL link, as explained in [Import an external calendar \(page 325\)](#).

## Add a new calendar

1. Navigate to the Calendar feature instance to which you wish to add a calendar.
2. Click **Add a calendar**.  
The **Add a calendar** screen displays.
3. Enter a name for the calendar. This field is required.
4. Add default calendar item tags to the calendar if desired. The default calendar item tags that are added to this calendar will be automatically applied to each calendar item that is added to this calendar. These tags help calendar users easily search for related calendar items.  
If you do not see a tag that you want to use, you will need to add that tag using the Manage calendar tags function. For more information, see [Managing Calendar Tags \(page 349\)](#).
5. Complete the other fields as desired. For descriptions of these fields, see [Attributes of a calendar \(page 322\)](#).
6. Click **Add calendar**.  
The **Add a calendar** screen closes, and the calendar redisplay. The new calendar is now part of the Calendar feature instance.

## Import a JICS calendar

You can also add a calendar to a feature instance by importing it from another feature instance using the calendar's iCAL link. When you import a calendar, you are subscribing the feature instance to the calendar, as explained in [Feature-instance-level subscriptions \(page 317\)](#).

1. Navigate to the Calendar feature instance that includes the calendar you wish to import.
2. Click the **Manage calendars** link.  
The **Manage calendars** drop-down menu displays.
3. Click the **Share URL** link next to the calendar you wish to import.  
The calendar's iCAL link displays in a popup dialog. The link is highlighted so that you can copy it easily.
4. Copy the iCAL link.
5. Navigate to the Calendar feature instance into which you wish to import the calendar.
6. Click **Add a calendar**.  
The **Add a calendar** screen displays.
7. Click **Import calendar**.  
The **Import calendar** dialog displays.
8. Paste the copied calendar's iCAL link into the **Import calendar** dialog.
9. Click **Import**.  
The dialog closes, and the calendar redisplay with the imported calendar now included in the feature instance.

## Import an external calendar

You can also add a calendar to a feature instance by importing it from a source external to JICS using the calendar's iCAL link. When you import an external calendar, you are subscribing the feature instance to the calendar, as explained in [Feature-instance-level subscriptions \(page 317\)](#).



When you import an external calendar into JICS, the calendar will be read-only.

1. Copy the external calendar's iCAL link.
2. Navigate to the Calendar feature instance.
3. Click **Add a calendar**.  
The **Add a calendar** screen displays.
4. Click **Import calendar**.  
The **Import calendar** dialog displays.
5. Paste the external calendar's iCAL link into the **Import calendar** dialog.
6. Click **Import**.  
The dialog closes, and the **Add a calendar** screen redisplay with the iCAL link appearing in the **Feed URL** field.
7. Enter a name for the calendar. This field is required.
8. Complete the other fields as desired. For descriptions of these fields, see [Attributes of a calendar \(page 322\)](#).
9. Click **Add calendar**.

## Edit a calendar

Take the following steps to edit a calendar's attributes.

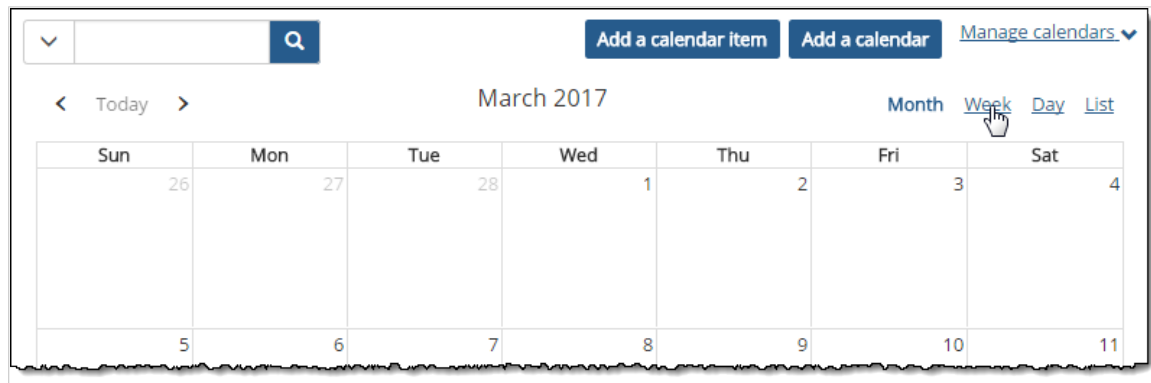


You can edit a calendar only within the feature instance to which the calendar belongs. You cannot edit a calendar in a "subscription" view. That is, if you have a personal or feature-instance-level subscription to a calendar, you cannot edit it from within My Calendar or from within the feature instance that is subscribed to the calendar.

1. Navigate to the Calendar feature instance that contains the calendar you wish to edit.
2. Click the **Manage calendars** link.  
The **Manage calendars** drop-down menu displays.
3. Click the **Edit calendar** link next to the calendar you wish to edit.  
The **Edit calendar** screen displays.
4. Edit the fields as desired. For descriptions of these fields, see [Attributes of a calendar \(page 322\)](#).
5. Click **Update**.  
The **Edit calendar** screen closes, and the calendar redisplay.

## Change the calendar view

The Calendar feature provides month, week, day and list views, which you can access via the links in the upper-right corner of the calendar.



Some functions are available only in certain views. For example, in the week and day views, you can quick-add a calendar item by clicking its start time and dragging to its end time, whereas in the month view, you can quick-add a calendar item only by clicking once on the calendar (because times are not shown in the month view).

## Make a calendar the default calendar

Each Calendar feature instance has a default calendar. Here are some notes on the behavior of default calendars:

- When you quick-add a calendar item, it is added to the default calendar.
- When you add a calendar item from the **Add a calendar item** screen, the default calendar will be selected in the **Calendar** drop-down by default. You may switch to a different calendar if desired.

You can also designate the default calendar for a feature instance when creating a new calendar or editing an existing one. For more information see [Add calendars to a feature instance \(page 324\)](#).



An imported calendar—one to which the feature instance is subscribed—cannot serve as the default calendar for the instance.

To designate a calendar as the default calendar:

1. From an instance of the Calendar feature, take either of the following actions:
  - To create a new calendar to act as the default calendar, click **Add calendar**. The **Add a calendar** screen displays.
  - To make an existing calendar the default calendar, click the **Manage calendars** drop-down menu and click **Edit calendar** next to the calendar you wish to make the default. The **Edit calendar** screen displays.
2. On the **Add calendar** or **Edit calendar** screen, select the **Make this the default calendar?** check box.
3. If necessary, edit or complete the other calendar fields as you see fit. For descriptions of these fields, see [Attributes of a calendar \(page 322\)](#).
4. Click **Add calendar** or **Save**.

## Show or hide a subscribed calendar included in a feature instance

You can temporarily hide or show any of the calendars included in a Calendar feature instance.



If you want to permanently delete a calendar from a feature instance, refer to [Delete a calendar \(page 328\)](#). If you want to remove an imported calendar from a feature instance, refer to [Remove an imported calendar from a feature instance \(page 328\)](#).

To hide a subscribed calendar included in a feature instance:

1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
2. Click the **Manage My Calendar** feed link. The **My calendar feed** page displays.
3. In the list of calendars **Added by you**, click the name of the calendar that you wish to hide.  
The calendar is grayed out and the calendar's calendar items are hidden from the calendar.

To show a subscribed calendar included in a feature instance:

1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
2. Click the **Manage My Calendar** feed link. The **My calendar feed** page displays.
3. In the list of calendars **Added by you**, click the name of the hidden calendar that you wish to show.  
The color of the calendar changes from gray to blue to indicate it is no longer hidden, and the calendar's items display on the calendar.

## Remove an imported calendar from a feature instance

You can remove an imported JICS or external calendar from a feature instance via the **Remove calendar** link found in the **Manage calendars** drop-down menu.

1. Navigate to the Calendar feature instance from which you wish to remove an imported calendar.
2. Click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
3. Click **Remove calendar** next to the imported calendar that you wish to remove.  
The calendar is removed from the feature instance. That is, the feature instance is no longer subscribed to the calendar.

## Delete a calendar

You can delete a calendar from the **Edit calendar** screen.



You can delete a calendar only if you have the Can Administer Calendars permission for the context.

When you delete a calendar, all of the calendar's items are removed from the feature instance. Furthermore, the calendar will no longer appear in any My Calendar feeds or feature instances that were subscribed to it.

1. Navigate to the Calendar feature instance that contains the calendar you wish to delete.
2. Click the **Manage calendars** link in the upper-right corner of the calendar.

The **Manage calendars** drop-down menu displays.

3. Click **Edit calendar** next to the calendar that you wish to delete.

The **Edit calendar** screen displays.

4. Click **Delete**.

The system displays a dialog asking you to confirm the deletion.

5. Click **Confirm delete**.

The calendar redisplay with the deleted calendar and its related calendar items removed from the feature instance.

## Add calendar items

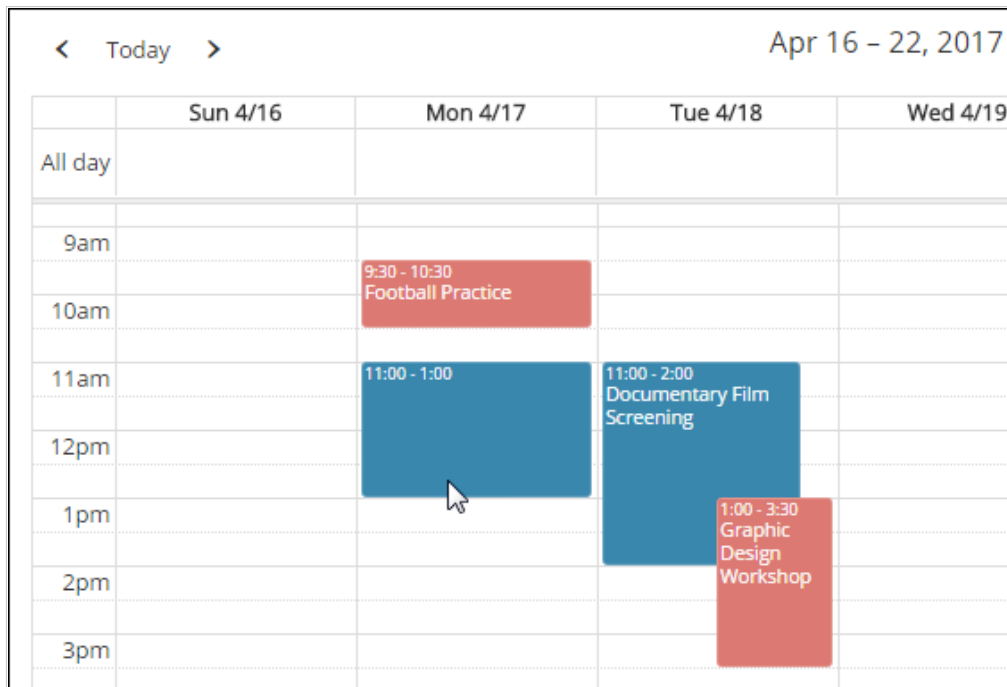
### Methods for adding calendar items

The Calendar feature offers several ways of adding calendar items. One way is by clicking the **Add a calendar item** button found at the top of the calendar, which will open the **Add a calendar item** screen, where you have access to the advanced options for adding a calendar item. These options are described in [Attributes of a calendar item \(page 323\)](#).

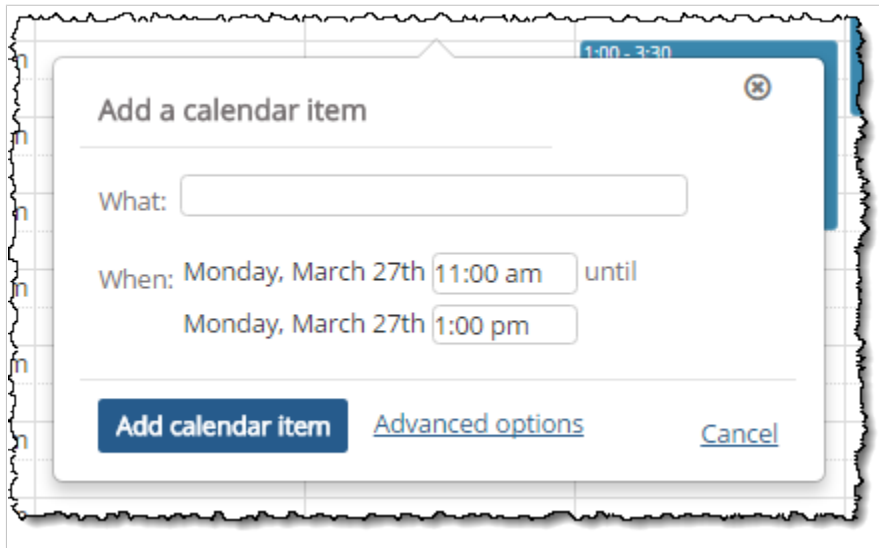
You can also add a calendar item using the quick-add method, which allows you to enter the name and time in a popup dialog without having to visit the **Add a calendar item** screen. The calendar item will be automatically added to whichever calendar you have selected as the default calendar.

You can quick-add a calendar item to a calendar in any of the following ways:

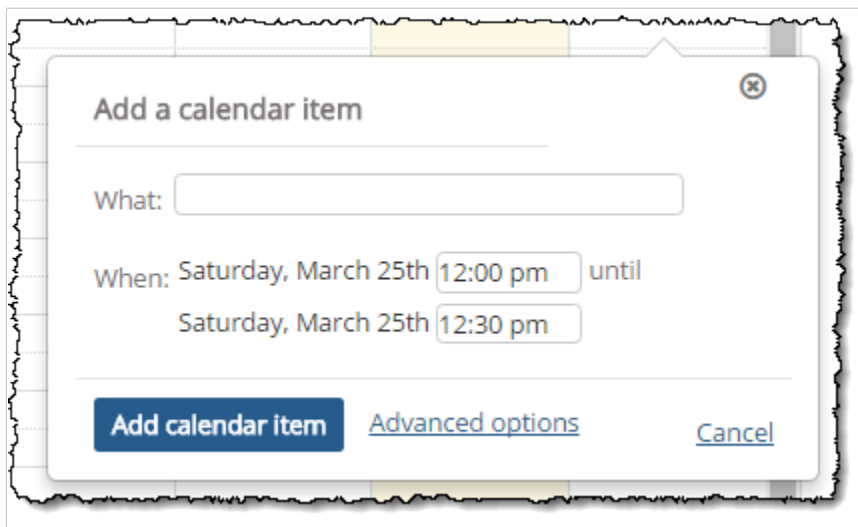
- In week or day view, click a start time on the calendar and while holding down the mouse button, drag to the end time of the calendar item.



When you release the mouse button, the **Add a calendar item** dialog will display with the start and end times populated with the times you chose by clicking and dragging. At this point all you have to do is enter a name for the calendar item in the **What** field and click **Add calendar item**.



- You can also quick-add a calendar item by simply clicking the start time on the calendar in week or day view. The **Add a calendar item** dialog will display with the selected day and start time, allowing you to fine-tune the item's parameters. By default the calendar item will be 30 minutes long.



- You can also quick-add a calendar item from the month view by clicking the day of the calendar item once on the calendar. This will open the **Add a calendar item** dialog with the start time defaulting to the nearest half hour and the duration defaulting to one hour.
- You can quick-add an all-day calendar item by clicking in the All day box in week or day view. For more information see [Add an all-day calendar item \(page 333\)](#).

## Tips on adding calendar items

Following are some useful tips on adding calendar items:

- To add a calendar item to a calendar, you must first navigate to the context that contains the Calendar feature instance. That is, while you can view a particular calendar overlaid on top of other calendars as part of your My Calendar feed, the My Calendar view is essentially a read-only "subscription" view.

- Note that when you add a calendar item directly to the course calendar, you cannot track students' attendance for it. If you want to track attendance, you should navigate to the Attendance feature and create a session on the desired day. Sessions created in the Attendance feature automatically show up in the course calendar (and you can also take attendance for them). For details see [Add a session \(page 228\)](#).
- Week and day views are best for quick-adding calendar items, as they allow you to specify start and end times by clicking and dragging.

## Quick-add a calendar item

The quick-add method is available in month, week or day view.



When you quick-add a calendar item, the item is added to the default calendar for the feature instance. For more information on default calendars, see [Make a calendar the default calendar \(page 327\)](#).

1. Navigate to the feature instance that contains the calendar to which you want to add a calendar item.
2. Take one of the following actions:
  - Click a start time on the calendar and while holding down the mouse button, drag to the end time (week or day view only).
  - Click once on a start time on the calendar (week or day view only). Note that if you click in the **All day** box for a given day, you will be creating an all-day calendar item, as explained in [Add an all-day calendar item \(page 333\)](#)
  - Click once on a day on the calendar (month view only)

The **Add a calendar item** dialog displays. The start time and end time are prepopulated based on where you clicked and dragged on the calendar. If you single-clicked on the calendar in week or day view, the end time will be 30 minutes after the start time by default. If you single-clicked on a day in month view, the start time will default to the nearest half hour, and the end time will default to one hour later.

3. In the **What** field, enter a name for the calendar item. This is a required field.
4. If necessary, make changes to the start and end time.
5. Click **Add calendar item**.

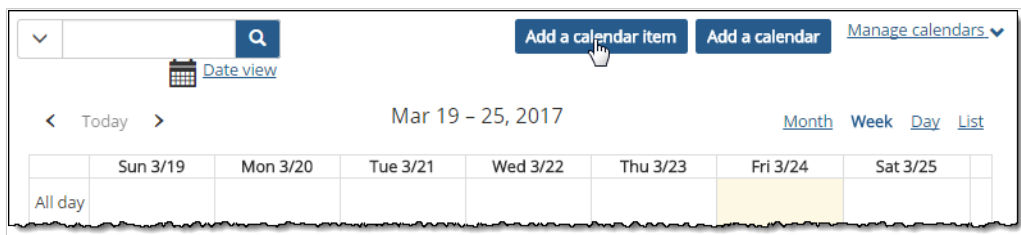
The **Add a calendar item** dialog closes, and the calendar redisplay with the new item added.

## Add a calendar item using the advanced options

In addition to the quick-add option, you can also add a calendar item using the advanced options found on the **Add a calendar item** screen. While the **Add a calendar item** dialog allows you to create a calendar item by simply entering the item's name and time, the **Add a calendar item** screen also allows you to enter a description, select a calendar, make the item a recurring one and enter a location.

You can access the **Add a calendar item** screen in either of the following ways:

- Click the **Add a calendar item** button located at the top of the calendar.



- You can also open the **Add a calendar item** screen by clicking the **Advanced options** link in the **Add a calendar item** dialog.

To add a calendar item using the advanced options:

1. Navigate to the feature instance that contains the calendar to which you want to add a calendar item.
2. Take one of the following actions:
  - In week or day view, click a start time on the calendar and while holding down the mouse button, drag to the end time. The **Add a calendar item** dialog displays. Click **Advanced options** in this dialog.
  - In week or day view, click once on a start time on the calendar. The **Add a calendar item** dialog displays. Click **Advanced options** in this dialog.
  - In month view click once on a day on the calendar.
  - In any calendar view, click the **Add a calendar item** button.

The **Add a calendar item** screen displays. The start time and end time are prepopulated based on where you clicked and dragged on the calendar. If you single-clicked on the calendar, the end time will be 30 minutes after the start time by default. If you single-clicked on a day in month view, the start time will default to the nearest half hour, and the end time will default to one hour later.

3. Fill out the fields on the **Add a calendar item** screen as appropriate. For general descriptions of these fields, see [Attributes of a calendar item \(page 323\)](#). For more information on creating an all-day or a recurring calendar item, see one of the following sections:
  - [Add an all-day calendar item \(page 333\)](#)
  - [Working with recurring calendar items \(page 334\)](#)
4. Click **Add calendar item**.

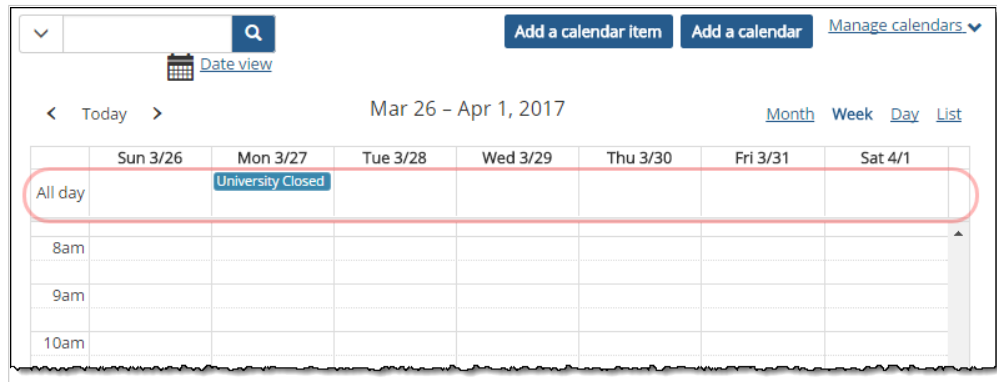
The **Add a calendar item** screen closes, and the calendar redisplay with the new item added.



## Add an all-day calendar item

### About all-day calendar items

All-day calendar items display in the **All day** box found at the top of the calendar in week or day view. You can quick-add an all-day calendar item by clicking in this box. You can also add an all-day calendar item using the advanced options found on the **Add a calendar item** screen.



### Quick-add an all-day calendar item

1. Navigate to the feature instance that contains the calendar to which you want to add a calendar item.
2. Open the week or day view.
3. Click the **All day** box for the day to which you wish to add the item. The **Add a calendar item** dialog displays.
4. In the **What** field, enter a name for the item. This is a required field.
5. Click **Add calendar item**. The **Add a calendar item** dialog closes, and the calendar redisplay with the new all-day item added.

### Add an all-day calendar item using the advanced options

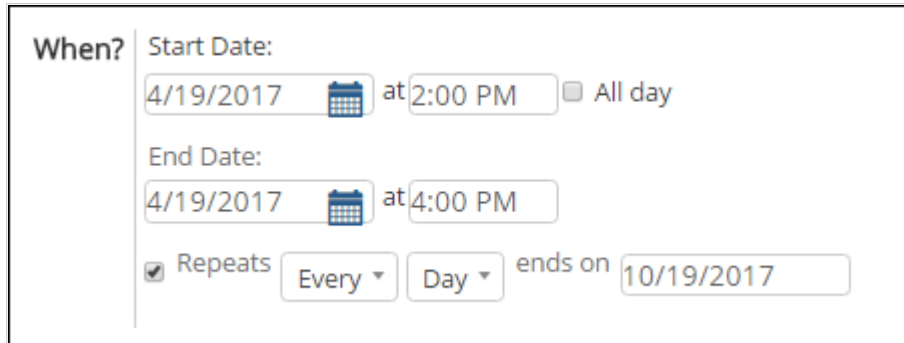
Take the following steps to add an all-day calendar item using the advanced options found on the **Add a calendar item** screen.

1. Navigate to the feature instance that contains the calendar to which you want to add a calendar item.
2. Take one of the following actions:
  - In month, week or day view, click once on a day on the calendar, and then click **Advanced options**.
  - In any calendar view, click the **Add a calendar item** button.The **Add a calendar item** screen displays.
3. Fill out the fields in the **What?** and **Where?** areas of the screen as appropriate. For general descriptions of these fields, see [Attributes of a calendar item \(page 323\)](#).
4. In the **When?** area of the screen, select the **All day** check box. The fields containing the start and end times of the calendar item disappear because they are no longer relevant.
5. Edit the other fields in the **When?** area of the screen as you see fit.
6. Click **Add calendar item**. The **Add a calendar item** screen closes, and the calendar redisplay with the new item added.

## Working with recurring calendar items

### About recurring calendar items

A recurring calendar item is one that will repeat at a specified frequency until some specified future date. The Calendar feature provides a number of options for creating a recurring calendar item on the **Add calendar item** and **Edit calendar item** screens. These options become available when you select the **Repeats** check box when adding or editing a calendar item.



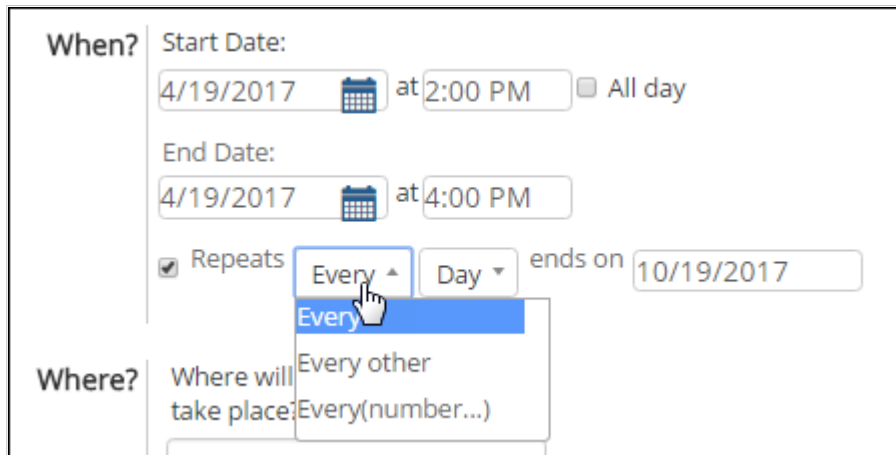
**When?** Start Date: 4/19/2017 at 2:00 PM ☐ All day

End Date: 4/19/2017 at 4:00 PM

☒ Repeats Every Day ends on 10/19/2017

The values you specify in the first two fields determine the frequency of the calendar item. The first field is a drop-down list that provides the following values:

- Every
- Every other
- Every (number) (If you select this value, another field will display to allow you to enter a number.)



**When?** Start Date: 4/19/2017 at 2:00 PM ☐ All day

End Date: 4/19/2017 at 4:00 PM

☒ Repeats **Every** Day ends on 10/19/2017

**Where?** Where will take place:

The next drop-down allows you to select one of the following options:

- Day
- Weekday
- Week
- Month (on the same date)
- Month (on the same day of the week)
- Year (on the same date)
- Year (on the same day of the week)

**When?** Start Date: 4/19/2017 at 2:00 PM ☐ All day

End Date: 4/19/2017 at 4:00 PM

☒ Repeats Every **Day** ends on 10/19/2017

**Where?** Where will this calendar item take place? (optional)

**Add calendar item**

- Day
- Weekday
- Week(on Wednesday)
- Month(on the 19th)
- Month(on the 3rd Wednesday)
- Year(on April 19th)
- Year(on the 3rd Wednesday in April)

Finally, you must specify the end date of the recurring calendar item. The item will repeat at the specified frequency until the end date is reached.

**When?** Start Date: 4/19/2017 at 2:00 PM ☐ All day

End Date: 4/19/2017 at 4:00 PM

☒ Repeats Every **Day** ends on 10/19/2017

**Where?** Where will this calendar item take place? (optional)

**Add calendar item** [Cancel](#)

October 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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				

### **Add a recurring calendar item**

To add a recurring calendar item, you must use the advanced options found on the **Add a calendar item** screen.

1. Navigate to the calendar instance that contains the calendar to which you wish to add a calendar item.
2. Take one of the following actions:
  - In week or day view, click a start time on the calendar and while holding down the mouse button, drag to the end time of the calendar item. The **Add a calendar item** dialog displays. Click **Advanced options** in this dialog.

- In week or day view, click once on a start time on the calendar. The **Add a calendar item** dialog displays. Click **Advanced options** in this dialog.
- In month view click once on a day on the calendar. The **Add a calendar item** dialog displays. Click **Advanced options** in this dialog.
- In any calendar view, click the **Add a calendar item** button.

The **Add a calendar item** screen displays. The start time and end time are prepopulated based on where you clicked and dragged on the calendar. If you single-clicked on the calendar, the end time will be 30 minutes after the start time by default. If you single-clicked on a day in month view, the start time will default to the nearest half hour, and the end time will default to one hour later.

3. Fill out the fields in the **What?** and **Where?** areas of the screen as appropriate. For general descriptions of these fields, see [Attributes of a calendar item \(page 323\)](#).
4. In the **When?** area of the screen, select the **Repeats** check box. Additional fields display to allow you to specify the frequency and end date of the recurring item.
5. Specify the frequency of the recurring calendar item by selecting appropriate values from the provided drop-down lists. For descriptions of the available options, see [About recurring calendar items \(page 334\)](#).

6. In the recurrence end-date field, specify the date on which you want the recurring calendar item to end. You may do this by clicking the field and selecting a date from the popup calendar or by typing the date in the field.
7. Edit the other fields in the **When?** area of the screen as you see fit.
8. Click **Add calendar item**.  
The **Add a calendar item** screen closes, and the calendar redisplay with the new item added.

## View details about a calendar item

1. Navigate to the Calendar feature instance that contains the calendar item you wish to view.
2. Locate the item on the calendar.
3. Click the item.

The calendar item details display in a popup dialog. If you are viewing a calendar item that you have permission to edit, an **Edit calendar item** link will appear, allowing you to make changes, as described in [Edit calendar items \(page 336\)](#).

## Edit calendar items

The Calendar feature offers a variety of ways to edit an calendar item on the calendar.

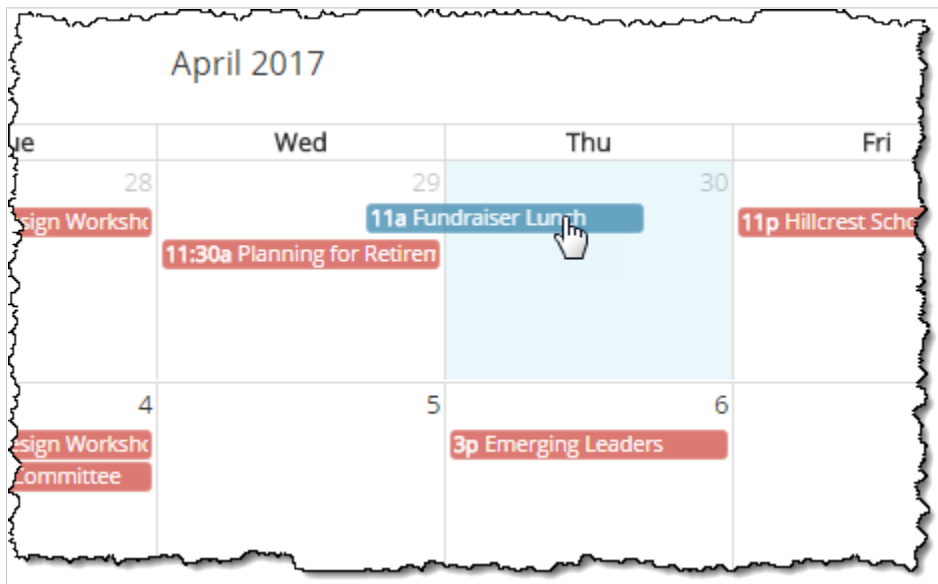


To edit an item on a calendar, you must be the calendar owner. Some items, such as assignment due dates and class sessions, cannot be edited from the calendar. To make changes to such items, you must do so within the Coursework feature. Changes that you make in the Coursework feature will be reflected on the calendar.

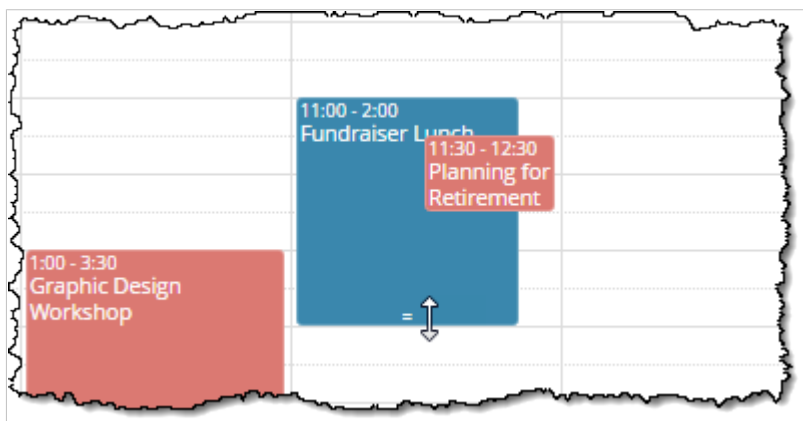
## Edit a calendar item via drag and drop

You can edit some calendar item attributes by dragging and dropping items on the calendar.

- To reschedule an item, drag and drop it onto a different day or time slot on the calendar. You can do this in month, week or day view.

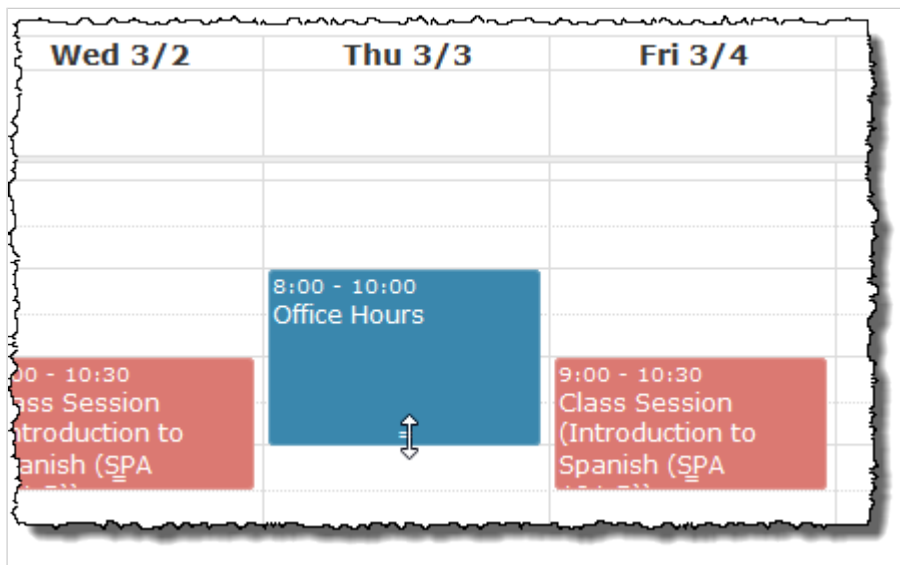


- To change the end time of an item, click and drag the bottom of its box on the calendar.

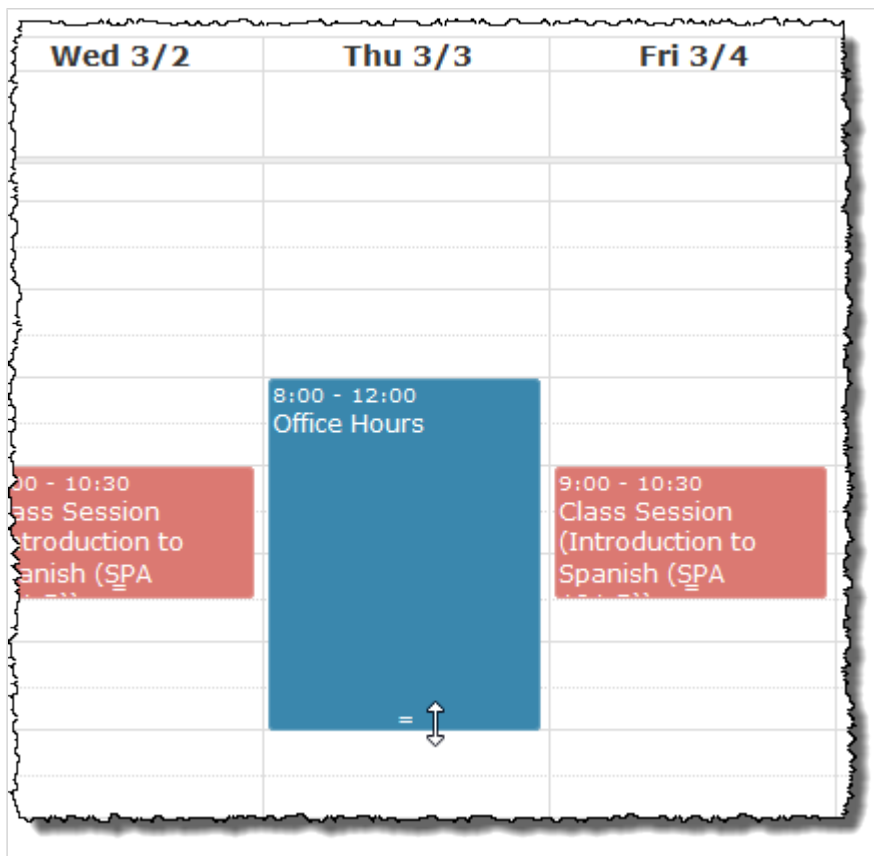


### *Change the end time of a calendar item via clicking and dragging*

1. Navigate to the Calendar feature instance that contains the item you wish to edit.
2. Switch to either week or day view, and locate the item on the calendar.
3. Hover the pointer over the bottom edge of the item.  
The pointer turns into a double arrow.



4. Click and drag the bottom edge of the box to a different time. To shorten the meeting, drag upwards; to lengthen the meeting, drag downwards. As you drag, the end time of the meeting will update to reflect the new time.



If the item is not a recurring one, the change is applied immediately.

If the item is a recurring one, a dialog will ask if you would like to edit only the single calendar item or all future items in the series. In this case click **This calendar item only** or **Future calendar items** to apply the change as desired.

## Change start and end times of calendar item via drag and drop

Take the following steps to change an item's start and end times by dragging and dropping it onto a different day or time slot on the calendar.

1. Navigate to the Calendar feature instance that contains the calendar item you wish to edit.
2. In month, week or day view, locate the calendar item on the calendar.
3. Click the item, and while holding down the mouse button, drag the item to its new day or time on the calendar.
4. Drop the item into the new time slot.  
If the calendar item is not a recurring one, the change is applied immediately.  
If the calendar item is a recurring one, a dialog will ask if you would like to edit only the single calendar item or all future items in the series. In this case click **This calendar item only** or **Future calendar items** to apply the change as desired.  
If you click **This calendar item only**, the dialog closes, and the change is applied.  
If you click **Future calendar items**, the dialog closes, and the **Edit calendar item** screen displays to allow you to make your desired changes to the recurring item.

## Edit a calendar item via the Edit calendar item screen

You can also edit a calendar item's attributes from the **Edit calendar item** screen.

1. Navigate to the Calendar feature instance that contains the calendar item you wish to edit.
2. Locate the item on the calendar.
3. Click the item.  
The calendar item details display in a popup dialog. If you are viewing a calendar item that you have permission to edit, an **Edit calendar item** link will appear.
4. Click **Edit calendar item**.
5. Take one of the following steps:
  - If the calendar item is not recurring, the **Edit calendar item** screen will display. Go to step 6.
  - If the calendar item is a recurring one, a dialog will ask if you would like to edit only the single item or all future items in the series. Click **This calendar item only** or **Future calendar items** to open the **Edit calendar item** screen.
6. On the **Edit calendar item** screen, make changes to the item's attributes as you see fit.
7. Click **Update**. The **Edit calendar item** screen closes, and the calendar redisplay with your changes reflected.

## Delete a calendar item



To delete a calendar item from a calendar, you must be the calendar owner. Some items, such as assignment due dates and class sessions, cannot be deleted. To make changes to such items, you must do so within the Coursework feature. Changes that you make in the Coursework feature will be reflected on the calendar.

1. Navigate to the Calendar feature instance that contains the calendar item you wish to delete.
2. Locate the calendar item on the calendar.
3. Click the item.  
The calendar item details display in a popup dialog.
4. Click **Delete**.
5. Take one of the following steps:
  - If the calendar item is not recurring, a dialog will ask you to confirm the deletion. Click **Confirm delete**.



- If the calendar item is a recurring one, a dialog will ask if you would like to delete the single calendar item or all future items in the series. Click **Delete calendar item** or **Delete series**.

The dialog closes, and the calendar redisplay with the item removed.


## Search calendar items

You can now use the calendar search filter to easily look for calendar items. The filter allows you to search for calendar items either by keyword or by one or more of the options available on the search filter. Applying the calendar search filter will only display calendar items that match your search criteria.


To search calendar items using the quick keyword search:

1. Navigate to the calendar feature instance in which you would like to search for calendar items.
2. To use the quick keyword search, enter your keyword into the search bar and click the **Search**  icon. Calendar items display that contain the keyword in their name, description, or location.
3. You can also search using the quick keyword filter by Click the drop-down icon  to open the filter.
4. To search using the quick keyword search, select the **Keyword** check box and type your keyword(s) into the field below.
5. Click **Search**. Calendar items containing the keyword display.

To search calendar items using the filter:

1. Navigate to the calendar feature instance you would like to search for calendar items in.
2. Click the drop-down icon  to open the filter.
3. To filter by one of the options, click on its check box and enter your search criteria into corresponding fields that appear. You can choose one or more of the following options to filter by. However these options cannot be used at the same time as the keyword quick search.
  - **Included Calendars** – This option allows you to filter by the calendars included on that calendar instance. Selecting this option will only display calendar items from the calendars you select.
  - **Included My Calendar** – This option only appears if your My Calendar feed is not set to display by default on that calendar instance. Selecting this option includes calendar items from your My Calendar feed in your search.
  - **Date** – This options displays calendar items that occur within the **Start Date** and **End Date** you select.
  - **Name** – This option will display calendar items whose name contains the keyword you enter.
  - **Description** - This option will display calendar items whose description contains the keyword you enter.
  - **Location** - This option will display calendar items whose location contains the keyword you enter.
  - **Tags** – This option will display calendar items that have been tagged with the tags you select.
4. Click **Search**. Calendar items that match your search criteria display on your calendar view. If the Date option was selected, the calendar items matching your search criteria will display in a list view.

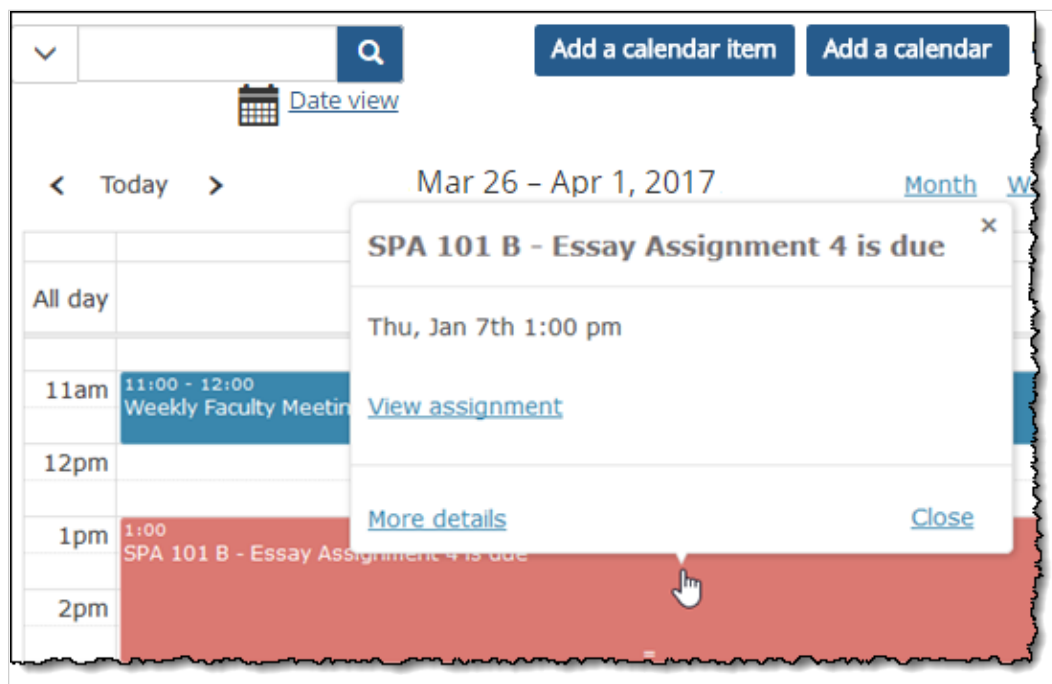
To remove applied calendar search filters:

1. If you have applied calendar search filters and want to remove them, click the drop-down icon  to open the filter.
2. Click the **Reset** link.
3. Click **Search**. The previously applied filters are removed.



## Access assignments from the calendar

You can now access an assignment directly from the calendar. To do so, click the assignment's box on the calendar and then click **View assignment**.



## Show or hide an assignment's due date in My Calendar

By default, due dates for assignments will appear in the My Calendar feed for both faculty and students. When you create an assignment, you will have the option to override this default setting by selecting the **Hide this assignment from all My Calendar feeds** check box.

(To make an assignment visible to students, you either set its status to open or use the **Display to students before it's open** check box, which is described in [Open \(page 71\)](#).)

To show hide an assignment due date in My Calendar feeds:

1. Display the Coursework feature instance for the appropriate course section, as described in [Navigate to the Coursework feature \(page 43\)](#).
2. Do one of the following:
  - If you are creating an assignment, click **Add An Assignment** to display the **New Assignment** screen.
  - If you want to hide the due date for an existing assignment, locate the assignment you want to modify. Click the corresponding pencil icon to display the **Edit Assignment** screen.
3. Scroll down a bit until you see the area of the screen that details when the assignment is due. Notice the check box labeled **Hide this assignment from all My Calendar feeds**.
4. Select or deselect the check box as appropriate.
5. Click **Save**.

If the assignment is active or inactive-but-visible, the system adds the calendar item to the My Calendar feeds of the course's faculty and students. If the assignment is not yet visible, the system stores your preference and will add the due date to My Calendar feeds once the assignment becomes visible to students.

## Publish a calendar's iCAL link

When you create or edit a calendar, you have the option to make its iCAL link available to other users so that they can use the link for subscription purposes, as explained in [Import a JICS calendar \(page 325\)](#). With this option enabled, a **Share URL** link will appear next to the calendar's name in the **Manage calendars** drop-down. Users who have access to the calendar will be able to click **Share URL** to access the calendar's iCAL link.

1. Navigate to the Calendar feature instance that contains the calendar.
2. Take one of the following steps:
  - To create a new calendar to make available for subscriptions, click **Add calendar**. The **Add a calendar** screen displays.
  - To publish an existing calendar's iCAL link, click the **Manage calendars** drop-down menu and click **Edit calendar** next to the calendar. The **Edit calendar** screen displays.
3. On the **Add a calendar** or **Edit calendar** screen, select the **Publish share feed** check box.
4. If necessary, edit or complete the other calendar fields as you see fit. For descriptions of these fields, see [Attributes of a calendar \(page 322\)](#).
5. Click **Add calendar** or **Save**.

## Subscribe to a JICS calendar externally

Using a JICS calendar's unique iCAL link, you can subscribe to the calendar in an external application on a mobile device or PC.



You can subscribe to a JICS calendar externally only if its owner has enabled the publishing of the calendar's iCAL link, as explained in [Publish a calendar's iCAL link \(page 342\)](#).

1. Navigate to the Calendar feature instance.
2. Click the **Manage calendars** link.  
The **Manage calendars** drop-down menu displays.
3. Click the **Share URL** link next to the calendar to which you want to subscribe.  
The calendar's iCAL link displays in a popup dialog. The link is highlighted so that you can copy it easily.
4. Copy the iCAL link.
5. Subscribe to the JICS calendar by pasting its iCAL link into the appropriate location in the external application or via the Import calendar button on the **Add a calendar** or **Edit calendar** page in the calendar feature.

## Working with My Calendar

This section explains how to manage your My Calendar feed. For an overview of My Calendar, refer to [About My Calendar \(page 319\)](#).

### Subscribe to calendars

#### About calendar subscriptions

To add a calendar shown in JICS to your My Calendar feed, you must subscribe to it. You may subscribe to both internal calendars that are hosted within JICS and external calendars that have been imported into JICS (for example, a Google calendar or a Microsoft Outlook calendar).

When you subscribe to a calendar, it will appear in your My Calendar feed. That is, calendar items from that calendar will appear overlaid on top of other calendars you are viewing, along with any other calendars included in your My Calendar feed. To differentiate calendar items in your My Calendar feed from items that belong to the Calendar feature instance you are viewing, your My Calendar feed appear in red, while calendar items that belong to the feature instance appear in blue.



Default calendar colors may be modified by a JICS administrator, so you may see colors other than blue and red in your portal.

After subscribing to a calendar, you can toggle its display in your My Calendar feed on and off, as explained in [Show or hide an assignment's due date in My Calendar \(page 341\)](#).

## Subscribe to a calendar

Take the following steps to subscribe to a JICS calendar or an external calendar that has been imported into JICS.



You do not need to subscribe to your course schedules, as they will automatically appear in your My Calendar feed.

1. Navigate to the instance of the Calendar feature that contains the calendar to which you wish to subscribe.
2. Click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
3. Take one of the following actions:
  - To subscribe to a single calendar, click the **Subscribe** link next to it. If this link is not available for a calendar, the calendar administrator has set it so the calendar cannot be subscribed to.
  - To subscribe to all calendars in the feature instance, click **Subscribe All**.



When you use the **Subscribe All** function, you will be subscribed to all calendars currently in the feature instance, but if calendars are subsequently added or removed from the feature instance, those changes will not affect your subscriptions.

The calendar is now included in your My Calendar feed.

## Unsubscribe from a JICS calendar or external calendar

Take the following steps to unsubscribe from a JICS calendar or an external calendar that has been imported into JICS.

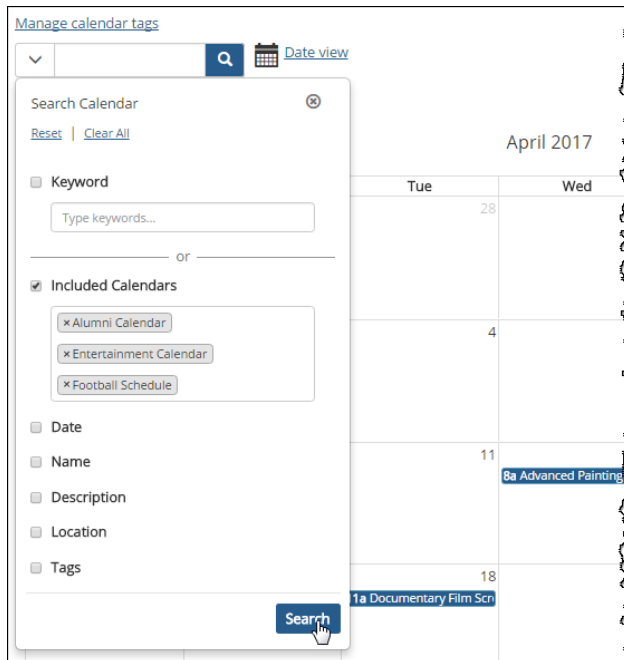
1. Navigate to the instance of the Calendar feature that contains the calendar to which you wish to subscribe.
2. Click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
3. In the drop-down menu's list of calendars, locate the calendar from which you wish to unsubscribe.
4. Click **Unsubscribe** next to the calendar.  
The calendar is removed from your My Calendar feed.

## Show or hide My Calendar

The My Calendar feed can be toggled on and off via the **Search Calendar** filter that appears in the upper-left corner of all JICS calendars. You can choose to display My Calendar over some calendars while hiding it on others.

To hide My Calendar if it displays by default:

1. From an instance of the Calendar feature, click the **Search** drop-down filter in the upper-left corner of the calendar.  
The **Search Calendar** drop-down filter displays.
2. In the drop-down filter's list of filter options, select the Included Calendars check box and select the calendars you wish to view excluding My Calendar.



3. Click **Search**.
4. Calendar items on your My Calendar feed are hidden on the calendar.

To hide My Calendar if it does not display by default:

1. From an instance of the Calendar feature, click the **Search** drop-down filter in the upper-left corner of the calendar.  
The **Search Calendar** drop-down filter displays.
2. In the drop-down filter's list of filter options, unselect the **Include My Calendar** check box.
3. Click **Search**.
4. Calendar items on your My Calendar feed are hidden on the calendar.  
If My Calendar is hidden, you can take the following steps to show it again.

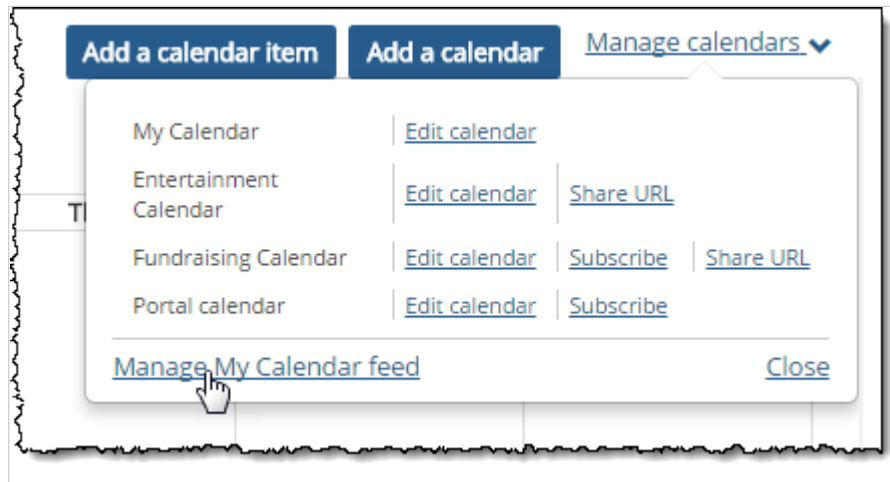
To show My Calendar:

1. From an instance of the Calendar feature, click the **Search** drop-down filter in the upper-left corner of the calendar.
2. The **Search Calendar** drop-down filter displays.
3. In the drop-down filter's list of filter options, make sure the **Include My Calendar** check box is selected. If My Calendar is displayed by default, select the **Included Calendars** check box and add My Calendar to the Included Calendars field.

4. Click **Search**.
5. Calendar items on your My Calendar feed now appear on the calendar.

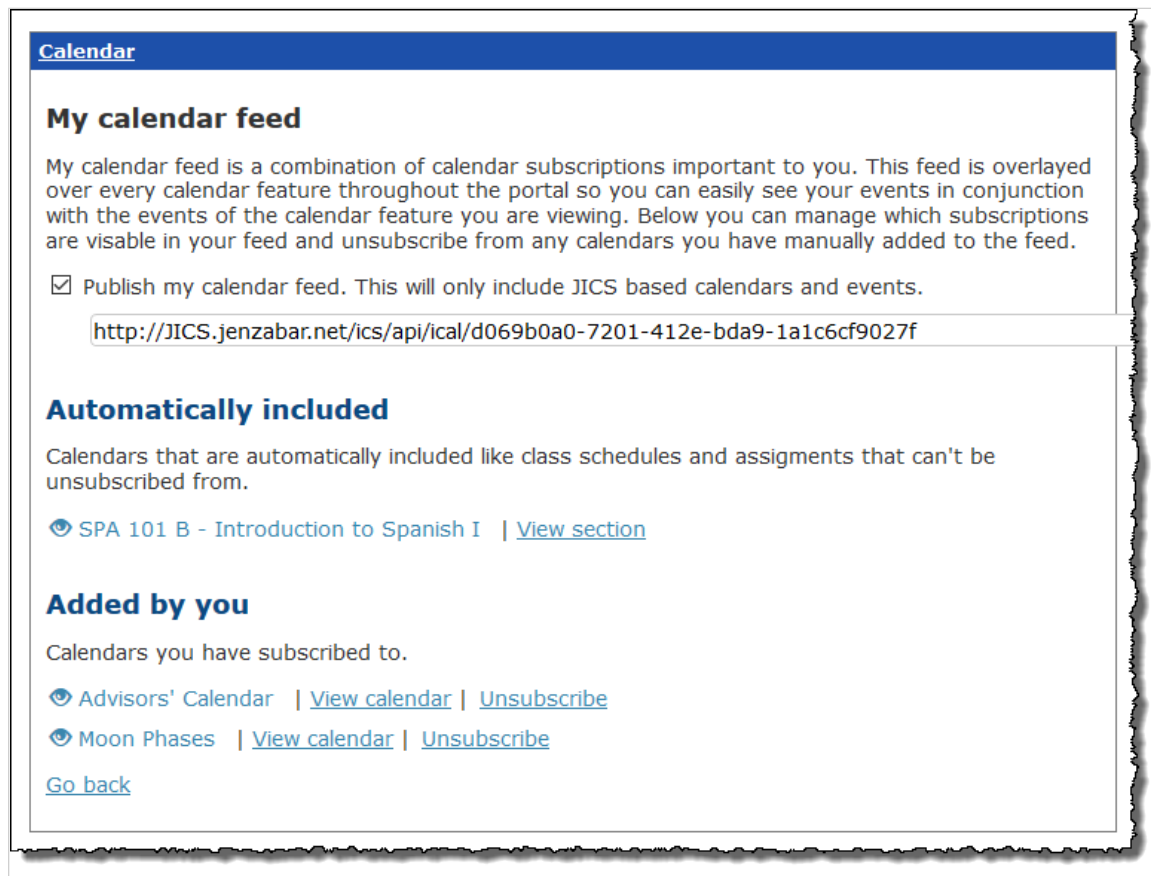
## Managing your My Calendar feed

The **My Calendar feed** screen, which you can access by selecting **Manage My Calendar feed** from the **Manage calendars** menu, provides a number of options for managing your feed.



The **My Calendar feed** screen provides the following options:

- Access your My Calendar feed's iCAL link so that you can publish your feed outside of JICS.
- Navigate to the calendars included in your feed.
- Access the course section for any course calendars automatically included in your feed.
- Temporarily hide or show calendars you have added to your feed.
- Unsubscribe from calendars you have added to your feed.



The following subsections explain how to use these functions.

## Publish My Calendar outside of JICS

Using My Calendar's unique iCAL link, you can subscribe to the calendar in an external application on a mobile device or PC.

1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
2. Select **Manage My Calendar feed**.  
The **My Calendar feed** screen displays.
3. Select the **Publish my calendar feed** check box.  
The iCAL link for your My Calendar feed appears in a text box.
4. Copy the iCAL link.
5. Follow the external application's instructions for creating a subscription using the My Calendar iCAL link.

## Navigate to a calendar included in My Calendar

From the **My Calendar feed** screen, you can navigate to any of the calendars to which you have subscribed.

1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.

2. Select **Manage My Calendar feed**.  
The **My Calendar feed** screen displays.
3. In the **Added by you** area of the page, click **View calendar** next to the calendar you wish to view.  
The calendar displays in a separate browser tab.

## Access course sections for course calendars in My Calendar

From the **My Calendar feed** screen, you can navigate to any of the course sections whose calendars are included in your feed.

To navigate to a course section whose calendar is in My Calendar:

1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
2. Select **Manage My Calendar feed**.  
The **My Calendar feed** screen displays.
3. In the **Automatically included** area of the page, click **View section** next to the calendar of the course section you wish to view.  
The **Course Organizer** screen for the course section displays in a separate browser tab.

## Show or hide calendars included in My Calendar

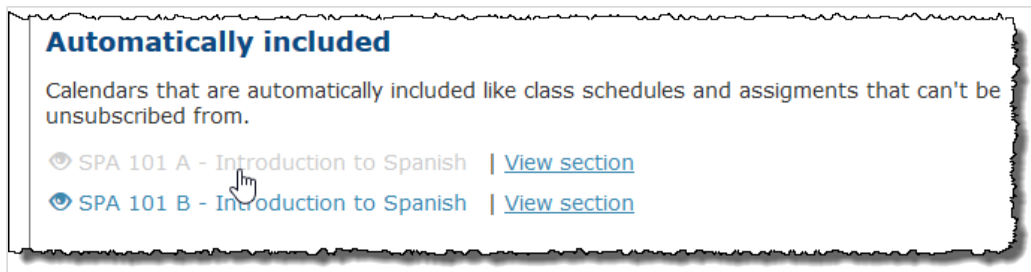
You can temporarily hide or show any of the calendars included in your My Calendar feed.



If you want to permanently remove a calendar from your My Calendar feed, refer to [Unsubscribe from a calendar \(page 348\)](#).

To hide a calendar included in My Calendar:

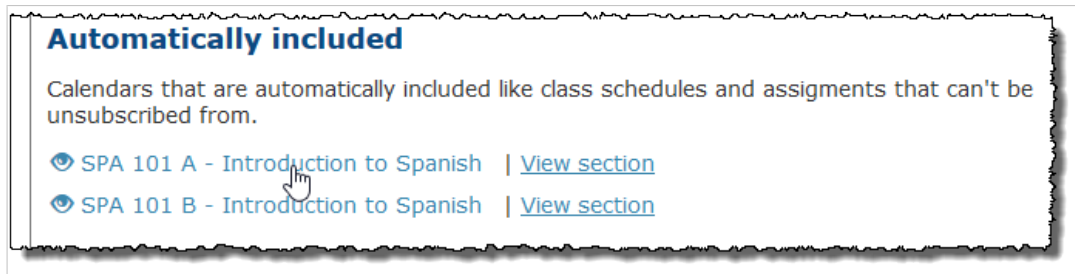
1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
2. Select **Manage My Calendar feed**.  
The **My Calendar feed** screen displays.
3. In the **Automatically included** or **Added by you** area of the page, click the name of the calendar that you wish to hide.  
The name of the calendar is grayed out to indicate it is hidden. Calendar items from the hidden calendar will not appear in your My Calendar feed.



If a calendar is hidden from your My Calendar feed, you can take the following steps to show it again.

To show a calendar hidden from My Calendar:

1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
2. Select **Manage My Calendar feed**.  
The **My Calendar feed** screen displays.
3. In the **Automatically included** or **Added by you** area of the page, click the name of the hidden calendar that you wish to show again.  
The color of the calendar name changes from gray to blue to indicate the calendar is no longer hidden from your My Calendar feed.



## Unsubscribe from a calendar

To remove a calendar from your My Calendar feed, you must unsubscribe from it.



You cannot unsubscribe from calendars that are automatically included in My Calendar, such as class schedules and assignments.

If you unsubscribe from a calendar, it will no longer appear on the **My Calendar feed** screen. If you would rather temporarily hide a calendar from your My Calendar feed rather than removing it altogether, see [Show or hide calendars included in My Calendar \(page 347\)](#) for instructions.

1. From an instance of the Calendar feature, click the **Manage calendars** link in the upper-right corner of the calendar.  
The **Manage calendars** drop-down menu displays.
2. Select **Manage My Calendar feed**.  
The **My Calendar feed** screen displays.
3. In the **Added by you** area of the page, click **Unsubscribe** next to the calendar from which you wish to unsubscribe.  
The calendar is removed from your My Calendar feed.

## Calendar settings

The **Settings** screen for the new Calendar feature allows a user with **Can Admin** privileges to manage the following settings:

- Specify the default calendar view (month, week, day or list)
- Show My Calendar by default (yes or no)



## Specify the default view

For the Calendar feature instance in your course context (or for any other that you are in charge of), you can choose whether the instance, in its default view, will display calendar items in a monthly, weekly or daily calendar style, or in a list display.

1. Log in to the portal as a member of the Administrators role or someone with **Can Admin** privileges in the appropriate context, and navigate to the page that contains the Calendar feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The **Settings** screen displays.
4. Select the Calendar feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The screen updates to show settings for the Calendar feature.
5. Under the **Default View Type** heading, choose one of the following options:
  - Month view
  - Week view
  - Day view
  - List view
6. Click **Save Changes**.

## Show My Calendar by default

By default a user's My Calendar feed will appear overlaid on top of each calendar that user is viewing. You can change this behavior for a particular calendar so that My Calendar does not display by default whenever users view the calendar.

To specify the default view of the Calendar feature instance:

1. Log in to the portal as a member of the Administrators role or someone with **Can Admin** privileges in the appropriate context, and navigate to the page that contains the Calendar feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The system displays the **Settings** screen.
4. Select the Calendar feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The screen updates to show settings for the Calendar feature.
5. Under the **Show “My Calendar” by default** heading, choose one of the following options:
  - **Yes** – With this selected, every user who views the calendar will see his or her My Calendar feed overlaid on top of the calendar.
  - **No** – With this selected, a My Calendar feed will not appear by default for any user who views the calendar. Users will still be able to show My Calendar by selecting it in the search filter, as explained in [Show or hide My Calendar \(page 344\)](#).
6. Click **Save Changes**.

## Managing Calendar Tags

Calendar tags allow you to categorize and easily search for related calendar items. For example, all athletic calendar items can have an “Athletic” calendar tag applied to them. If you are looking to view all Athletic

calendar items, you can easily search for those calendar items within a Calendar instance using the filtering option.


Calendar tags can be created, edited, and deleted from the Calendar Tags screen by any user with permission to manage tags. In the Manage Calendar Tags table, the Tagged Calendars column lets you quickly view which calendars have each tag set as a default calendar item tag.

The Calendar Tags screen also lets you mark tags as inactive or active. Active calendar tags can be added to calendars and calendar items. Inactive tags cannot be added to any new calendars or calendar items but will remain on calendars and calendar items it is already associated with. You will still be able to search for calendar items using inactive tags.


To create a calendar tag:

1. Navigate to the Calendar feature instance that includes the calendar you wish to import.
2. Click the **Manage calendar tags** link.  
The **Calendar Tags** screen displays.
3. In the field in upper-right corner of the Manage Calendar Tags table, enter the tag name and click **Create New Tag**.  
The new calendar tag is added.

To delete a calendar tag:

1. Navigate to the Calendar feature instance that includes the calendar you wish to import.
2. Click the **Manage calendar tags** link.  
The **Calendar Tags** screen displays.
3. Find the calendar tag that you would like to delete.
4. In the Delete column of the calendar tag's row, click the **Delete**  icon.  
A pop-up appears confirming that you want to delete the tag.
5. Click **Confirm delete**.  
The calendar tag is deleted.

To edit a calendar tag:

1. Navigate to the Calendar feature instance that includes the calendar you wish to import.
2. Click the **Manage calendar tags** link.  
The **Calendar Tags** screen displays.
3. Find the calendar tag that you would like to edit.
4. Click the **Edit**  icon next to the tag name.  
The **Tag Name** field becomes editable.
5. In the **Tag Name** field, edit the name of the tag.
6. Click **Save**.  
The calendar tag name is changed.

To make a calendar tag inactive or active:

1. Navigate to the Calendar feature instance that includes the calendar you wish to import.
2. Click the **Manage calendar tags** link.  
The **Calendar Tags** screen displays.
3. Find the calendar tag that you would like to make active or inactive.
4. To make the tag active, in the **Active** column of the calendar tag's row, toggle the switch to **Yes** to make the tag active.

5. To make the tag inactive, toggle the switch to **No**. A pop-up appears asking if you would like to make the tag inactive.
6. To confirm you would like to make it inactive, click **Make Inactive**.
7. To make the tag active again, toggle the switch back to **Yes**.

## Managing permissions

For each feature instance, you can allow specific roles to help manage the feature instance. This section explains how to grant these privileges.

### Available permissions

This section lists the available feature-level permissions.

#### Can Administer Calendars

The **Can Administer Calendars** permission allows the user to do the following:

- Create calendars in this feature instance.
- Edit calendars that were created in this feature instance (their names and descriptions—but not their calendar items).
- Delete calendars that were created in this feature instance.
- Import a calendar that was created elsewhere (either from an external calendar or a shared JICS calendar).
- Though this permission is called **Can Administer Calendars**, it does not give users access to the admin bar and its administrative options (Access, Options, Settings, Layout and Rearrange). If you want to give a role access to the options on the admin bar, this can only be done by giving the role the **Can Admin** privilege for the context, which is a much bigger privilege overall (as described in [Let a role administer a context \(page 535\)](#)).

#### Can Administer Calendar Items

The **Can Administer Calendar Items** permission allows the user to do the following:

- Add calendar items to existing calendars in this feature instance.
- Edit and delete calendar items that belong to the calendars in this feature instance.

### Grant a permission

To grant a role any of the instance-level permissions, use this procedure.

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be allowed to post items or administer the feature instance, and take one of the following steps:

- If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
- If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.

Under the list of permissions for the Calendar feature, click the toggle button next to a permission to change its setting to **Yes**.

# Campus Groups Directory

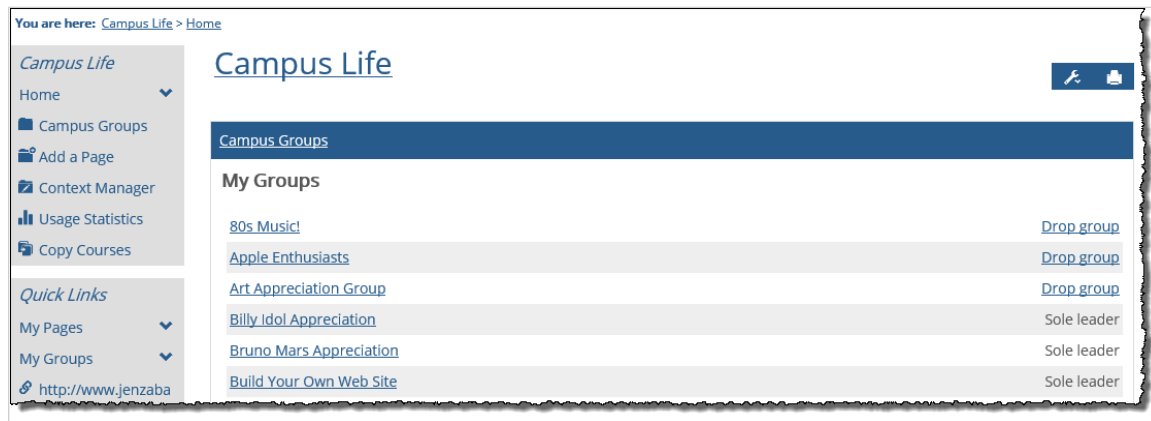
The Campus Groups Directory feature allows people with a shared interest to collaborate on the **Campus Life** tab of your portal.

## Key concepts

The Campus Groups Directory feature lets individual users collaborate on topics of shared interest.

Here is how the process works: Users submit applications to create groups. These applications are reviewed by an administrator and, when an application is approved, the group is created. The person who applied for the group is automatically made its “leader.” (Alternatively, an administrator can create a group, bypassing the application process.)

Each time a group is created, the system creates a context for the group in the Campus Groups subsection of the Campus Life tab. The exact layout of each group’s context is determined by the templates for Campus Groups, which are managed by your portal administrator.



Depending on the settings for the group, users may be able to proactively join, or they might have to wait to be added or invited by a group leader.

This section explains these concepts in more detail.

## Group roles

Every group has at least two types of participants:

- Leaders – Leaders have administrative privileges, including the ability to add content to the context and the ability to add or invite new members.
- Members – Members have permission to visit and use the group’s context.

Note that “Leader” and “Member” are actually context-specific roles, but membership in these roles is not managed through Context Manager—rather, you assign users to roles on the **Manage This Group** screen (described in [Navigate to the Manage This Group screen \(page 357\)](#)).

It is also possible to create additional roles for the group. You create new roles through Context Manager—but as with the Leader and Member roles, you should assign members to context-specific roles through the **Manage This Group** screen.

# The Campus Groups subsection and feature

The following are key to Campus Groups functionality:

- The Campus Groups subsection
- The Campus Groups Directory feature

## The Campus Groups subsection

The Campus Groups subsection, on the Campus Life tab, is the location of all individual group contexts. It also includes tools for administrators to oversee groups.

## The Campus Groups Directory feature

Throughout your portal, there are probably several instances of the Campus Groups Directory feature. This feature lets users join groups, apply to create new groups, and more. Each instance of the feature can be set up with one particular view type to encourage a particular type of use, such as browsing groups or applying to create groups. For more details, see [Setting up the Campus Groups Directory feature \(page 363\)](#).

## Templates for the group contexts

The templates used for the layout of a group context may have been modified for your school, but this section describes the default templates installed by Jenzabar.

By default, the two Campus Groups templates (public and private) are very similar—they include the same pages and feature instances. The pages are:

- [Members Page \(page 354\)](#) – for all groups, viewable by members only.
- [Group Directory \(page 354\)](#) – for all groups, viewable by members only.
- [Discussion \(page 355\)](#) – for all groups, viewable by members only.
- [Public Page \(page 355\)](#) – intended mainly for use in public groups, where it is viewable by both members and guests; more details are below.

## Members Page

The Members page includes the following feature instances:

- Announcements
- Calendar
- Bookmarks
- Free-Form Content (“About This Group”)
- Handouts

For group members, this is the group’s default page.

Only group members have the ability to view this page.

## Group Directory

The Members page includes a Group Directory feature instance, which lists all members of the group. Only group members have the ability to view this page.

## Discussion

The Members page includes a Forums feature instance. Only group members have the ability to view this page.

## Public Page

The Public page includes the following feature instances:

- Announcements
- Calendar
- Bookmarks
- Free-Form Content (“About This Group”)
- Handouts
- Join Group

This page is available for guests to view. It is similar to the Members page except for the inclusion of the Join feature instance, which lets new users join. For anyone who is not already a member of the group, this is the default page.

In the default setup of the private group template, this page exists but is essentially hidden from view (to all except leaders), because users are not allowed to proactively join and browse private groups. The page exists in private groups so that the group can easily be changed to a public group if necessary.

## Categories

All campus groups are organized into categories. By default, the portal comes with several predefined categories, and new categories may have been created for your site.

Categories help users navigate the list of available public groups more easily. Categories also help administrators navigate the full list of both public and private groups in certain administrative views

For most users, categories are displayed only in the Browse Groups view of the Campus Groups Directory feature. For this reason, groups should be given names that make sense without anyone knowing which category they will belong to.

## Applying to create a group

Use this section to apply for a group.

## Attributes of a group

This section describes the attributes that a group has. When you apply to create a group, you will need to choose values for each of these categories.

### Group Name

Group Name is a required field. The name will be used to identify the group in notifications sent to users, in the context created for the group, and, if the group is public, in the Campus Groups Directory.

Note that groups names usually are seen outside the context of the category that the group belongs to. So the name you suggest should make sense on its own.

## Group Leader

The group application form does not include a field for group leader, but when you submit the application, you will automatically be suggested as the group leader. It is possible for the administrator to change this after approving the group. However, if that does not happen, you will be the leader, which means you will be responsible for the group. If desired, once the group is created, you can designate someone else as a co-leader. After doing that, you can also demote yourself to being a member (or you can drop the group).

## Group Category

Each group must be assigned to a category that describes the general purpose of the group. If it is a public group, the Category classification will help other users find the group when they are browsing the Campus Groups Directory.

## Public or Private

Each group must be classified as either public or private. This designation affects whether the group is listed in the Campus Groups Directory, and how people become members in the group.

### *Public groups*

A public group is one that is listed in the Campus Groups Directory and which can have any of several membership options. These options are described in [Public Group Enrollment \(page 356\)](#).

### *Private groups*

A private group is one that is not listed in the Campus Groups Directory and which has only one style of membership, which is that members are added manually by the leaders. This is similar to the “invitation” style of membership seen in public groups, except that people added to private groups do not have to actively accept an invitation—when they are added by the leader, they simply receive a notification that they have been added.

## Public Group Enrollment

Public group enrollment is relevant only if the group is public. The options are:

- Open, no application required – Any user can proactively join the group and instantly become a member. Each time this happens, the leader gets a notification indicating who has joined.
- Open, by membership application – Any user can submit an application for membership, and if the application is approved by the group's leader, the applicant becomes a member. Note that the system always presents the same application; it is essentially a form that asks why the user wants to join. However, for each group, the application's introductory text can be customized (by changing the **Application to Join** template, as described in [Working with message templates for a group \(page 358\)](#)). If the group leader needs to collect specific data as part of the application, it might be a good idea to provide a detailed list in the introductory text.
- Open, by invitation only – A user can become a member only if he or she receives an invitation from the group's leader. The invitee then must accept the invitation to become a member, by visiting the Join Group feature on the inviting group's Public Page, or visiting a Campus Groups Directory feature listing the users's current groups and clicking on the **Join Now** link provided there. Note that each group has an invitation template that can be customized on a case-by-case basis (the **Invitation to Join** template, described in [Working with message templates for a group \(page 358\)](#)).
- Closed to new members – No one can join the group. At the time the group is created, this might be an appropriate choice if the leader(s) need time to set up the group's pages or if they want to do some other prep work prior to accepting members.



## Maximum # of members

When the maximum number of members has joined a group, the system automatically closes the group to new members. You can also manually close a group at any time by editing its membership settings (described in [Managing membership settings \(page 358\)](#)). This is an optional setting.

## Description

This description offers more details about the group. This description is displayed only to administrators reviewing the group's data.

## Submit the application

Use this procedure to submit an application for a new group. After you do this, an administrator will review your application and can decline or accept the application, with or without changes.

To apply to create a group:

1. Log in to the portal and navigate to an instance of the Campus Groups Directory feature. In the default setup of the portal, there is a Campus Groups Directory feature instance in your My Pages context.
2. Click **Create new campus group**.  
The system displays a form.
3. Fill out the form as appropriate. If you need help with any field, see [Attributes of a group \(page 355\)](#).
4. After you have filled out the form, click **Submit Application**.  
The system submits your application for review and displays an on-screen message stating as much. You will also receive an automated email or Message Center notice saying this. Later you will receive another message specifying whether the application has been approved or rejected.

## Managing individual groups

This section explains certain tasks you might need to complete if you are the leader of a group.

## Navigate to the Manage This Group screen

In order to take several types of administrative actions with a group, you use the **Manage This Group** screen.

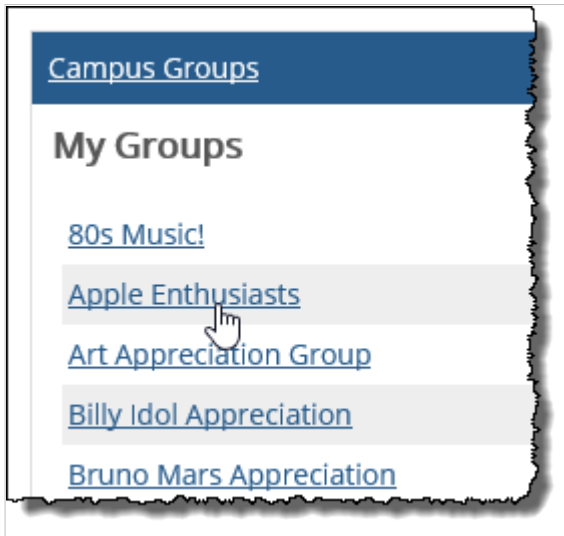
Generally, you use this feature instance to do any of the following —

- Modify message templates that are specific to the group.
- Modify the membership settings for the group by:
  - Changing the maximum number of group members.
  - Making the group public or private.
  - If the group is public, changing the requirements for enrolling in the group.
- Manage the actual membership of the group by doing any of the following:
  - Adding members instantly to the group (if it is private).
  - Inviting members (if the group is public), rescinding an invitation, or re-sending one.
  - Dropping a member from the group.
  - Assigning a member to the Leader role (or another role).
- View pertinent users lists, including:

- A list of all members and the dates that they joined the group.
- A list of users who have applied for membership (if this is an application-only group).
- A list of users who have been invited to join.

To navigate to the Manage This Group screen:

1. Navigate to the context for the appropriate group. For example, you can do this by clicking the name of the feature within the My Groups feature instance on your My Pages tab.



The system displays the default page of the course context.

2. In the left sidebar, click the link that says **Manage This Group**.  
The system displays the **Manage This Group** screen.

## Managing membership settings

At times you may want to change the membership settings for a group, such as whether or not the group is public or private, the maximum number of members, and so forth. Use this procedure to make any of these types of changes.

To manage membership settings for a group:

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).
2. Click **Edit membership settings**.  
The system displays a form that lets you make the group public or private, or change the maximum number of members. If the group is public, you can also change the enrollment settings for the group. For help understanding any of the options, see any of the following sections:
  - [Public or Private \(page 356\)](#)
  - [Public Group Enrollment \(page 356\)](#)
  - [Maximum # of members \(page 357\)](#)
3. Make any changes that are necessary.
4. Click **Save settings**.

## Working with message templates for a group

When you take certain actions while managing a group, the system sends notifications to affected users and in some cases displays useful messaging on the screen.

For these messages, the system stores boilerplate text known as templates. In some cases, you have the option of tailoring a particular message before it is sent, but it's still a good idea to maintain templates with acceptable general text. The system installs templates for you, and you can modify them if appropriate.

Note that the system will honor the following variables in the template text:

- @@GroupName – Will be replaced with the name of the group.
- @@GroupWebAddress – Will be replaced with a link to the group context.

With messages that are to be sent (as opposed to being displayed on screen), the system will first attempt to send the message to users' preferred email addresses. If the recipient does not have a valid email address, or if it is an email address that the system cannot deliver to, the message will be sent to the user's Message Center.

The available message templates are described below.

Name of template	Description	Modifiable on a case-by-case basis?
Group Membership Acceptance Message	Sent to let a user know that his or her application to join a group has been accepted.	Yes
Group Membership Declined Message	Sent to let a user know that his or her application to join a group has been declined.	Yes
Application to Join	Displayed on screen as an introduction to the application form  (for a public group that has application-only membership).	No
Application Confirmation	Displayed on screen after the user submits an application.	No
Invitation to Join  (available for public groups only)	Sent to let a user know that he or she has been invited to join a group.	Yes
Add Member to Private Group  (available for private groups only)	Sent to let a user know that he or she was added to a group.	Yes

To manage message templates for a group:

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).
2. Click **Edit outgoing messages**.  
The system displays a form that lets you modify any of the message templates.
3. Make any changes that are necessary.
4. Click **Save changes**.

## Working with invitations (public groups only)

With any public group, you can invite users to join. Obviously, this is an important procedure if the group is invitation-only, but you can invite users to join any public group, as long as it has not been closed.

If you are looking for information on how to add members to a private group, see [Add members instantly \(private groups only\) \(page 361\)](#).

## Send an invitation

When you send an invitation to one or more users, the system does each of the following:

- Sends the invitation to the user(s) you chose.
- Adds the group to the user's list in the "My Groups" view of the Campus Groups Directory feature. The invitee will see a link to the public page of the context, plus a **Join Now** link. (When the user clicks the **Join Now** link, he or she is automatically added to the group.)

To send an invitation:

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).
2. Click **Send an Invitation**.  
The system displays a form.
3. Click **Add Individual Users**.  
The system displays the **Select Users** dialog box.
4. Using the dialog box, select the users you want to invite (by moving them into the **Selected Users** column). When finished, click **OK**.  
The system again displays the invitation form, now with messaging that indicates the number of users you selected to receive the invitation. If you need to make any changes to the list of names, click **Edit Users** to modify it.
5. In the text field, note the system displays the message invitation template text that you currently have saved for this group (in the **Invitation to Join** template, described in [Working with message templates for a group \(page 358\)](#)). If you want to tailor the message for this particular invitation, go ahead and do so.
6. Click **Invite Selected Users to Join Group**.  
The system sends a message to the invited user(s) and adds the group link to their "my groups" list.

## Review the list of invitees and related tasks

After you've sent one or more invitations, you may want to do any of the following:

- Review the list of users that you have invited.
- Resend an email invitation to anyone on the list.
- Remove an invitation that you have already sent. Note that the system will not send a notification to the user about a removed invitation, but the group listing, with its **JoinNow** link, will be removed from the user's My Groups view.

To review the list of invitees and make changes:

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).  
The default view of this screen includes a list of members, followed by a list of invited members (if any exist).
2. If desired, do any of the following:
  - To remove any invitation, locate the appropriate person and click the corresponding **Remove** link.
  - To re-send an invitation, locate the appropriate person and click the corresponding **Re-invite** link.
  - If you want to remove or re-send multiple invitations, use the check boxes at the left to select the appropriate people, then click either **Remove Selected** or **Re-invite Selected**.

## Review and process applications for membership

If a group is open to new members by application only, at some point a leader or administrator will have to review applications and reject or accept each of them.

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).  
The default view of this screen includes a list of members followed by a list of prospective members (if any exist)—these are people who have submitted applications.
2. Locate the person whose application you want to review. Click the corresponding **Review Application** link.  
The system displays the information that the applicant submitted.
3. Do one of the following as appropriate:
  - To accept the applicant, click **Accept**.
  - To decline the applicant, click **Decline**.  
The system displays a screen with text field that contains a message for the applicant. Depending on which option you chose in step 3, this is either template text for an accepted or declined user, as appropriate. (For more details on these templates, see [Working with message templates for a group \(page 358\)](#).)  
If you are accepting the applicant, note that the screen also includes a drop-down list that lets you assign the user to a particular role, if desired.
4. If appropriate, do either or both of the following:
  - Tailor the text in the message field.
  - If you are accepting a member and want to assign the person to the Leader role or another context-specific role, use the drop-down list to do this.
5. At the bottom of the screen, click either **Accept New Members** or **Decline Membership**, as appropriate.

## Add members instantly (private groups only)

The only way to add members to a private group is to add them instantly through the **Manage This Group** screen. When you do this, the system sends a notice to the member that he or she was added.

If you are looking for information on how to invite members to a public group, see [Working with invitations \(public groups only\) \(page 359\)](#).

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).
2. Click the **Add New Members** button.  
The system displays a form.
3. Click **Add Individual Users**.  
The system displays the **Select Users** dialog box.
4. Using the dialog box, select the users you want to invite (by moving them into the **Selected Users** column). When finished, click **OK**.  
The system again displays the original form, now with messaging that indicates the number of users you selected to add. If you need to modify the list of names, click **Edit Users** to make changes.
5. If you want to make any changes to the message, go ahead and make them. (Note that the default text comes from the **Add Member to Private Group** template, described in [Working with message templates for a group \(page 358\)](#).)
6. Click the button labeled **Add New Selected Users to Private Group and Notify**.  
The system adds the new members and sends them notifications.

## Other tasks

Use the procedures in this section to accomplish other tasks in your public and private groups.

## Email members

The Group Directory feature allows you to email members of a campus group.

1. Navigate to the context for the appropriate group.  
The system displays the default page of the course context.
2. In the left sidebar, click the link that says **Group Directory**.  
The Group Directory displays.
3. Depending on which members you want to email, take one of the following steps:
  - To email selected members of the group, first make sure **Selected** is showing in the **Email** list, and then select the check boxes next to the members you want to email.
  - To email the leader of the group, select **Leader** from the **Email** list.
  - To email a member of the group, select **Member** from the **Email** list.
4. Click **Open email**.  
An email form displays.
5. Complete the email as you see fit.
6. Click **Send**. The system sends the email to the users' preferred email addresses.

## Drop members

Members can proactively leave groups, or a leader/administrator can drop members. This procedure explains how to drop them.

Note the following:

- When you drop a member, the system does not send that person a notification.
- You cannot drop a leader from a group. If you really want to drop a leader, you should first reclassify the person as a Member, or as another role (using the **Role** drop-down list, described in [Change a member's role \(page 362\)](#) below).

To drop members from a group:

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).
2. In the list of members, locate the person you want to drop and click the corresponding **Drop Member** link.  
The system displays a dialog asking if you are sure you want to drop the member.
3. Click **OK**.  
The system drops the person from the group.

## Change a member's role

1. Navigate to the **Manage This Group** screen, as described in [Navigate to the Manage This Group screen \(page 357\)](#).
- 87 In the list of members, locate the person whose role you want to change. Using the **Role** drop-down
9. list, choose the appropriate role.
- 88 Click **Save Changes**.
- 0.

## Managing the layout of the group's context

If you need to make any changes to the layout for a particular group's context, you can do so just like you would in any other context. For details, see [Managing the layout of the group's context \(page 362\)](#)

## Monitoring usage of a group context

If usage-statistics logging has been activated, then you can check the Usage Statistics feature to see which members of the group are most active, and so forth. For details on the Usage Statistics feature, see [Usage Statistics \(page 461\)](#).

## Setting up the Campus Groups Directory feature

The Campus Groups Directory feature offers users the ability to browse groups, join groups, and much more.

### The setup options

For each instance of the feature, you choose a default view—My Groups, Browse Groups, or New Group Application.

Note that Campus Groups Directory feature instances located in a user's My Groups context will always show the My Groups View.

### My Groups View

The My Groups view lists the groups to which the currently logged-in user belongs.

From this view, the user can click the name of any group to go directly to the context for that group. Next to each group listed is a label that says either **Drop Group** or **Sole Leader**.



If the **Drop Group** link is displayed, that means that the logged-in user is either a member of the group or one of multiple leaders (in either case, the user can drop the group, if desired).

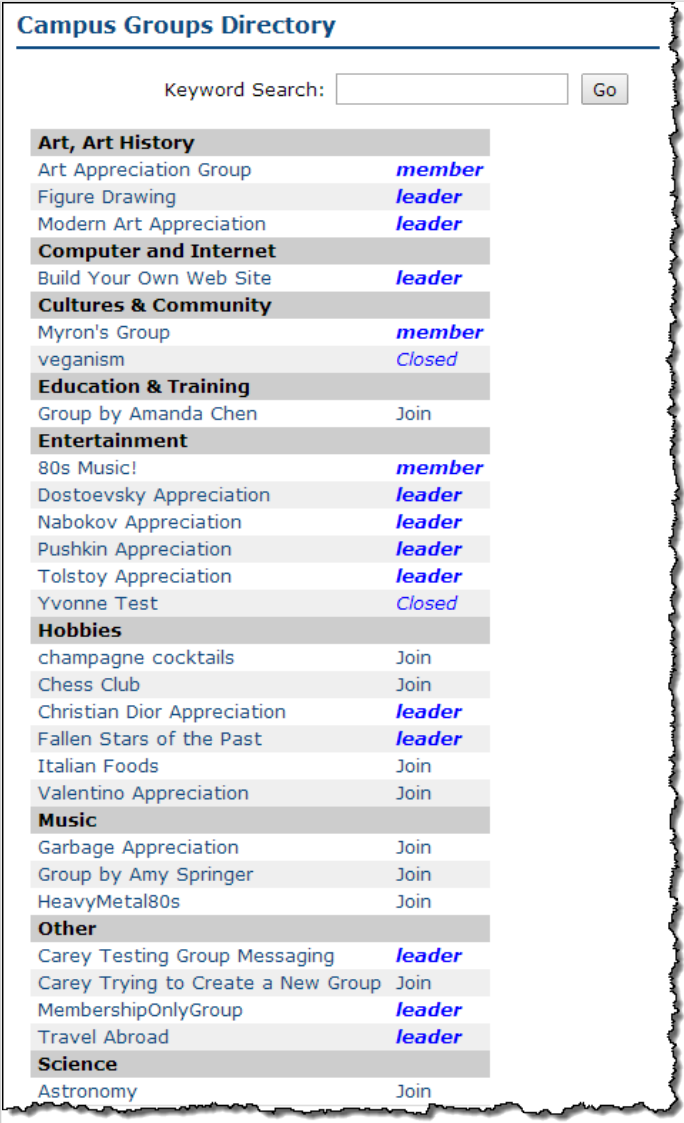
If the **Sole Leader** label is displayed, the user is the only leader of the group, and dropping the group is not allowed.

Note that this view also includes a link to the two other views ([Browse Groups View \(page 364\)](#) and [New Group Application View \(page 364\)](#)).

## Browse Groups View

The Browse Groups View lists all public groups.

From this view, the user can click the name of any group to go directly to the context for that group. If the group is currently open to new members, a link for joining is provided.



The screenshot shows the 'Campus Groups Directory' interface. At the top, there is a 'Keyword Search:' field with a 'Go' button. Below this, the groups are listed in several categories, each with a group name and a status or action link.

Category	Group Name	Status/Action
<b>Art, Art History</b>	Art Appreciation Group	<a href="#">member</a>
	Figure Drawing	<a href="#">leader</a>
	Modern Art Appreciation	<a href="#">leader</a>
	<b>Computer and Internet</b>	
	Build Your Own Web Site	<a href="#">leader</a>
<b>Cultures &amp; Community</b>	Myron's Group	<a href="#">member</a>
	veganism	<a href="#">Closed</a>
<b>Education &amp; Training</b>	Group by Amanda Chen	<a href="#">Join</a>
	<b>Entertainment</b>	
	80s Music!	<a href="#">member</a>
	Dostoevsky Appreciation	<a href="#">leader</a>
	Nabokov Appreciation	<a href="#">leader</a>
	Pushkin Appreciation	<a href="#">leader</a>
	Tolstoy Appreciation	<a href="#">leader</a>
	Yvonne Test	<a href="#">Closed</a>
<b>Hobbies</b>	champagne cocktails	<a href="#">Join</a>
	Chess Club	<a href="#">Join</a>
	Christian Dior Appreciation	<a href="#">leader</a>
	Fallen Stars of the Past	<a href="#">leader</a>
	Italian Foods	<a href="#">Join</a>
	Valentino Appreciation	<a href="#">Join</a>
	<b>Music</b>	
	Garbage Appreciation	<a href="#">Join</a>
Group by Amy Springer	<a href="#">Join</a>	
	HeavyMetal80s	<a href="#">Join</a>
<b>Other</b>	Carey Testing Group Messaging	<a href="#">leader</a>
	Carey Trying to Create a New Group	<a href="#">Join</a>
	MembershipOnlyGroup	<a href="#">leader</a>
	Travel Abroad	<a href="#">leader</a>
<b>Science</b>	Astronomy	<a href="#">Join</a>

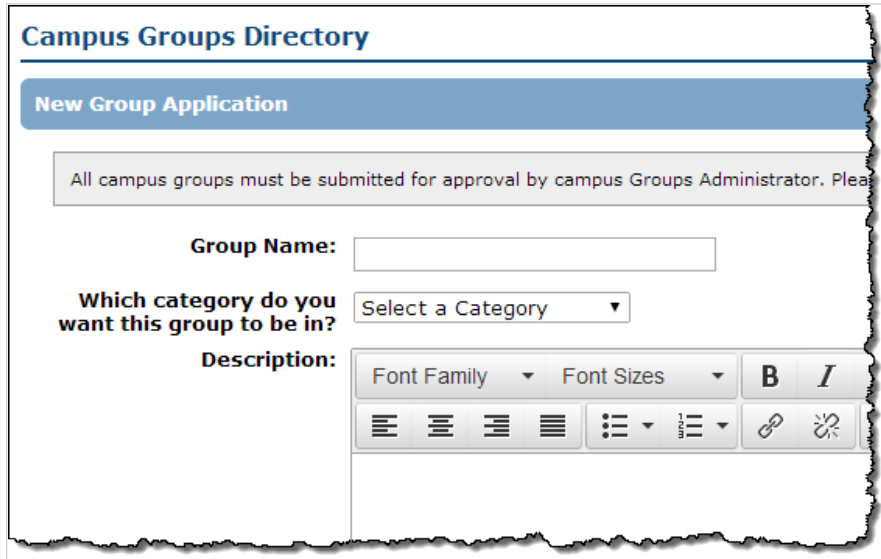
When on-screen messaging in JICS mentions the “Campus Groups Directory,” this is typically the view that is being referred to.

## New Group Application View

The New Group Application View shows the application form used by people who want to propose new groups.



This view is intended to be used either on a page of its own, or within a wide column. This is because with this view, the feature instance extends to a broader width than it would otherwise.



The screenshot shows a web form titled "Campus Groups Directory" with a sub-header "New Group Application". A message box states: "All campus groups must be submitted for approval by campus Groups Administrator. Please". The form includes a "Group Name:" text input field, a "Which category do you want this group to be in?" dropdown menu with "Select a Category" as the selected option, and a "Description:" section. The description section features a rich text editor with a toolbar containing "Font Family", "Font Sizes", "B" (bold), "I" (italic), bulleted list, numbered list, link, and unlink icons. The description text area is currently empty.

## Choose a view

This procedure explains how to set up the Campus Groups Directory feature with a particular view.

1. Navigate to the page that contains the Campus Groups feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.
4. The system displays the **Settings** screen.
5. Select the Campus Groups feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)  
The screen updates to show settings for the Campus Groups feature.
6. Select the appropriate view.
7. Click **Save changes**.

# Chat

This chapter explains how to manage the Chat feature.

## Key concepts

The Chat feature is a chatroom powered by a third-party application called Zbit. Each instance of the feature is a single chat room that users can enter and chat with each other.

The default layout for course contexts includes an instance of the Chat feature on the Collaboration page. If desired, you may be able to create additional instances. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Managing a Chat feature instance

You manage an instance of the Chat feature using the links found under the Admin Options heading in the right sidebar.

Administrative options include the following:

- **Chat availability** – Manage chat availability and customize an availability message for users.
- **View log files** – View and download chat log files.

## Managing availability

The Chat feature allows you to schedule times at which Chat will be available for users. If users access the feature outside of the available times that you specify, they will see the availability message.



After you set up available chat times on the **Chat Availability** screen, the Chat feature instance will be available only at those times. If you do not set up chat availability, the Chat feature instance will always be available.

To set up chat availability:

1. Navigate to the Chat feature instance for which you wish to set up availability.
2. Click the **Chat availability** link under the **Admin Options** heading.
3. The **Chat Availability** screen displays, showing chat availability for the current week.
4. Take one of the following actions:
  - Click a start time on the calendar and while holding down the mouse button, drag to the end time of the event.
  - Click once on a start time on the calendar.
  - Note that if you click in the **All day** box for a given day, you will be making chat available for the entire day

The **Add availability** dialog displays. The start time and end time are prepopulated based on where you clicked and dragged on the calendar. If you single-clicked on the calendar, the end time will be 30 minutes after the start time by default.

5. If necessary, make changes to the start and end time of chat availability.
6. Click **Add availability**.

The **Add availability** dialog closes, and the calendar redisplay with the new availability added.

## Customize the availability message

On the **Chat Availability** screen, you can also customize the message that displays to users when chat is unavailable.

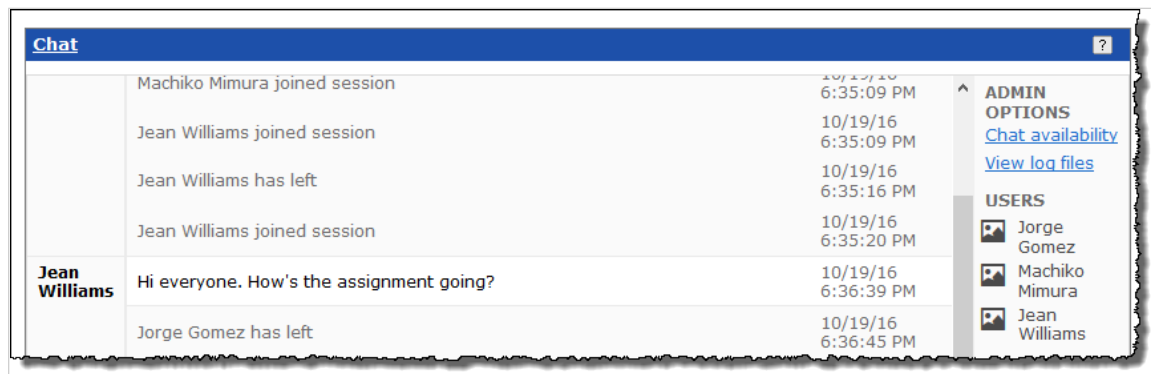
1. Navigate to the Chat feature instance for which you wish to set up availability.
2. Click the **Chat availability** link under the **Admin Options** heading.  
The **Chat Availability** screen displays.
3. Click the **Edit** button to the right of the availability message.  
A text editor displays with a variety of options for customizing the availability message.
4. Customize the message as you see fit.
5. Click **Save**.

## Enable chat logging

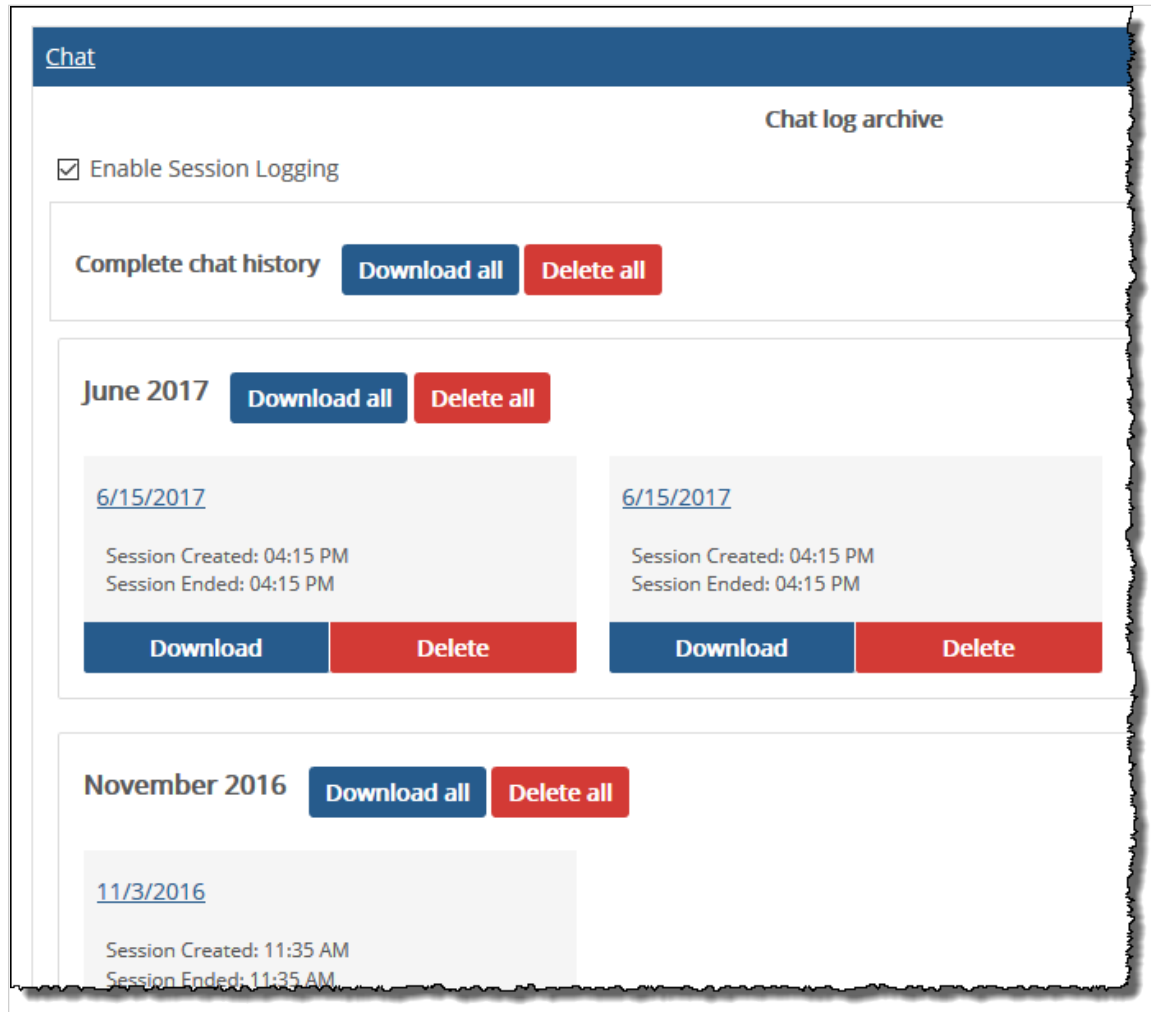
1. Navigate to the Chat feature instance for which you wish to view or download log files.
2. Click the **View log files** link under the **Admin Options** heading.
3. Select **Enable Session Logging**.

## Managing log files

When logging is enabled, the Chat feature keeps logs for each chat that takes place in the feature instance. Users with the **Can Manage Logs** permission can access these logs via the **View log files** link found under the administrative options in the upper-right corner of the Chat window.



Log files are organized according to month and year. This screen provides options for downloading or deleting individual chat sessions, all logs for a particular month or all logs since the Chat feature instance was created.



To manage log files:

1. Navigate to the Chat feature instance for which you wish to view or download log files.
2. Click the **View log files** link under the **Admin Options** heading.  
A list of all log files displays.
3. Take any of the following actions:
  - To view a log file, click its title.
  - To download a log file, click the corresponding **Download** button.
  - To download all log files for a particular month, click the **Download all** button next to the month and year.
  - To download the complete chat history, click the **Download all** button at the top of the screen.
  - To delete a log file, click the corresponding **Delete** button.
  - To delete all log files for a particular month, click the **Delete all** button next to the month and year.
  - To delete the complete chat history, click the **Delete all** button at the top of the screen.

# Managing permissions

## Available permissions

The new Chat feature provides the following instance-level permissions:

### Can Manage Availability

This role allows the user to set up available chat times and customize the availability message that displays to users when chat is unavailable. The **Chat availability** link will appear for users who have this permission.

### Can Manage Logs

This role allows the user to view and delete chat logs via the **View log files** link.

## Grant a role a permission

Note that if you want to give a role greater administrative permissions, this can only be done by giving the role the **Can Admin** privilege for the context, which is a much bigger privilege overall (as described in [“Letting a role administer a context” on page 720 \(page 535\)](#)).

To grant a role a permission:

1. Navigate to the page that contains the Chat feature instance that you want to configure.
2. Click the wrench icon in the upper-right corner of the page  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Chat feature, assign one or both of the following permissions by clicking the toggle button next to the permission name:
  - Can Manage Availability
  - Can Manage Logs

The toggle button changes from **No** to **Yes** to indicate the permission has been granted to the role.

# Course Search

If you have access to the Course Search feature, you can use it to display details about specific course sections. This might be useful if you want to review details about sections taught by other faculty members.

## Key concepts

The Course Search feature lets both you and your students search for course sections and display details about them.

## Information displayed in course search results

When you search for course sections, the feature displays the following details about each section:

- Its code
- The name of the course
- The term or subterm (if you did not enter it as part of the search criteria)
- The faculty member who teaches or taught it
- Its schedule
- The description for of the associated course, if a description exists

The feature finds both those course sections that were created in the ERP system and those that were created in the portal (as described in [Creating portal-only courses \(page 540\)](#)).

Note that if a course section was created within the ERP system but never imported into the portal, this feature will not return results about it

## Default location

By default, the Course Search feature is located on the main page of the Academics tab. If desired, you may be able to create additional instances. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Display details about course sections

1. Navigate to the Course Search feature.
2. In the Course Search feature, enter your search criteria. To select a term or subterm, click in the **Term** field and select one from the list. Click in the field again to select additional terms or subterms. To search all terms and subterms, select **All** or just leave the field blank. (**Note:** Selecting a term does not automatically select its subterms.)
3. Click **Search**.  
The system returns the results that match your search criteria. Note that, for any item in the search results, you can do either of the following:
  - Click the course name to display the main page of the course context (if you have permission to view it; as a faculty member, you most likely will). If you do not have access to view the main page, the **Course Information** page displays instead.
  - Click the plus sign to the left of the course code to display the course description.
  - Click the blue “i” icon to display the My Info pop-up for the faculty member.

# Free-Form Content

You can use the Free-Form Content feature to publish text, images and other content that might be useful to students and others.

## Key concepts

The Free-Form Content feature is used to display text, images, video, or content hosted by another URL.

## Content you can add

There are a few different types of content that you can add to a Free-Form Content feature.

### Elements

If you want to add text or images to a Free-Form Content feature instance, you create an element. You might also create an element if you want to embed a video into the feature instance

### Remote content

In some cases, you may have the ability to add remote content to an instance of the feature. With this feature, the feature essentially acts as a window into another URL. With this feature, as with elements, you can set up the feature instance to host video.

Your ability to add remote content varies depending on whether you have the **Can Add Remote Content** global feature operation. You will know you have this permission if you see, within the Free-Form Content feature, a link labeled **Show external remote content**.

If you do not have this permission and you think that you should, speak with an administrator for your portal.

## Uploading files from the web server

In some cases, you may have the ability to upload an HTML or text file to an instance of the feature.

Your ability to add remote content varies depending on whether you have the **Can Upload Content from Server File** global permission. You will know you have this permission if you see, within the Free-Form Content feature, a link labeled **Load from Server File**.

If you do not have this permission and you think that you should, speak with an administrator for your portal.

## Default locations

By default, the portal includes several Free-Form Content feature instances. The following are a few that you will have permission to help manage:

- By default, your course context includes two instances of the Free-Form Content feature—one called “About this Course” and another called “Course Syllabus.”
- If you manage a Campus Group, the context for your group is created with a Free-Form Content feature instance on its default page.

If desired, you may be able to create additional instances. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Course Syllabus

The “Course Syllabus” feature is intended to be a place where you can create a version of your syllabus that students can display in their browser window, without opening a file. This feature by default is located on the Syllabus page.

Note that the default setup of this page includes a feature called “Downloadable Version,” which is intended as a place for you to post a downloadable version of the same details entered in the Course Syllabus feature. The Downloadable Version feature is technically a Handouts feature, so if need help using it, see [Handouts \(page 403\)](#).

## About this Course

The “About This Course” feature is intended to offer students a quick overview of the course section. By default, this feature is located on the main page of your course context. You might use it to post your office hours and details about where your class meets.

## Working with elements

This section describes how to add elements to a Free-Form Content feature instance, how to modify them, and so forth.

### Add an element

Use this procedure to add an element to a Free-Form Content feature instance.

Note that there is no preview functionality with this feature—as soon as you click **Save**, your element will be viewable to anyone who has the ability to display the feature instance. For this reason, you should proofread your text carefully before you save, make sure you are uploading the correct image, and so forth.

1. Navigate to the appropriate Free-Form Content feature instance.  
The feature should display a link with one of the following labels:
  - **Add Content**
  - **Edit Content**
2. Do one of the following:
  - If the **Add Content** link is displayed:
    - a. Click **Add Content**.  
The system displays the **Add a new element** screen.
    - b. Skip ahead to 3.
  - If the **Edit Content** link is displayed:
    - a. Click **Edit Content**.  
The system displays a screen that summarizes the elements already on the page.
    - b. Click **Add a new element**.  
The system displays the **Add a new element** screen.
3. If you want the element to have a heading, enter the appropriate text in the **Header Text** field.
4. If you want the element to include an image, use the **Browse...** button to locate the image. Use the image placement radio buttons to specify the alignment of the image.
5. Enter the body text in the **Text** field. Note also that you can use this field to include code that links directly to a video that is posted on the Internet or elsewhere.
6. Click **Save**.



## Reorder elements

After you create a few elements, you may want to rearrange them.

1. Navigate to the appropriate Free-Form Content feature instance.
2. Click the **Edit Content** link.  
The system displays a screen that summarizes the elements on the page.
3. Use the text boxes at the left to specify the correct sequence of the items.
4. To finalize your choices, click **Reorder elements**.

## Modify an element

After you create an element, you might want to change its text, upload a different image, change the position of the image, and so forth. To make these sorts of changes, use the procedure below.

1. Navigate to the appropriate Free-Form Content feature instance.
2. Click the **Edit Content** link.  
The system displays a screen that summarizes the elements on the page.
3. Locate the element you want to modify and click the corresponding pencil icon.  
The system displays the **Edit Element** screen.
4. Change any of the fields as appropriate.
5. Click **Save**.

## Delete an element

1. Navigate to the appropriate Free-Form Content feature instance.
2. Click the **Edit Content** link.  
The system displays a screen that summarizes the elements on the page.
3. Locate the element you want to delete and click the corresponding trash barrel icon.  
The system generates a dialog asking whether you are sure you want to delete the element.
4. Click **OK**.

## Working with remote content

This section describes how to add elements to a Free-Form Content feature, how to modify them, and so forth.

The Free-Form Content feature should allow you to enter any URL, but some Internet sites may cause problems for users. In some cases, a URL may try to break out of the frame that the system puts it in. In these cases, when a user displays the page hosting the Free-Form Content feature, the system will present the user with a dialog box asking if they want to navigate away from the site. In general, these types of URLs should not be used with the Free-Form Content feature.

## Add remote content

1. Navigate to the appropriate Free-Form Content feature instance.
2. Click the link labeled **Show external remote content**.  
The system displays a screen that includes a field labeled **URL**.
3. In the **URL** field, enter an address. For example, you can reference an HTML file stored on your school's web server or an Internet site. The system will automatically add an `http://` prefix if you do not type one in.

4. Click **Save**.

## Modify or delete remote content

1. Navigate to the Free-Form Content feature instance that is hosting remote content.
2. Click the link labeled **Edit Content**.  
The system displays a form where you can edit the URL you chose.
3. Do one of the following:
  - If you want to change the link, edit the text in the **URL** field.
  - If you want to remove remote content from this feature instance, delete everything in the **URL** field.
4. Click **Save**.

## Working with content from the web server

If desired, you can use the Free-Form Content feature to host a file stored on your web server, such as an HTML file or a text file.

### Upload content

To upload content from the web server, first you place the file in the ClientConfig/ CustomContent directory, then you enter the name of the file in the feature instance.

1. Log in to the web server and verify that the file you want to upload is in the CustomContent folder.  
By default, this folder is at the following location:  
Drive:\Program Files\Jenzabar\ICS.NET\Portal\ClientConfig\CustomContent
2. Open a browser. Log in to JICS and navigate to the appropriate Free-Form Content feature instance.
3. Click the link labeled **Load From File Server**.  
The system displays a form.
4. In the **Content Name** field, enter a name that describes the file. This name is used internally and is not displayed for end users.
5. In the **Enter file name** field, enter the name of the file. Do not enter the path—the system assumes that the file is in the CustomContent directory.
6. Click **Save**.  
The system again displays the feature instance, this time with your file referenced. The example below shows a text file that contains an embedded a link to .jpg file that is also stored on the web server.

### Remove uploaded content

Use this procedure to replace or delete content that you uploaded from the web server.

1. Navigate to the appropriate Free-Form Content feature instance.
2. Click the link labeled **Edit Content**.  
The system displays a form.
3. Do one of the following, as appropriate:
  - To remove the content, click the **Delete** button.
  - To replace the content, edit the **Enter file name** field. Replace the text with the name of whatever file you want to reference, then click **Save**.

# Managing permissions

You grant a role the instance-level **Can Edit Custom Content** permission if you want the role to have the ability to add and modify content in the feature instance. Doing this automatically gives the role permission to work with elements (as described in [“Working with elements” on page 490 \(page 372\)](#)). If you also want the role to be able to work with remote content or with files uploaded from the web server, the role must have the **Can Add Remote Content** or **Can Upload From Server File** global feature operations. Check with an administrator if you need assistance with this.

To let a role manage elements in a Free-Form Content feature instance:

1. Navigate to the appropriate Free-Form Content feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Free-Form Content feature, click the toggle button next to the **Can Edit Custom Content** permission to change the setting to **Yes**.  
When members of this role navigate to an empty instance of the Free-Form Content feature, they will now see the **Create Content** link, which allows them to create elements.  
Users who also have one or more global feature operations will also see the appropriate links. For example, the illustration below is what users would see if they also have the **Can Add Remote Content** global feature operation.

# Forums

This chapter explains how to set up an instance of the Forums feature.

## Key concepts

The Forums feature lets students and other users engage in conversation. This feature is ideal for classroom discussions and other types of collaboration.

This section offers a short overview of the Forums feature. It may be useful to review this section before setting up the feature.

## Categories and topics

Within a feature instance, all conversation is organized into **categories** and sub-categories, which are called **topics**. So, for example, a category might be “Hemingway,” and topics in that category might be “The Sun Also Rises,” “The Nick Adams Stories” and “A Call to Arms.” Individual posts and replies are published within topics.

An instance of the Forums feature must contain at least one category and one topic before users can begin publishing posts. (By default, when you add the Forums feature to a page, it already has one category, called “General,” and one topic, called “Open Discussion.”)





## Default view versus maximized view

The default view of the Forums feature shows a list of recent posts, with links to a few other areas of the feature..

When a user maximizes the feature, the system displays a larger view, which is the **Forum Home**. In addition to showing recent posts, this view shows a summary of each category, with a list of each category’s topics.

## Icons used in the Forums feature





The Forums feature uses the following color scheme to classify posts and replies:

Icon	Description
	Yellow indicates that the currently logged-in user has already read the item.
	Green with an asterisk indicates that the currently logged-in user has not yet read the item.
	Grey with an eye indicates that the item is read-only.
	Colorless with a dashed border indicates that the item is hidden to all non-administrative users.

(For details of how an item behaves when it is read-only or hidden, see [About visible, read-only and hidden items \(page 379\)](#).)

The same color scheme applies to topic icons, though these icons are shaped like folders.

 <a href="#">role of women in the church</a> by George Jackson on Wed 8/4/2010 at 12:43 PM	2	0	3	2
 <a href="#">Some thoughts on Father Divine</a> by Laura Martin on Wed 8/4/2010 at 12:38 PM	2	0	0	10
 <a href="#">Describe the role of Peoples Temple in municipal affairs.</a> by Lisa Sato on Wed 8/4/2010 at 12:30 PM	3	0	0	20

Weeks 10-14: Aftermath			
<i>This category is for discussing all aspects of the impact of Jones...</i>			
Topic	Users	Appr	
 <a href="#">Survivors</a> Use this topic to discuss the lives of survivors and their experience integ... Moderators: Isabelle Thomas	4		
 <a href="#">Immediate aftermath</a> Use this topic to discuss the immediate aftermath of the murder-suicides, i...	0		
 <a href="#">Jonestown in modern American culture</a> Use this topic to discuss what Jonestown represents in modern American cult...	0		
 <a href="#">The effect of Jonestown on churches</a>	0		
Totals:	4		

At the topic level, the classifications work with the following caveats:

- If the currently logged-in user has read *all* of the items in the category, the folder icon is yellow.
- If the topic contains *any* posts or replies that have not been read, the folder icon is green.
- If the topic is inactive and in a read-only state, the eye icon is used. If the topic is active but simply includes one or more posts that are read-only, the eye icon is *not* used—either the green or yellow icon is displayed.
- If the topic is inactive and in a hidden state, the invisible icon is used. If the topic is active but simply includes one or more posts that are hidden, the invisible icon is *not* used—either the green or yellow icon is displayed.

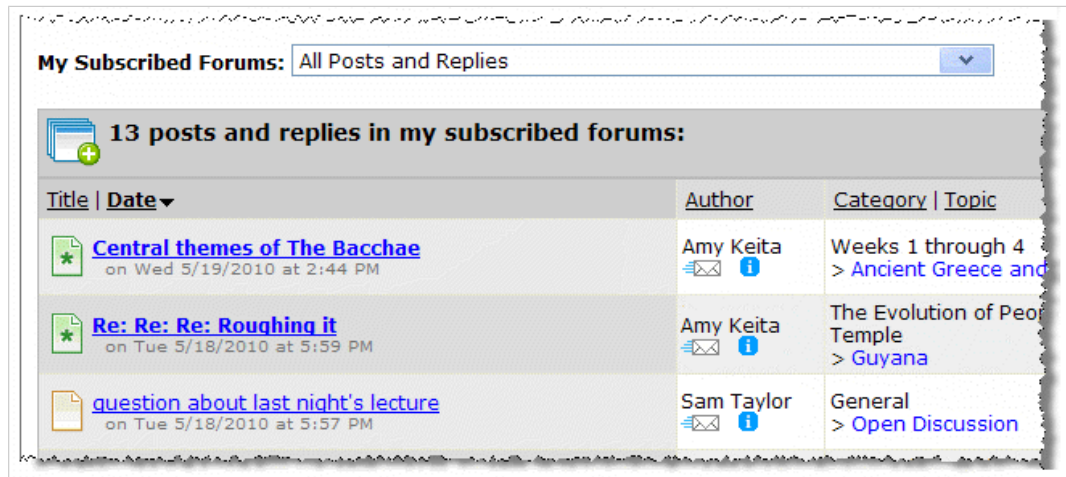
## Subscription options

Users who want to subscribe to some posts or parts of a Forum have the following options:

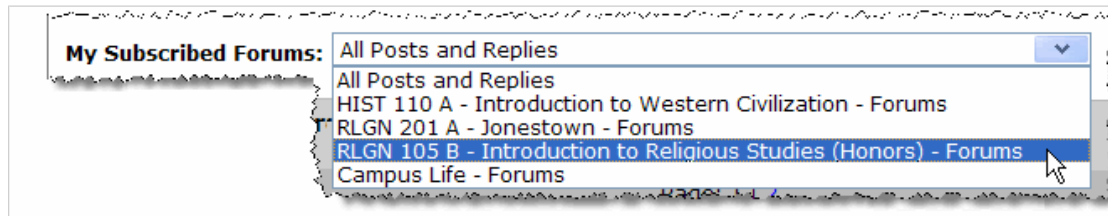
- Content options – Users can subscribe to all activity in an instance of the Forums feature, or to a specific category, topic or post.
- Delivery options – Users can have posts delivered via email or via the “My Subscribed Forums” view.

When users subscribe with the latter option, the system adds a **View My Subscribed Forums** link within the **Forum Home**. Users who click this link can see a list of all activity in areas to which they are subscribed

—regardless of what feature instance the activity is from. This view includes links to the relevant topic and feature instance.



This view includes a drop-down list that lets the user filter to display activity from one feature instance only.



## Permissions overview

Most permissions in the Forums feature are specific to a single instance of the feature. For example, a user could have broad permissions in one feature instance, but in another instance the user might have permission to read posts and nothing more.

Permissions are managed through at a variety of levels and are discussed throughout this chapter. The following list offers an overview.

## Viewing the feature

As with all other features, a role's ability to display an instance of the Forums feature is determined by whether the role is allowed to display the page. (For details on managing page permissions, see [Let a role view pages and context links \(page 532\)](#).) Put another way, as long as the user can display the page, he or she can display the feature instance—though the user may or may not have permission to display any categories, topics or posts.

Users with permission to display the feature instance also can subscribe to it (though the subscription will show only those posts and replies that the user is allowed to see, as determined by category and topic permissions, as well as other settings).

## Viewing a category

Permission to display a category's heading and its description is determined at the category level, by the category's **Access** setting. You set this when you create or edit the category. (For details on this setting, see [Access setting for categories \(page 381\)](#).)

This same setting allows a role to display the topics contained within the category, though the topic's own settings could be more restrictive than the category setting and hide it from a user's view. Users with

permission to display the category also can subscribe to it (though the subscription will show only those posts that the user is allowed to see, as determined by topic permissions, as well as other settings).

## Viewing a topic and its posts

Permission to see a topic's heading, its description and its posts is determined at the topic level, by the topic's **Access** setting. You set this when you create or edit the topic. However, note that if the category's **Access** setting is more restrictive than the topic's, the topic will not be displayed. Note also that some posts could be hidden from general view, and some replies could be hidden from people who have not yet submitted their own replies (for details, see [Edit a user's post or reply \(page 388\)](#)). For details on a topic's **Access** setting, see [Access setting for topics \(page 386\)](#).

## Submitting posts and responses, and modifying them

You give a user permission to submit and edit posts and replies through the access settings for the feature. These include the following:

- Can Add Posts
- Can Edit and Delete Own Posts
- Can Reply to Posts

When you give a role any of these permissions, the role has the corresponding privileges only in those topics that they have permission to display (as determined by the **Access** settings for the topic and category.)

Note that these three permissions are handled discretely, so a role could have permission to do one thing but not the other. (For details, see [Working with the permissions tab \(page 398\)](#).)

## Acting as a moderator

The ability to act as a moderator—which may include the ability to approve posts prior to their being published and the ability to edit and delete posts within a specific topic—is handled on a topic-by-topic basis. For details, see [Moderation \(page 387\)](#).

## Administering the feature instance

You can give a role permission to help manage the feature instance by granting **Can Administer Portlet** permission. When you give a role this permission, the role has access to the **Edit Forum** menu, which gives the role most of permissions listed above, as well as others. For details, see [Working with the permissions tab \(page 398\)](#). Within a course context, the Faculty role automatically has this permission.

Though this permission is called **Can Administer Portlet**, it does *not* give users the ability to administer permissions, layout and other advanced settings. This can only be done by giving the role the **Can Admin** privilege for the context, which is a much bigger privilege overall (as described in [Let a role administer a context \(page 535\)](#)).

## About visible, read-only and hidden items

There are several procedures in this guide that give you the ability to make a topic or post visible, read-only or hidden. If the state of a topic and a post conflict, the more restrictive label applies. Note that whatever setting applies to a post also applies to that post's replies.

These states are defined as follows:

- Visible – The topic or post can be displayed by anyone who is not specifically restricted in some other way. People can take whatever actions they are have permission to take on these posts, including responding, editing and so forth.



- Read-only – The topic or post can be displayed, but posts cannot be responded to. Further, read-only posts cannot be edited or deleted except by moderators for the topic, or by people with the **Can Administer Portlet** operation. People with the **Can Administer Portlet** operation can also move the post while it is in this state.
- Hidden – The topic or post can be displayed and managed only by people with the **Can Administer Portlet** permission. Note that moderators cannot display or work with these items.

## Working with categories

All instances of the Forums feature must have at least one category defined (as well as one topic) before discussion can commence.

By default, the Forums feature instance in your course context contains a category called “General.” You can delete or rename this category as appropriate, as well as create new categories.

After you add an instance of the Forums feature to a page, by default it contains a category called “General.” You can delete or rename this category as appropriate, as well as create new categories.

Note that if the intended purpose of your forum is just to cover a few topics that do not have many hierarchal layers, you might want to stick with one category and within it just create a few topics.

To complete the steps described in this section, the user should have the **Can Administer Portlet** permission.


## Attributes of a category

When you create a category, you can make choices about any of the following:

- Category name
- Category description
- Topic ordering method
- Pruning
- Access

### Category name

The name of the category is essentially its label in the feature instance, so you should pick a name that is meaningful. For example, if the feature instance is part of a course, the name might reference a unit of coursework.

<b>Weeks 1 - 4: The evolution of Peoples Temple</b> We'll use this category to delve into the growth of the church in three distinct stages.					
Topic	Users	Approval	Unread	Posts (My)	Replies
 <a href="#">Indiana</a> Use this topic to discuss the church's formation and initial stages of grow...	0	-	0	0(0)	0(0)
<b>Totals:</b>	0	0	0	0(0)	0(0)





## Category description

The category description is an optional field. If you enter a description, it will be displayed under the category name in the Forum Home. If the description is more than a sentence or so, each user will be able to expand or minimize it by clicking links labeled **MORE** and **LESS**.

Weeks 1 - 4: The evolution of Peoples Temple [Subscribe](#)

We'll use this category to delve into the growth of the church in three main phases: its founding and early years in Indiana, its growth in California and its final year in Guyana. (We'll measure the Guyana period as beginning when Jim Jones moved there permanently.)

[LESS](#)

Topic	Users	Approval	Unread	Posts (My)	Replies (My)	Latest post or reply	Access
 <a href="#">Indiana</a> Use this topic to discuss the	0	-	0	0(0)	0(0)	No posts	

## Topic ordering method

Within each category, you can select a method for ordering topics. You have the following options:

- Alphabetically
- Manually (this is the default choice)
- Newest to Oldest
- Oldest to Newest

With the manual choice, the feature instance lets you drag and drop topics into different arrangements, as described in [Manually arrange topics \(page 383\)](#).

## Pruning

Within each category, you can set a preference for how long posts (and their replies) are displayed before being automatically removed. You make this choice once for the category, and this setting applies to all topics in the category. The choices are to remove posts after any of the following time periods:

- 1 week
- 30 days
- 60 days
- 90 days
- **DO NOT REMOVE** (This is the default choice)

With **DO NOT REMOVE**, posts are never automatically removed, though they can be manually deleted or hidden by an administrator.

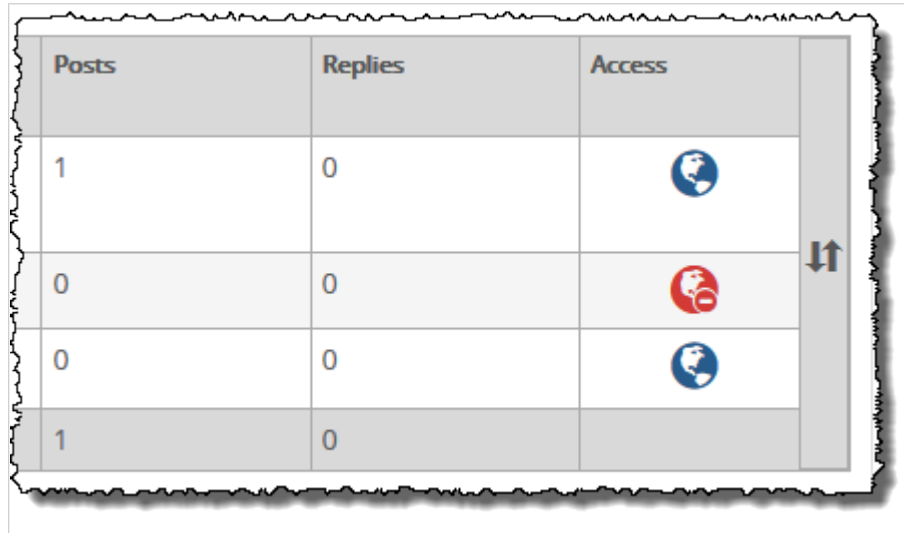
## Access setting for categories




The **Access** setting for a category determines whether or not users can display the topics within a category, and the posts within those topics. However, even if this setting allows access, each topic has its own **Access** setting, which may be more restrictive than whatever you choose at the category level.

The default setting is that access is open to all users and all guests (but note that the user first must permission to display your Collaboration page). To restrict access, you click the **Restricted access** radio button, then specify who should be allowed access (if anyone).

The administrative view of the feature includes icons that indicate what type of access the category has. That is, if all users and guests have access to the category, and if that access is not superseded by

restrictions at the topic level, in the administrative view all topics in the category are marked with a globe icon. Topics that are available to all users and guests are indicated by a blue globe, while a red globe appears for topics that are restricted to a subset of users.



Posts	Replies	Access
1	0	
0	0	
0	0	
1	0	

Note that when you allow a role to Access a category, they do not necessarily have permission to submit posts. Permission to submit posts is managed separately on the **Access** screen.

Further, note that regardless of how access is restricted, the category and its contents are always viewable by any role that has permission to administer the feature instance. (For details on selecting who can administer the feature, see [Working with the permissions tab \(page 398\)](#).)

## Create a category

Use this procedure to create a category. If you need help with any particular setting, see [Attributes of a category \(page 380\)](#).

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click **Edit forum**.
3. Click **Add category**.  
The system displays the **Adding a category** screen.
4. In the **Category name** field, enter a name for the category.
5. If appropriate, enter a description in the **Category description** field.
6. As appropriate, adjust the settings for any of the following:
  - Topic ordering method
  - Pruning
  - Access
7. Click **Save Category**.

## Modify a category

Use this procedure to change any of the following:

- Category name
- Category description
- Topic ordering method

- Pruning
- Access

To modify a category:

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click **Edit forum**.
3. Locate the category you want to modify and click the corresponding **Edit category** button. The system displays the **Edit category** screen.
4. Adjust any of the fields as appropriate. If you need help understanding any of these fields, see [Attributes of a category \(page 380\)](#).
5. Click **Save category**.

## Manually arrange categories

Within any instance of the Forums feature, you can manually arrange categories.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click **Edit forum**.
3. Locate the category you want to move. Note that, on its right border, the category has an icon made up of an upward and a downward arrow.
4. Click this icon. Drag the category to the desired location and release the mouse. The system automatically saves your change.

## Manually arrange topics

If the category has been set up so that you arrange topics manually (this is described in [Topic ordering method \(page 381\)](#)), then you can manually drag and arrange topics within categories.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click **Edit forum**.
3. Locate the category whose topics you want to rearrange. Note that each topic, on its left-hand borders, has an icon made up of an upward and a downward arrow.
4. Locate the topic you want to move and click this corresponding icon. Drag the topic to the desired location and release the mouse. The system automatically saves the change.



If you try to move a topic, but the topic won't stay in its desired location—it just snaps back to its original location—this is probably because the category is not set up for manual ordering. Double-check that the category is configured for manual ordering and try again.

## Delete a category

Note that when you delete a category, you also delete all of its topics, posts and replies.

If you want to take a less drastic action, you simply restrict access to the category (as described in [Modify a category \(page 382\)](#)). You can also choose to delete a single topic or post, or to hide a post.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.

2. Maximize the feature and click **Edit forum**.
3. Locate the category that you want to delete and click the corresponding **Delete category** button.  
The system displays a dialog asking if you're sure you want to delete the category.
4. Click **OK**.

## Working with topics

At least one topic must be defined before discussion can commence.

By default, the Forums feature instance in your course context contains a topic called "Open Discussion" (within the "General" category). You can delete or rename this topic as appropriate, as well as create new topics.

After you add an instance of the Forums feature to a page, by default it contains a topic called "Open Discussion" (within the "General" category). You can delete or rename this topic as appropriate, as well as create new topics.

To complete the steps described in this section, the user should have the **Can Administer Portlet** permission.

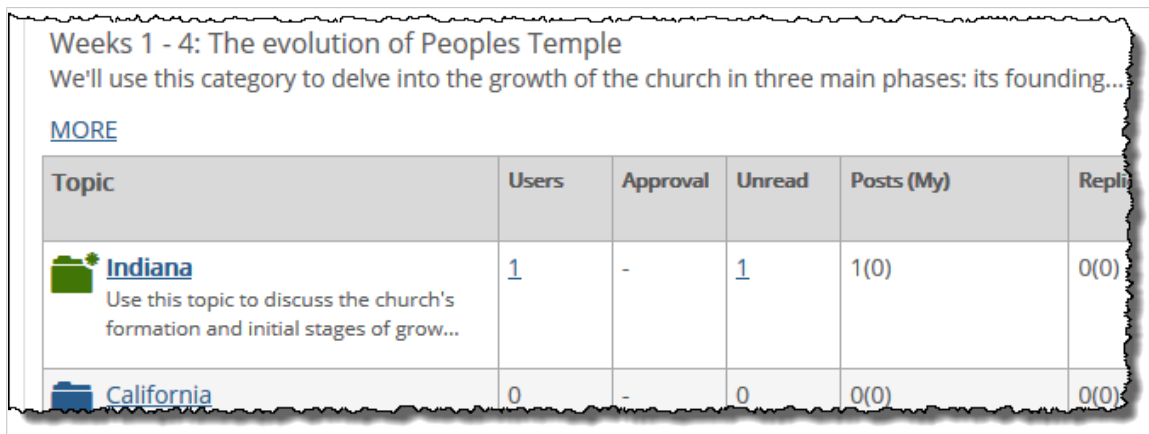
## Attributes of a topic

When you create or modify a topic, you can make any of the following choices.

### Topic Name



The name of the topic is essentially its label in the feature instance, so you should pick a name that is meaningful.

The name shows up in the Forum Home.



Weeks 1 - 4: The evolution of Peoples Temple  
We'll use this category to delve into the growth of the church in three main phases: its founding...

[MORE](#)

Topic	Users	Approval	Unread	Posts (My)	Replies
 <b>Indiana</b> Use this topic to discuss the church's formation and initial stages of grow...	<a href="#">1</a>	-	<a href="#">1</a>	1(0)	0(0)
 <b>California</b>	0	-	0	0(0)	0(0)

The name also shows up when the user clicks through to maximize the topic.

### Topic Description

The topic description is an optional field. If you enter a topic description, it will be displayed under the topic name in the Forum Home. If the description is more than a sentence or so, the description is truncated.

When the topic is maximized, the full description shows up if your site uses JICS 7.5.3 or later. Otherwise, a long description might be truncated (with a link that lets the user expand it).

## Activation

When a topic is **active**, users can read it and add posts to it. By default, topics are active immediately and indefinitely. However, you can use the activation field to make the topic active for a specific time period only. For example, you can choose to have the topic launch at a specific time in the future. You can also choose for the topic to become inactive after a certain date.

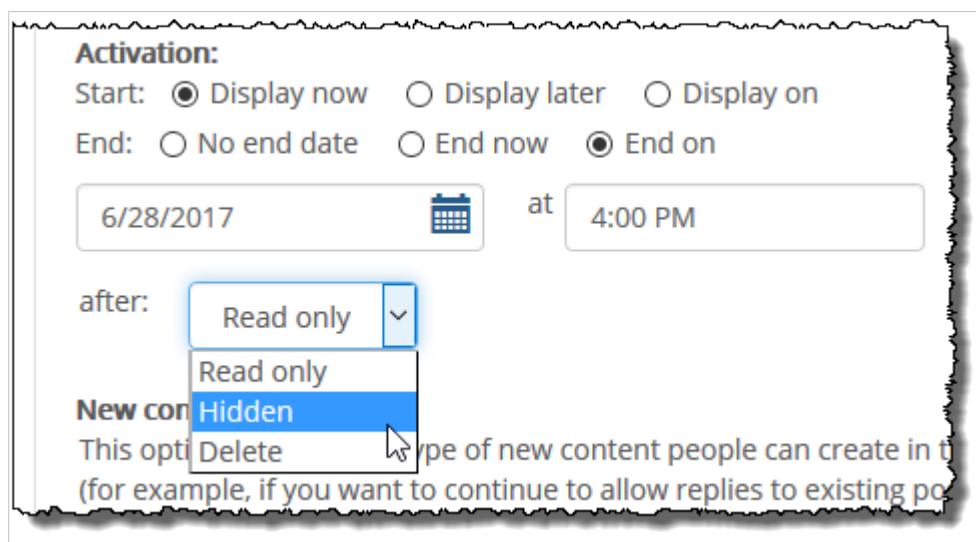
When the “activation” period ends, or before it begins, you can configure the system to take either of the following actions:

- Hide the topic and its posts (and replies).
- Make the topic and its posts (and replies) read-only.

When the activation period ends, you have the additional option of deleting the topic and all its content.

For details on how a post behaves when it has been marked read-only or hidden, see [About visible, read-only and hidden items \(page 379\)](#).

When you change the activation, first you set the dates for when the topic to be active. When you set a specific start time or end time, the system updates the screen to include a drop-down list that lets you specify what happens to the topic when it becomes inactive.



If you choose **Display later**, the system adds a drop-down lists that lets you choose whether the item will be read-only or hidden until you manually activate it.

Similarly, if you choose **End now**, the system adds a drop-down list that let you choose whether the item will be read-only or hidden.

Note that as an alternative, you can have the system automatically remove the topic's older posts. To do this, you adjust the pruning setting for the category, as described in [Pruning \(page 381\)](#).

## New Content

This choice lets you restrict the type of activity that can happen in this topic. Your choices are as follows:

- Posts only
- Posts and replies
- Replies only

At the time of this writing, the feature doesn't include messaging explaining which configuration it uses—so if you think users might be confused about why they cannot post or reply, you might want to communicate that to them in the topic description or by some other means.

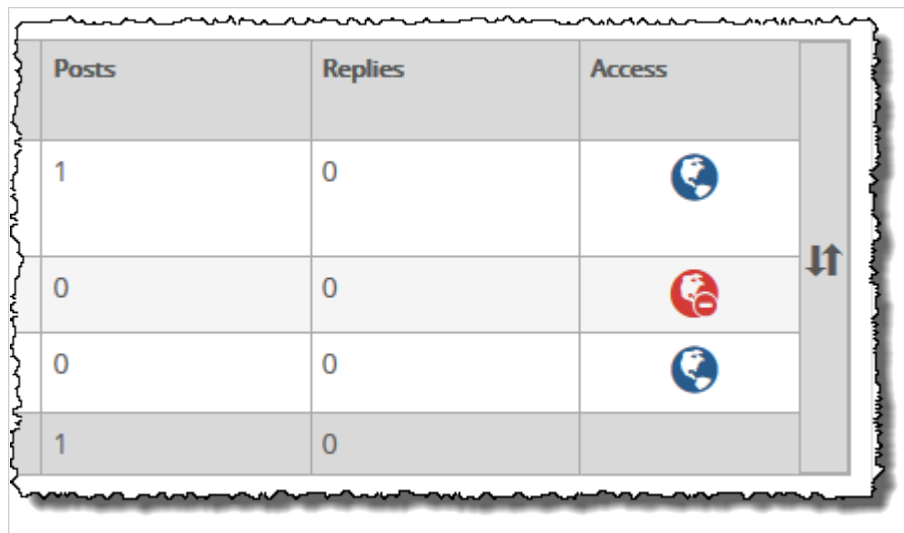
Note that users who have the **Can Administer Portlet** permission are exempted from these restrictions.




## Access setting for topics

The **Access** setting for a topic determines whether or not users can display the topic and its posts. By default, topics are accessible to all users and guests. To restrict access, click the **Restricted access** radio button, then specify who should be allowed access.

Note that the category access might be more restrictive than the topic access. If so, it won't matter how you configure the topic access—the category settings will apply. (For details see [Access setting for categories \(page 381\)](#).)

In the administrative view, all unrestricted topics in the category are marked with a blue globe icon. If access to the category is restricted, a red globe appears.



Posts	Replies	Access
1	0	
0	0	
0	0	
1	0	

Note that the **Access** setting does not have any effect on whether or not users can submit posts. The ability to submit posts is managed separately by clicking the **Access** link in the admin bar and assigning the **Can Add Posts** permission.

Further, note that regardless of how access is restricted, the category and its contents are always viewable by any role that has permission to administer the feature instance. (For details on selecting who can administer the feature, see [Working with the permissions tab \(page 398\)](#).)

## Restrictions

The **Restrictions** area lets you control what individual users can see when they view the topic. You must choose one of the following three choices:

- **No restrictions** – All users can see all topic content
- **Post-first** – Each user can view the topic's content only after submitting a post and having it published (note that this might require moderator approval).
- **Private** – Each user can see only his or her own posts, as well as any responses submitted by feature administrators. With this setup, the topic functions like an email system between an individual user and the administrators of the feature instance. Note that if you select this check box, the screen updates to hide the moderation options, since moderation is not relevant to private topics.

Regardless of which of option you select, you also have an option labeled **Don't allow changes**. If you select this option, users will not be allowed to edit or delete their own posts within this topic, even if they have the **Can Edit and Delete Own Posts** permission.

Note that moderator users who have the **Can Administer Portlet** permission are exempted from these restrictions.

## Moderation

If appropriate, you can appoint moderators and enable one of the following types of moderation:

- You can give the moderator (or group of moderators) permission to edit and delete users' posts.
- You can require that all posts be approved by a moderator before they are displayed. With this level, the moderator can still edit or delete users' posts.

If you choose to require that all posts be approved before being displayed, note the following:

- If a post is approved and the author later edits the post, the post is removed from the feature until it is approved once again.
- Members of the Administrators role and people with the **Can Administer Portlet** permission are allowed to approve posts even if not specifically named as moderators.
- For those people who can approve posts, their own posts automatically display as soon as they click **Submit** (that is, no approval is required).

By default, topics do not use moderation.

If you select one of the two levels of moderation, the system expands the screen to include a form that lets you choose moderators. If you are setting up a Forums feature instance within your course context, note that you are automatically considered a moderator.

## Create a topic

Use this procedure to create a topic. If you need help with any particular setting, see [Attributes of a topic \(page 384\)](#).

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click **Edit forum**.
3. Locate the category to which you want to add a topic, and click the corresponding **Add topic** button. The system displays the **Adding a Topic** screen.
4. Complete the fields as you see fit.
5. Click **Save topic**.

## Modify a topic

Use this procedure to change any of the following:

- Topic Name
- Topic Description
- Activation
- Access
- Private Topic
- Moderation

To modify a topic:

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click **Edit forum**.
3. Locate the topic you want to modify, and click the corresponding **Edit** link.  
The system displays the **Edit topic** screen.
4. Adjust any of the fields as appropriate. If you need help understanding any of the fields, see [Attributes of a category \(page 380\)](#).
5. Click **Save topic**.

## Delete a topic

Note that when you delete a topic, you also delete all of its posts and replies.

If you want to take a less drastic action, you can simply restrict access to the topic (as described in [Access setting for topics \(page 386\)](#)). You can also choose to delete a single post, or to hide a post.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click the **Edit Forum** button.
3. Locate the topic that you want to delete, and click the corresponding **Delete** link.  
The system displays a dialog asking if you're sure you want to delete the topic.
4. Click **OK**.

## Working with posts

A member of the Administrators role, or anyone with the **Can Administer Portlet** permission, can take any of the following actions with posts:

- Edit any post or reply.
- Delete any post or reply.
- Move a post and all of its replies to another topic within the feature instance.
- Make a post and all of its replies read-only or hidden.

Note that a moderator can also edit and delete posts and replies, but cannot take the other actions mentioned.

Note that users with the **Can Administer Portlet** permission can do any of the above as well. A moderator also has the ability to edit and delete posts and replies.

If you are looking for details on adding a private comment to a post or a reply, see [Working with private comments \(page 395\)](#).

For details on approving a post, see [Working with an approval queue \(page 392\)](#).

## Edit a user's post or reply

If a forum participant has submitted a post that you need to modify for any reason, use the steps below. For any post or reply, you can modify the items listed in [Content \(page 389\)](#). If you are working with an original post (not a reply) and you have the **Can Administer Portlet** permission, you can also edit the items listed in [Options \(page 389\)](#).



## Content

Most changes are considered “content” changes. Anyone with permission to edit the post or reply can work with content, which means doing any of the following:

- Changing the item’s subject line.
- Changing the text of the post or reply.
- Working with images that have been uploaded and uploading additional images.
- Working with files that have been attached and uploading additional files.
- Making the post anonymous (if anonymous posting is enabled, and if the post is not already anonymous). Once a post is made anonymous, that change cannot be reversed except by the author.
- Changing whether or not the user’s photo is displayed. This change is possible only if the post is not anonymous.

## Options

If the person editing the post has administrative privileges (as opposed to just being an author or a moderator), the system displays an **Options** tab, which allows the user to make any of the following changes:

- Set the post to display later, and make it either read-only or hidden until then. The default setting is that posts are displayed immediately.
- Set an end date for the post. After the post’s end date, you can make it read-only or hidden, or you can have the system delete it. The default setting is that posts are displayed indefinitely.
- Specify that an individual who wants to reply to the post can do either of the following:
  - Reply as many times as they like.
  - Reply only once. In this case, if the user has replied and then displays the post again, the system hides the **Reply** button, both on the original post and on all the replies, unless the user has the **Can Administer Portlet** permission.  
The default setting is that users can reply as many times as they like.
- Specify that after a user submits a reply, the reply is displayed:
  - Immediately (this is the default).
  - Only after each user has responded.
  - After a specified time.

The **Options** tab also contains a link that lets you edit the topic, which might be necessary if you want to change the moderation settings for the topic.

For details on how a post behaves when it has been marked read-only or hidden, see [About visible, read-only and hidden items \(page 379\)](#).

## Making your edits

Use this procedure to edit a post or reply. For help understanding the available choices, see [Content \(page 389\)](#) and [Options \(page 389\)](#).

To edit a user’s post or reply:

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Open the topic that contains the post or reply you wish to edit by clicking the topic name.
3. Open the post that you wish to edit by clicking its title.
4. Click the **Edit** link.  
The system makes the post modifiable.

If this is an original post, and if you have the **Can Administer Portlet** permission, the system displays two tabs, **Content** and **Options**, at the top of the post, with the **Content** tab displayed by default.

In this case, do one of the following:

- If the change you want to make is on the **Content** tab, go ahead and make your change.
  - Click the **Options** tab to display it. Make any changes that are appropriate.
5. When you have made all of the changes you want to make, click **Preview** to preview the post (if desired).
  6. Click **Submit** to save your changes.  
The system saves your changes and adds a note stating that you edited the item.

## Delete a post or reply

If a user has published a post or reply that you want to delete, use the following procedure. When you delete a post or reply, you delete only that message—any replies to the item you’re deleting will remain intact and viewable in the feature instance.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Open the topic that contains the post or reply you wish to edit by clicking the topic name.
3. Open the appropriate post by clicking its title.
4. Click the **Delete** link for the post or reply.  
The system displays a dialog asking if you are sure you want to delete the post or reply.
5. Click **OK**.  
The system removes the post.



Another way to delete a post and all of its replies is to change the display setting of the original post, as described in [Adjust a post's display setting \(page 391\)](#).

## Move a post and its replies

If appropriate, you can move a post and its replies to a different category or topic within the same feature instance.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.

2. Open the post that you want to move.
3. Click **Move post**. If you don't see a **Move post** link, then you are probably looking at a reply. (You can perform the move action only on an original post. All replies to the post will also be moved.)  
The system displays a dialog box that lets you select a destination. In this list, categories are listed alphabetically. Topics that are read-only or hidden are flagged as such.
4. Make a selection and then click **OK**.  
The system moves the post and its replies.

## Adjust a post's display setting

A post's display status determines whether an item is visible, read-only or hidden. (For details on how a post behaves when has been marked read-only or hidden, see [About visible, read-only and hidden items \(page 379\)](#).)

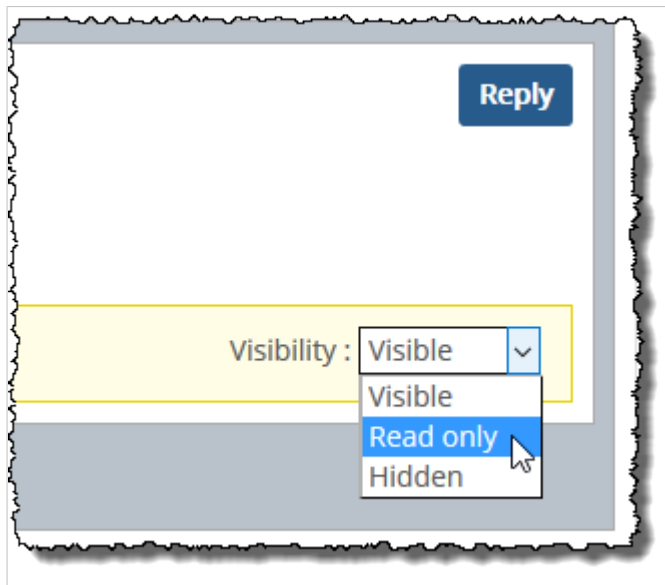
By default, all posts are visible. The post's display setting is displayed at the lower right of the post's text.

Note, however, that even if the status says **Visible**, if the *topic* has been marked as read-only or hidden, then the post's display status is superseded by the more-restrictive topic setting. So if you think that a post is supposed to be visible and users report that they cannot see it, you may want to check the topic settings.



Another way of changing a post's display status is to open the post for editing and use the Options tab. With this method, you can also choose an end date for the post. For details, see [Edit a user's post or reply \(page 388\)](#).

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Open the post that you want to work with.  
Click the **Visibility drop-down list**, which is at the bottom-right of the post. If this list is not displayed, you are probably looking at a reply, not an original post. You can perform this action only on an original post, though the action will also affect all replies to the post.



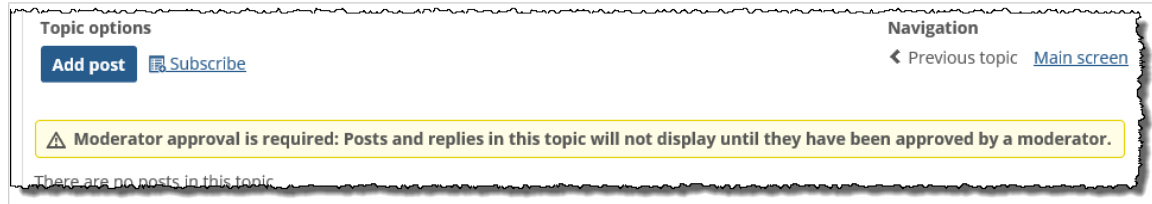
3. Make a selection.  
The system takes the appropriate action.

# Working with an approval queue

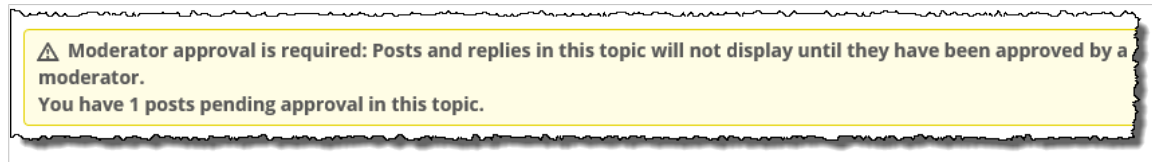
This section explains how to work with posts and replies in a topic where approval is required. If you need help setting up a topic so that approval *is* required, see [Moderation \(page 387\)](#).

## Indicators for end users

When a user displays a topic where approval is required, a dialog stating as much is displayed at the top of the screen.



If the user submits a post or reply, the system updates this dialog to include the number of posts the logged-in user currently has pending approval.

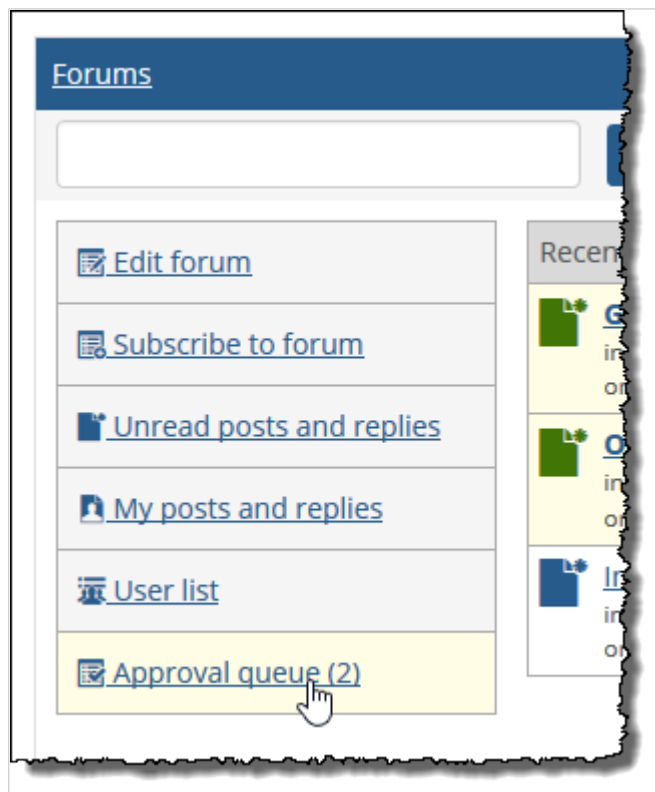


## Indicators for moderators and administrators

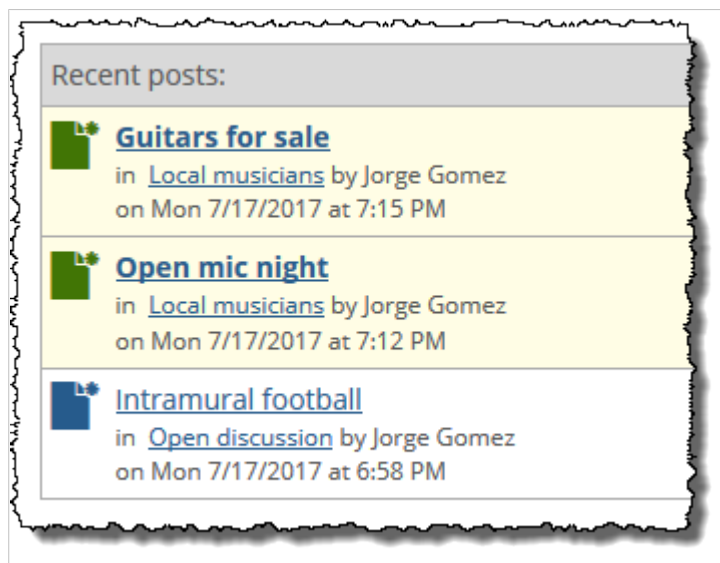
When they open the Forums feature, administrators and moderators will see several indicators if there are posts awaiting approval. These include the following:

- Yellow highlighting on any post that is awaiting approval.
- In the **Approval** column in any category summary, a tally of the items awaiting approval in each topic.
- An **Approval Queue** button. Clicking this button displays a list of all items that are awaiting approval.



The approval queue is listed in the Forum Home, right below the User List. Note that the queue is displayed only if there are posts and replies awaiting approval.



Similarly, if any of the items in need of approval are in the **Recent posts** list, they are highlighted in yellow.



In the Forum Home, if there are items listed in the **Approval** column, these too are highlighted in yellow.


General			
Topic	Users	Approval	Unread
 <a href="#">Open discussion</a>	<a href="#">1</a>	-	0
 <a href="#">Local musicians</a> Moderators: Faculty	<a href="#">1</a>	<a href="#">2</a>	<a href="#">2</a>
Totals:	<a href="#">2</a>	<a href="#">2</a>	<a href="#">2</a>

If you display a list of posts—such as the list of unread posts or the list of all posts in a topic—items that require approval are flagged.


**Forums**



**Search**

[Back to main screen](#)


 **2 unread posts and replies**


Date Desc



 [Guitars for sale](#)  
on Mon 7/17/2017 at 7:15 PM

Jorge Gomez  
 


Gener

 This forum post is pending approval

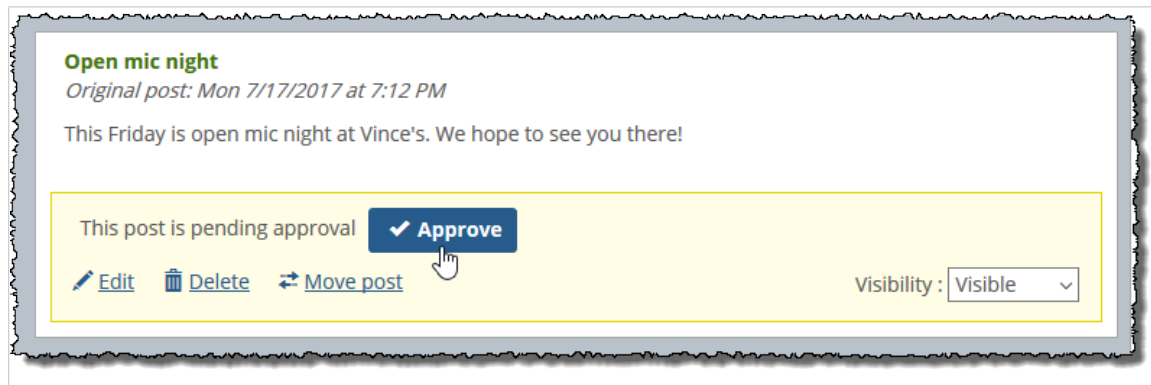
 [Open mic night](#)  
on Mon 7/17/2017 at 7:12 PM

Jorge Gomez  
 

Gener

 This forum post is pending approval

When you display one of these posts, the system displays a button that allows you to approve the item.



## Process a post or reply that requires approval

If a topic's moderation setting requires posts to be approved before they are published, you or a designated moderator must review each post that is submitted. For each post, you do one of the following:

- Approve it.
- Edit it and post it.
- Delete it.

People allowed to take these steps include moderators and people with the **Can Administer Portlet** permission.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Locate the post or reply that requires approval.
3. Review the post and do one of the following:
  - Click **Approve**. Doing this makes the post active in the feature.
  - Click **Edit**, make any necessary modifications, and then click **Submit**. Doing this makes the post active in the feature.
  - Click **Delete**. Doing this discards the post.

## Working with private comments

If appropriate, you can add a private comment to a post or a reply. This message will be viewable only by its author and by other people who have the **Can Administer Portlet** permission.

You can also edit or delete private comments that you or another administrator previously made.

## Add a private comment

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Navigate to the post or reply that you want to comment on.
3. Click the link labeled **Private comment**.  
The system displays a field labeled **Add private comment**.
4. Enter your remarks.
5. Click **Save**.

The system adds the message to the screen, for those people allowed to see it (the author and administrators). The message is displayed immediately below the post, along with your name. Note that if someone else with administrative privileges were to edit your comment, the attribution would change to that person's name.

## Edit a private comment

If you or another administrator has added a private comment, you may edit that comment as appropriate.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Navigate to the appropriate post or reply.
3. In the area over the comment, click the **Edit** link.  
The system displays a field labeled **Editing comment**.
4. Make any changes appropriate and click **Save**.  
The system saves your changes. Note that if you were not the original author of the comment, the attribution changes to reflect your name.

## Delete a private comment

If you or another administrator has added a private comment, you may edit that comment as appropriate

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Navigate to the appropriate post or reply.  
In the area over the comment, click the **Delete** link.
3. The system displays a dialog asking if you are sure you want to delete the comment.
4. Click **OK**.

## Reviewing activity by user

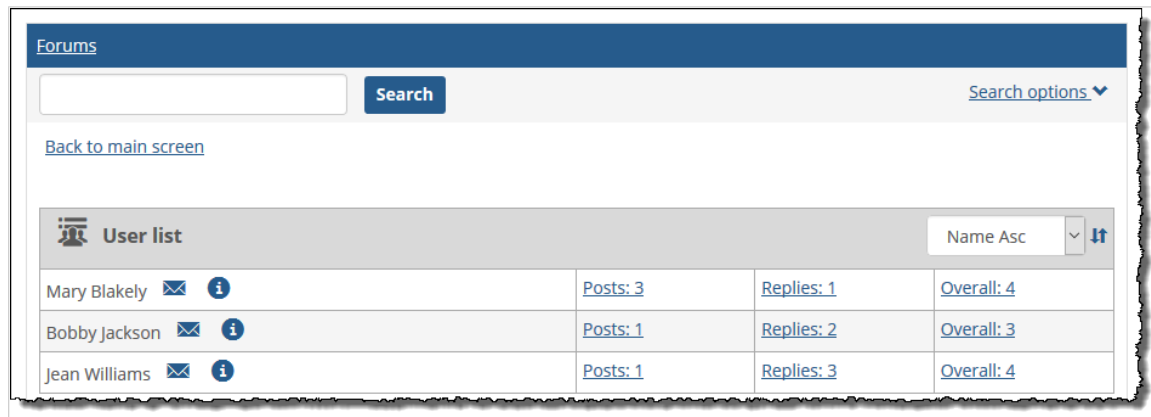
Each instance of the Forums feature lets you display a list of all people who have participated in conversations in that instance, with details about their activity. If the feature instance is part of a course context, the system offers greater detail into this activity.

Any user can display this list, but the list contains more options if the user has the **Can Administer Portlet** permission. These options are described in [Navigating to the user list \(page 397\)](#).



## Navigating to the user list

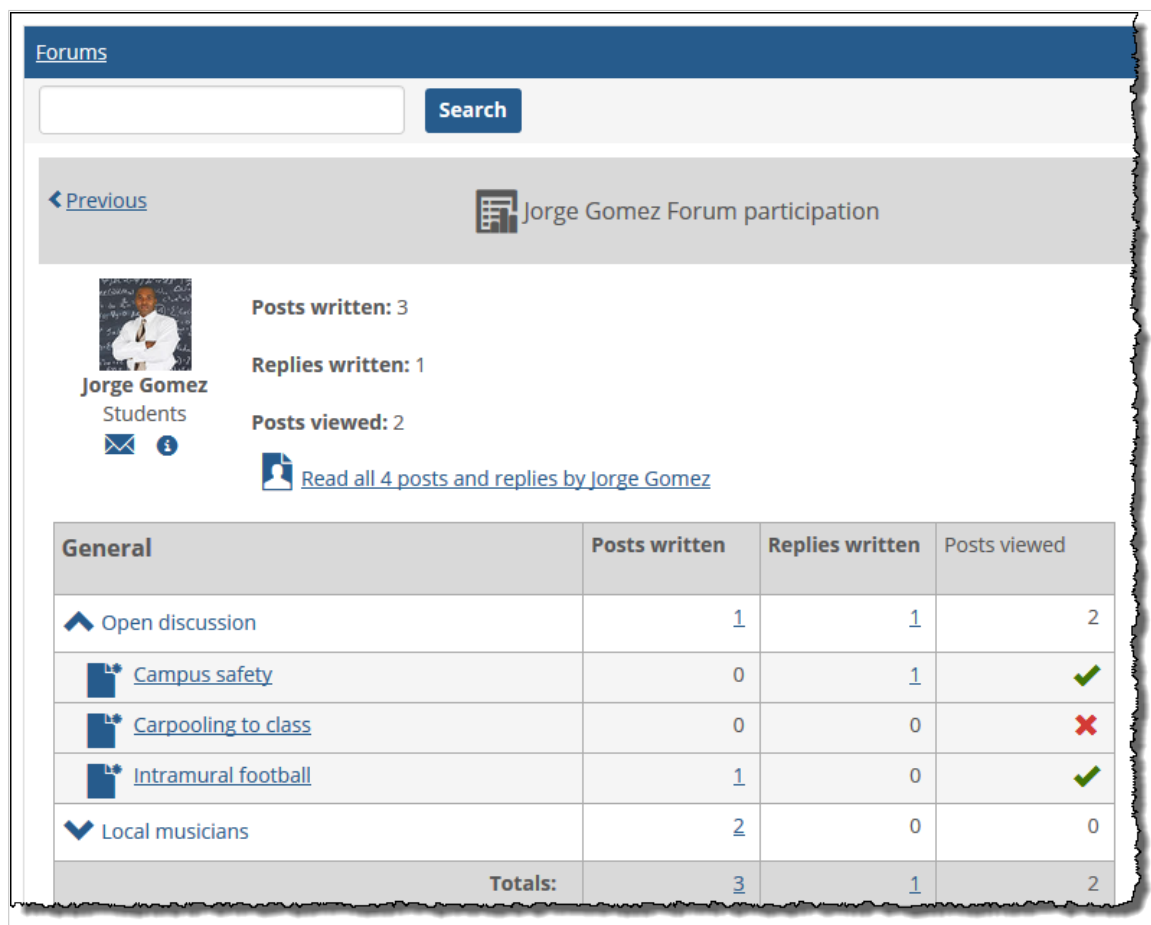
The **User List** names each person who has submitted a post or a reply in the feature instance. This view also shows the total number of posts and replies that each person has submitted.










The screenshot shows the 'User list' section of a forum. At the top, there's a 'Forums' header with a search bar and a 'Search' button. Below the search bar is a link to 'Back to main screen'. The 'User list' section has a title bar with a user icon and a dropdown menu set to 'Name Asc'. The list contains three users: Mary Blakely, Bobby Jackson, and Jean Williams. Each user row has columns for 'Posts', 'Replies', and 'Overall' counts, which are hyperlinked.

User list			
Name Asc			
Mary Blakely	<a href="#">Posts: 3</a>	<a href="#">Replies: 1</a>	<a href="#">Overall: 4</a>
Bobby Jackson	<a href="#">Posts: 1</a>	<a href="#">Replies: 2</a>	<a href="#">Overall: 3</a>
Jean Williams	<a href="#">Posts: 1</a>	<a href="#">Replies: 3</a>	<a href="#">Overall: 4</a>

This list is available to every user, but the hyperlinked numbers are displayed only in the administrative view. Clicking one of these numbers displays the appropriate list of posts for that user. From this more-specific list, you can click through to view any of the posts or any of the parent topics. If this feature instance is located within a course context, you can also click the name of the author to display a user participation screen for that person.



The screenshot shows the 'Jorge Gomez Forum participation' screen. It includes a 'Previous' link, a user profile for Jorge Gomez (Students), and statistics for posts written, replies written, and posts viewed. Below this is a table showing participation in various forum topics, with columns for 'General', 'Posts written', 'Replies written', and 'Posts viewed'. The table lists topics like 'Open discussion', 'Campus safety', 'Carpooling to class', 'Intramural football', and 'Local musicians', along with their respective counts and status indicators (checkmarks or X's).

Jorge Gomez Forum participation			
 <b>Jorge Gomez</b> Students			
<b>Posts written: 3</b>			
<b>Replies written: 1</b>			
<b>Posts viewed: 2</b>			
 <a href="#">Read all 4 posts and replies by Jorge Gomez</a>			
General	Posts written	Replies written	Posts viewed
 <a href="#">Open discussion</a>	<a href="#">1</a>	<a href="#">1</a>	2
 <a href="#">Campus safety</a>	0	<a href="#">1</a>	✓
 <a href="#">Carpooling to class</a>	0	0	✗
 <a href="#">Intramural football</a>	<a href="#">1</a>	0	✓
 <a href="#">Local musicians</a>	<a href="#">2</a>	0	0
<b>Totals:</b>	<a href="#">3</a>	<a href="#">1</a>	2

## Displaying a user participation screen

If an instance of the Forums feature is located within a course context, the administrator/teacher can display a “user participation” screen, which offers more detail than you can get from the User List. Specifically, the user participation screen includes the following:

- A breakdown of how many posts and replies that the user submitted for each category and topic in the feature instance.
- The total number of posts that the user has viewed, both for the entire feature instance and by category and topic. Further, you can expand each topic to show a list of all that topic's posts, with an indicator of exactly which posts the user has viewed. (If the user has viewed the post, the system displays a check mark. If the user has not viewed the post, the system displays an X.)

General	Posts written	Replies written	Posts viewed
Open discussion	1	1	2
Campus safety	0	1	✓
Carpooling to class	0	0	✗
Intramural football	1	0	✓
Local musicians	2	0	0
Seeking a drummer	0	0	✗
Guitars for sale	1	0	✗
Open mic night	1	0	✗
Totals:	3	1	2

## Working with the permissions tab

As described in [Permissions overview \(page 378\)](#), there are several places within the Forums feature where you make choices that affect a role's permissions. This procedure deals with how to make choices on the **Permissions** tab.

### About the permissions

The **Permissions** tab lets you give a role any of the following permissions, in any instance of the Forums feature.

If your site has an additional permission listed—**Can Manage Categories and Topics**—note that we do not recommend using this permission. If you need to give a role permission to manage categories and topics, we recommend giving that person the **Can Administer Portlet** permission.

### Can Add Posts

Lets members of a role submit posts in any topic that they have permission to view.

## Can Administer Portlet

Gives members of a role full administrative rights in the feature instance. That is, this permission automatically gives the role all abilities associated with the other permission levels in this list, as well as the ability to display and modify all categories and topics in the feature instance and to complete any task described in this chapter.

Though this permission is called **Can Administer Portlet**, it does not give users the ability to administer permissions, layout and other advanced settings. This can only be done by giving the role the **Can Admin** privilege for the context, which is a much bigger privilege overall (as described in ).

## Can Edit and Delete Own Messages

Lets members of a role edit and delete their own messages. In order for this permission to be meaningful, you also have to give the role either the **Can Add Posts** permission or the **Can Reply to Posts** permission).

## Can Manage Categories and Topics

Lets members of a role do both of the following:

- Create categories and topics.
- Edit or delete any category or topic that the role has permission to display.

## Can Reply to Posts

Lets members of a role respond to posts in any topic that they have permission to view.

## Grant a role a permission

Use this procedure to give a role any of the permissions listed in [About the permissions \(page 398\)](#).

To give a role an instance-level permission:

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Forums feature, grant the role one or more of the following permissions by clicking the toggle button next to the permission:
  - Can Add Posts

- Can Administer Portlet
- Can Edit and Delete Own Posts
- Can Manage Categories
- Can Reply to Posts

The toggle button changes from **No** to **Yes** to indicate the permission has been granted to the role.

## Other administrative tasks

This section covers other administrative details and tasks that might be of interest.

### Allow or disallow anonymous posts

For each instance of the Forums feature, you must decide whether anonymous posts will be allowed. By default, anonymous postings are not allowed.

1. Log in to the portal as a member of the Administrators role or someone with **Can Administer Portlet** privileges in the appropriate feature instance. Navigate to the appropriate feature instance.
2. Maximize the feature and click the **Edit Forum** button.  
The system displays the **Edit Forum** page. At the top of the screen is a field labeled **Allow Anonymous Posting**, which includes a check box that allows users to post messages anonymously.
3. Select or deselect the check box as appropriate. The system automatically saves your selection as soon as you make it.

### Configure the file upload feature

By default, the system has a 2MB maximum for attachments and images that are attached to each post or reply. However, you can change this if appropriate. This configuration choice affects all instances of the Forums feature.

Note that if you change the maximum to zero, the system removes the file upload and image attachment features from the screen where users create posts and replies.

To configure maximum file uploads:

1. Log in to the portal as a member of the Administrators role or someone with **Can Admin** privileges in the appropriate context. Navigate to the appropriate feature instance.
2. Click the user icon and select **Site Manager** from the drop-down menu.  
The system displays the **Site Manager** screen, with the **Site settings** tab selected by default.
3. Locate the **Forum Portlet, Individual Post/Reply files and images** label. Use the corresponding text box to specify the maximum size, in megabytes, for attachments for each post.
4. Click **Save**.

## Troubleshooting

This section is intended to help you diagnose configuration errors.

### The 'Add a Post' or 'Reply' button does not show up

If users report that the **Add a Post** or **Reply** button does not show up for a post, there may be a few reasons why:

- The user might not have permission to publish posts or replies. To check this, click the **Access** link in the admin bar and verify that the person has the Can Add Posts permission. see the **Add a Post** button, that person's role should have the **Can Add Posts** or **Can Reply to Posts** permission. (For more details, see [Troubleshooting \(page 400\)](#).)
- The post, or the topic that contains the post, might be read-only. To check to see whether the topic is read-only, check the topic's **Activation** setting (for help with this, see [Modify a topic \(page 387\)](#)). To check the setup of the post itself, look at its display setting, which is viewable at the bottom right of the post's text. (For help with this, see [Adjust a post's display setting \(page 391\)](#).)

If the **Reply** button specifically is not showing up, there are a few additional possible reasons:

- The post might be set up so that users can respond only once. If this is the case, once the user has responded, the system will remove the **Reply** button from that user's view. To check this, open the post for editing and display the **Options** tab. This tab contains an area labeled **This post is**, which will reveal whether users are restricted to only one response. (For more details see [Edit a user's post or reply \(page 388\)](#).)
- If the user is a moderator or an administrator, he or she could be looking at a post that still requires approval. (You can tell an item is awaiting approval if it has a yellow background and if an **Approval** link is displayed.) As long as an item is awaiting approval, no one can reply to it. For more details, see [Working with an approval queue \(page 392\)](#).

## Users cannot display a post or reply

If users cannot display a particular post or reply, and if you think they ought to be able to, there may be a few reasons why:

- The item, or the topic that contains the item, might be hidden. To check to see whether the topic is hidden, check the topic's **Activation** setting (for help with this, see [Modify a topic \(page 387\)](#)). To check the post, look at the display setting, which is viewable at the bottom right of the post's text. (For help with this, see [Adjust a post's display setting \(page 391\)](#).)
- The item might be part of a category or a topic that the user is not authorized to display. To check this, check the **Access** settings for the category and topic. (For help with this, see [Working with categories \(page 380\)](#) and [Working with topics \(page 384\)](#).)
- If the item is a reply, the original post might have been set up such that replies are not displayed until after a certain date, or until after the person looking at the post has submitted his or her own reply. To check this, open the post for editing and display the **Options** tab. This tab contains an area labeled **Replies**, which will detail when replies are available. (For more details, see [Edit a user's post or reply \(page 388\)](#).)
- The post might be hidden. To check the post, look at the display setting, which is viewable at the bottom right of the post's text. (For help with this, see [Adjust a post's display setting \(page 391\)](#).)
- The topic that contains the item might be hidden. To check this, look at the topic's **Activation** setting (for help with this, see [Modify a topic \(page 387\)](#)).
- The item could be awaiting approval from a moderator. Check to see whether the topic that contains the item requires approval. (For help with this, see [Working with an approval queue \(page 392\)](#).)

## Users cannot upload files and images

If users cannot upload files and images when creating posts, this might be because the feature has been deactivated for the entire feature. For details, see [Configure the file upload feature \(page 400\)](#). To find out, speak with your feature administrator.

## The Approval Queue is not displayed

If the Approval Queue is not displayed for a particular user, there could be a few reasons why:

- There are no items currently awaiting approval. If no items need to be approved, the Approval Queue is not displayed.
- Moderation is not in effect for any topics in the feature instance. To check this, open each topic for editing and review the Moderation area of the screen. (For help with this, see [Working with topics \(page 384\)](#).)
- The user who cannot display the Approval Queue is not a moderator or an administrator. To check to see whether the person is moderator, open the topic for editing and review the moderation area of the screen.

# Handouts

This chapter describes the Handouts feature, which is the tool you use to post files that you want students to download.

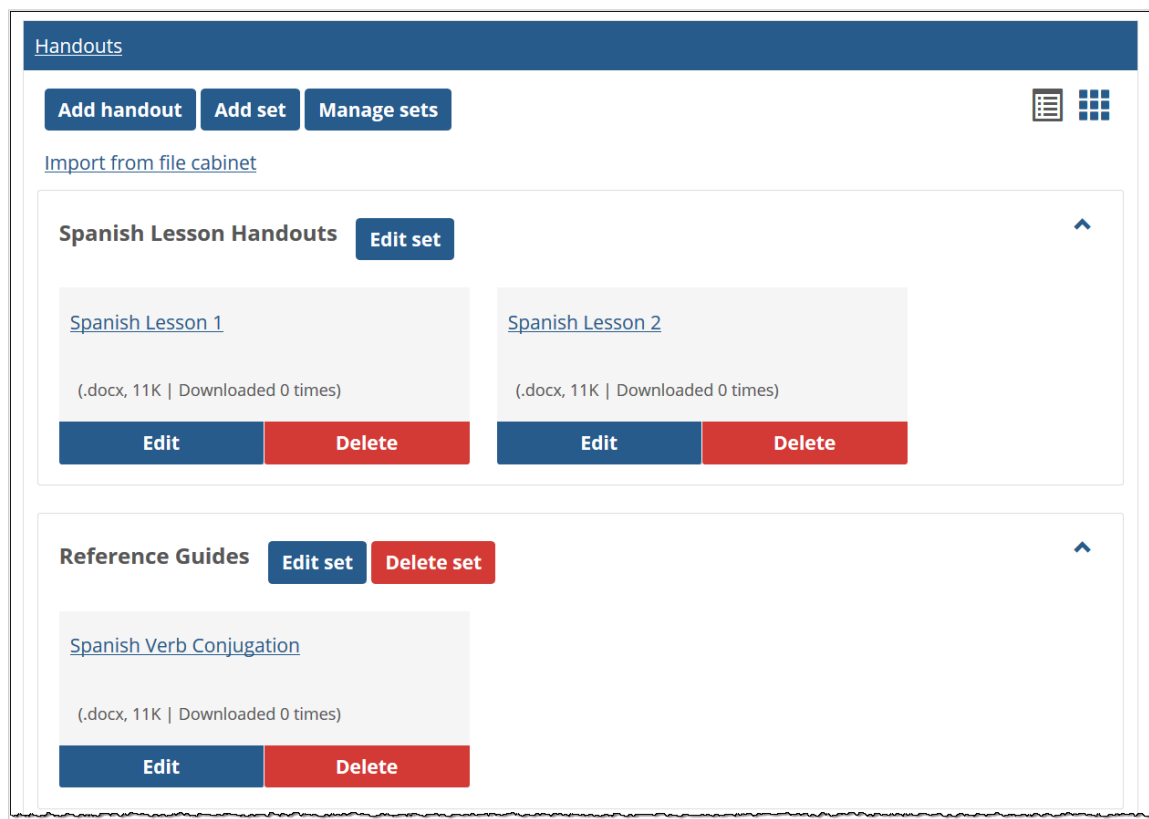
## Key concepts

This section offers an overview of the Handouts feature, which lets authorized users post documents for members of a class, or for the portal community at large.

## Sets and handouts

In each instance of the Handouts feature, you define **sets**, which are like topics. Handouts are posted within sets.

The feature displays the name and description of each set, along with each set's handouts. The listing for each handout includes the file type, file size and the number of times the handout has been downloaded.



## Unit sets

Units that you create in the Coursework feature also show up in the list of sets in the Bookmarks feature and are designated by the text “[unit]” appearing after the set name. These are not actual bookmark sets—they are more like pointers to units—but they behave as such to allow you to organize your bookmarks into units if you desire to do so.

## Default locations

If your school uses the default layout for course contexts, your course context includes two instances of the Handouts feature:

- One called “Handouts,” on the Resources page of the course context.
- One called “Syllabus File(s),” which is on the Syllabus page and intended to host a downloadable version of your syllabus.

Further, if you manage a Campus Group, the context for your group is created with a Handouts feature instance on its default page.

If desired, you may be able to create additional instances. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Feature basics

The section describes a few features of the feature that your students—and you—will use when navigating the feature and downloading handouts.

## Expand or collapse sets

You can expand or collapse the list of handouts associated with each set by clicking the arrow in the upper-right corner of the set.

## Setting preferences

While using the Handouts feature, you can adjust your own personal view of the feature using any of the following procedures:

- Ordering handouts alphabetically
- Ordering sets alphabetically
- Displaying empty sets

Note that students and any other users of the feature can also adjust their view using these procedures. For this reason, bear in mind that whenever you create a specific order for either handouts or sets, students will not necessarily see that sequence.

## Order handouts alphabetically

If appropriate, you can have the system display handouts alphabetically within each set.

When handouts are ordered alphabetically, the system ignores any sequence that may have been specified when you (or another authorized user) configured each set, as described in [Working with sets \(page 405\)](#).

1. Navigate to the page that contains the Handouts feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Handouts feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)
5. Select the check box labeled **Order Handouts Alphabetically**.  
The system now orders all handouts alphabetically within (within your personal view).



## Order sets alphabetically

If appropriate, you can have the system display sets alphabetically within the feature instance.

When sets are ordered alphabetically, the system ignores any sequence that you (or another authorized user) might have previously specified, as described in [Order sets \(page 407\)](#).

1. Navigate to the page that contains the Handouts feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Handouts feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)
5. Select the **Order Sets Alphabetically** check box.  
The system now orders all set alphabetically (within your personal view).

## Display empty sets

By default, the system does not display sets that contain no handouts. However, you can choose to display them in your view of the feature.

1. Navigate to the page that contains the Handouts feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Handouts feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)
5. Select the **Show Empty Sets** check box to display sets for which no handouts are available. If this preference is not selected, the default Ungrouped set does not display.  
The system now orders all sets alphabetically (within your personal view).

## Working with sets

Sets are like categories into which you can group similar handouts. By default, each instance of the Handouts feature has one set called **Ungrouped**. By default, a new handout will be placed into this set, but you can create and populate additional sets. By default, the instance will also contain a separate set corresponding to each unit defined for the course.

Note that by default the system will not display an empty set unless the user chooses to manually display it. So if you add a set and don't see it, you probably have your preferences set to hide empty sets. To display empty sets, follow the steps described in [Display empty sets \(page 405\)](#).



If a unit is hidden from a student, the student will not be able to see any sets or handouts that belong to the hidden unit. For more information see [Hide a unit from students who cannot see its assignments \(page 49\)](#).

## Add a set

You can add as many sets as is appropriate for your course. Note that a set is used only by the instance where you create it. If you have multiple instances of the Handouts feature, you create different sets for each one.

1. Navigate to the appropriate feature instance and maximize it.
2. Click **Add set**.  
The system displays the **Add set** screen.
3. Enter a name and, if appropriate, enter a description for the set. The description can be no more than 2,000 characters. This text will be displayed in the main feature view both when the feature is maximized and when it is not.
4. Do one of the following:
  - To finish, click **Save**.
  - To save and start creating another set, click **Save and add another**.

## Modify a set

At any time after you create a set, you can do any of the following:

- Change its name.
- Change its description.
- Change the position of set relative to other sets. (However, this change will not be seen by students who choose to display sets in alphabetical order, as described in [Order sets alphabetically \(page 405\)](#)).
- Re-order the handouts within the set. (However, this change will not be seen by students who choose to display sets in alphabetical order, as described in [Order sets alphabetically \(page 405\)](#)).
- Delete a handout.
- Move or copy a handout to a different set.

To modify a set:

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the set that you want to modify and click the corresponding **Edit set** button.  
The system displays the **Edit set** screen.
3. Do any of the following, as appropriate:
  - Modify the name or description of the set.
  - Use the list at the bottom of the screen to reorder the handouts in the set. The number in the **Display Order** column indicates the order in which the set will appear. Changing these numbers will change the order for those people who are not displaying the handouts alphabetically.
  - If you want to edit any handout, click the corresponding pencil icon.
  - If you want to delete any handout, click the corresponding delete icon (red circle with a white line through it).
  - If you want to move or copy a handout from this set to another, choose **Move** or **Copy** from the last drop-down list on the screen. Then in the next drop-down list, select the set to which the handout should be copied or moved.
4. Click **Save**.

## Order sets

This option allows you to place sets in a specific order. Note, however, that any sequence you create using this technique will not be seen by students who choose to display sets in alphabetical order, as described in [Order sets alphabetically \(page 405\)](#).

1. Navigate to the appropriate feature instance and maximize it.
2. Click **Order sets**.  
The system displays the **Order sets** screen.
3. Use the text boxes in the **Display Order** column to specify the desired order of the sets.
4. Click **Save**.

## Delete a set

When you delete a set, you also delete all of its handouts. If you definitely want to delete a set and its handouts, use the following procedure.

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the set you want to delete and click the corresponding **Delete set** button.  
The system generates a dialog asking if you are sure you want to delete the set.
3. Click **OK**.  
The system removes the set and its handouts.

## Working with handouts

This section describes how to add, modify and delete handouts, along with related tasks.



If a unit is hidden from a student, the student will not be able to see any sets or handouts that belong to the hidden unit. For more information see [Hide a unit from students who cannot see its assignments \(page 49\)](#).

## Configure whether handouts will be displayed indefinitely

In the default setup, you (and any other authorized user) can specify the length of time that individual handouts will be displayed. That is, each handout can be associated with a specific start and end date. You specify these dates when you create or modify the handout.

However, you can configure the feature instance so that all handouts are displayed immediately and indefinitely (until someone manually deletes them).

1. Navigate to the page that contains the Handouts feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Settings** link in the admin bar.  
The system displays the **Settings** screen.
4. Select the Handouts feature from the drop-down list of features. (**Note:** If the feature is on a page of its own, this drop-down will not appear, and you can skip this step.)
5. Do one of the following:
  - To make all handouts display indefinitely, deselect the **Use Display Indicator** check box.
  - To allow users to give their handouts a specific life span, select the **Use Display Indicator** check box.

6. Click **Save changes**.

## Open or download a handout

1. Navigate to the Handouts feature instance.
2. Do one of the following:
  - To open the handout, click its name.
  - To save the handout locally, right-click its name and select **Save Target**, **Save Link**, or a similarly worded choice. The exact choices will vary depending on which browser you are using.

## Add a handout

1. Navigate to the appropriate feature instance.
2. Click **Add handout**.  
The system displays the **Add handout** screen.
3. Enter a name for the handout. If you do not specify a name, the system will use the name of whatever file you upload, minus the extension.
4. Specify the source of the file by selecting either **MoxieManager** or **From my computer**.
5. Click either **Choose File** or **Browse**, depending on which button you selected in step 4.
6. Locate the file you want to upload and select it.  
The name of the file you chose displays next to the **Choose File** or **Browse** button.
7. If necessary, choose the set to which the handout will belong.
8. If appropriate, enter text in the **Description** field. The description can be no more than 2,000 characters. It is displayed in the main feature view both when the feature is maximized and when it is not.
9. Depending on the configuration of the feature, the screen may include **Start** and **End** fields.  
The default setup is that these fields are displayed, but if you deselected the **Use Display Indicator** check box, as described in [“Configuring whether handouts will be displayed indefinitely” on page \(page 407\) 542](#), these fields will not be displayed.  
If applicable, use the **Start** and **End** areas of the screen to choose when the handout will display. Note that the default choice is for the handout to display immediately and indefinitely.
10. If in Step 9 you chose an end date, use the **After End** drop-down list to choose what happens to the handout when the end date is reached. The choices are as follows:
  - **Make Inactive** – The handout will be moved to the section labeled **Inactive**, which will be visible only to people with administrative privileges for this feature instance.
  - **Delete** – The handout will be removed from the system.
11. If you would like to allow users with access to the Handouts feature instance to share the file with others without access, select the **Make the link to this file shareable** check box.
12. Do one of the following:
  - To finish, click **Save**.
  - To save and begin the process again for a new set, click **Save and add another**.

## Modify a handout

At any time after you create a handout, you can do any of the following:

- Change its name.
- Replace the file you uploaded with a different file. For example, you might want to do this if you discovered a typo in the original file.

- Move the handout to a different set.
- Change the handout's description.
- Depending on the configuration of the feature, change the specifics about when the handout will display—that is, you can configure it to display in the future, make it display immediately and so forth.
- If the handout has an end date, you can modify whether the file will be deleted or made inactive after its end date.
- If the handout can be accessed only by users who are able to view the Handouts feature instance, you can change this setting so that the file can be shared with people who do not have access to the feature instance.

To modify a handout:

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the handout you want to modify and click the corresponding **Edit** button.  
The system displays the **Edit handout** screen.
3. Do any of the following, as appropriate.
  - Modify the text of the handout's name.
  - Choose a different file from MoxieManager or from your computer.
  - Move the handout to a different set by selecting a set from the drop-down list.
  - If the screen includes **Start** and **End** fields, you can modify these as appropriate. The fields varies are not displayed if you deselected the **Use Display Indicator** check box, as described in [Configure whether handouts will be displayed indefinitely \(page 407\)](#).
  - If the **After End** drop-down list is displayed, and if this handout has an end date, you can choose what happens to the handout when the end date is reached. The choices are as follows:
    - **Make Inactive** – The handout will be moved to section labeled **Inactive**, which will be visible only to people with administrative privileges for this feature instance.
    - **Delete** – The handout will be removed from the system.

This field is not displayed if you deselected the **Use Display Indicator** check box, as described in [Configure whether handouts will be displayed indefinitely \(page 407\)](#).
  - Select or deselect the **Make the link to this file shareable** check box as appropriate.
4. Click **Save**.

## Delete a handout

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the handout you want to modify and click the corresponding **Delete** button.  
The system displays a dialog box asking whether you are sure you want to delete the handout.
3. Click **OK**.

## Save handouts to your File Cabinet

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the set that contains the bookmark you want to save to your File Cabinet, and click the corresponding **Edit set** button.  
The **Edit set** screen displays. The handouts in the set are listed at the bottom of the screen.
3. Select the check box next to the handout you want to save. You may select more than one.
4. Select **Save to file cabinet** from the first drop-down list.
5. Click **Save**.

## Import handouts from your File Cabinet

1. Navigate to the appropriate feature instance.
2. Click the link labeled **Import from file cabinet**.
3. The system displays the **Import handouts** screen.
4. Using the check boxes at the left, select the handouts you want to import.
5. Click **Import selected**.  
The system adds the handouts to your feature instance, placing them in the Ungrouped set.

## Managing permissions

By default, only members of the Administrators and Faculty roles have permission to administer the Handouts feature. This section explains how to grant other roles this permission.

### Let roles manage handouts

When you let a role manage handouts in an instance of the Handouts feature, members of the role can:

- Post a handout by:
  - Uploading a file.
  - Giving it a label and description that will be displayed in the feature instance.
  - Placing it in a set.
  - Specifying the duration of time that the handout will be displayed (if the feature instance is configured to allow this; for details see [Configure whether handouts will be displayed indefinitely \(page 407\)](#)).
  - If the handout is only to be displayed for a specific period of time, specifying what happens to the handout if it is no longer “active” (for example, simply make it inactive or delete it).
- Modify handouts that *any* user has uploaded by altering its name, label, the duration of time for which it is set to display and any other setting that was chosen when the handout was created.
- Delete handouts than any user has uploaded.

To let a role manage handouts:

1. Navigate to the page that contains the Handouts feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.

5. Under the list of permissions for the Handouts feature, click the toggle button next to the **Can Manage Handouts** permission to change its setting to **Yes**.

## Let roles manage sets

When you give a role permission to manage sets, members of the role can do any of the following:

- Post sets in that instance.
- Modify sets that they or any other user has posted by:
  - Changing the set's name.
  - Changing the set's description.
  - Modifying the default order of sets.
- Delete any set in the instance.

To let a role manage sets:

1. Navigate to the page that contains the Handouts feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are preceded by a check mark and highlighted in green. Roles that do not have access to the page are preceded by a red “do not enter” icon.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role has a green check mark next to it, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role has a white check mark next to it, this means the role has inherited its permissions from a parent role. Click the role to display a dialog that identifies the parent from which the role inherited its permissions. To set permissions for the selected role, click **Set permissions for role name**. If you would rather set permissions for the parent role, select that role instead.
  - If the role has a red “do not enter” icon next to it, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click **Show this page to role name to allow the role to view the page**. The system displays a dialog verifying that the role can now view the page. The dialog also lists the permissions available in each of the features found on the page.
5. Under the list of permissions for the Handouts feature, select the **Can Manage Sets** permission.
6. A green check mark appears next to the permission to indicate it has been granted to the role.

## Let roles view reports

1. Navigate to the page that contains the Handouts feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are preceded by a check mark and highlighted in green. Roles that do not have access to the page are preceded by a red “do not enter” icon.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role has a green check mark next to it, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.

- If the role has a white check mark next to it, this means the role has inherited its permissions from a parent role. Click the role to display a dialog that identifies the parent from which the role inherited its permissions. To set permissions for the selected role, click **Set permissions for *role name***. If you would rather set permissions for the parent role, select that role instead.
  - If the role has a red “do not enter” icon next to it, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click **Show this page to *role name* to allow the role to view the page**. The system displays a dialog verifying that the role can now view the page. The dialog also lists the permissions available in each of the features found on the page.
5. Under the list of permissions for the Handouts feature, select the **Can View Reporting** permission. A green check mark appears next to the permission to indicate it has been granted to the role.



# Learning Tools

The Learning Tools feature allows you to provide your portal users with access to third-party learning tools that use the LTI (Learning Tools Interoperability) standard.

## Key concepts

The Learning Tools feature allows you to incorporate LTI-compliant learning tools from third-party providers into your course, or into any context that you have permission to manage. Essentially, you can use the feature to provide a window to these externally hosted tools.

## How a learning tool is launched

Before you get familiar with the feature's features, it might be useful to understand, at a high level, how tools are made available to students. For example, although you can use the feature to make a tool available with only a few clicks, there are always two specific steps that must take place for the tool to become available. Sometimes the second step might take place behind the scenes; other times you or another authorized user must actively complete the second step.

Here is how the process works:

1. **Adding the tool** – You or another authorized user enters details about the tool into JICS, including the URL and any credentials that might be required by the learning tool provider. This process is described in [Add a learning tool \(page 426\)](#).
2. **Activating the tool** – With this step, the tool is made visible to end users in a specific feature instance. By default, this will happen automatically in the feature instance where the tool is being added (Step 1 above), as long as the person entering the details has permission to activate tools. However, there are some scenarios where manual activation is needed. For example:
  - If the user who added the tool does *not* have permission to activate, then the tool will not be automatically activated after being added. In these cases, another user must manually activate the tool.
  - If the tool is automatically activated but later removed, you might want to manually reactivate it.
  - If you want the tool to be available to users in multiple instances of the Learning Tools feature, then you will need to manually activate it in the additional instances.

The process of activating a tool is described in [Activate a tool \(page 430\)](#). Note that activating a tool is sometimes referred to as **adding a tool to a page**, or placing a tool in a feature.



In addition to—or instead of—activating the tool within a Learning Tools feature instance, you might want to make the tool available to students as part of a Coursework assignment. With this approach, you can record a grade for the student or, if the tool sends back a grade, the assignment will automatically record the grade. To use this approach, you must manually include the tool in an assignment after adding it. Note that this is possible only if your site uses version 1.6.3 or later of eLearning. For details, see [Learning tool integration \(page 90\)](#).

## Features that streamline the process

As you add and activate tools, it might be useful to understand a few feature features that can help streamline the process.

## Using shared and featured tools

The Learning Tools feature allows authorized users to “share” details about a tool they are adding (Step 1 in [How a learning tool is launched \(page 413\)](#)). Subsequently, users with activation permission can easily activate a tool (Step 2) by simply choosing from the list of shared tools that have already been entered.

Similar to the concept of sharing a tool is the idea of “featuring” a tool. A featured tool is one that is made available to other users, just like a shared tool, but it is also placed in a special highlighted list on the screen where authorized users select tools to activate.

For more information on sharing and featuring, see [Sharing \(page 423\)](#).

## Using shared authentication details

Another option allows you to share learning-tool credentials with other authorized users at your school. For example, if a learning-tool provider has 10 tools that your school can access using the same credentials, you can enter the first tool with the appropriate authentication details, and select an option indicating that those credentials can be reused for other tools from the same domain. Subsequently, when you or another user adds any of the other nine tools, the credentials do not have to be re-entered.

For more details on this feature, see [Share a domain-level key \(page 424\)](#).

## Your privileges in the feature

Your ability to perform certain steps in this chapter will depend on the privileges that you have. If you cannot see controls for completing certain tasks that you think you should be able to complete, check with your portal administrator.

## Understanding the main views

The default view of the feature will vary depending on the permissions of the user. This section describes the general views that are typical for people with no permissions contrasted with those seen by administrators.

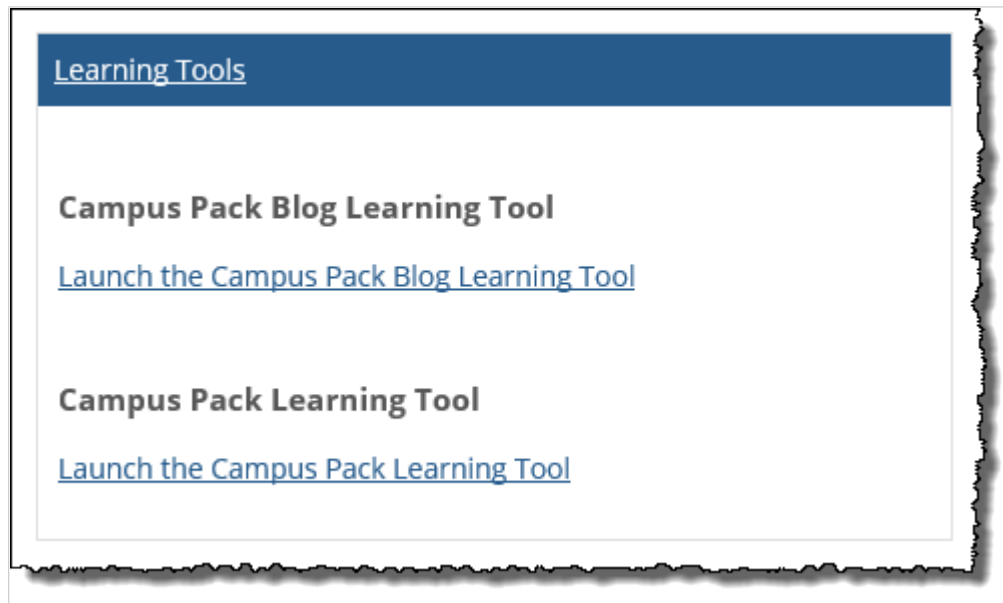
### View for users with no permissions

For a user with no permission in the Learning Tools feature, the main view of the feature typically will include:

- The feature introduction, if one has been created.
- A link (or links) for launching the tool(s) that have been activated in the feature instance. (Note that this can vary slightly—for example, if the feature includes only one active tool, it can be set up to launch automatically when the feature is maximized, without the user having to click a link.)

## Default view

In the default view of the feature, which you see when the feature is not maximized, each tool will be represented by its name, a link that the user can click to launch the tool and, optionally, a description.



With this setup, each tool can be configured so that the tool opens in one of two ways:

- Within the feature window.
- Within a separate pop-up window.

## Maximized view

In general, the maximized view of the feature is the same as the default view, although you have one additional choice: If there is only one tool in the feature instance, you can configure it to automatically load in the feature window as soon as the feature is maximized. With this setup, the user doesn't have to click a link—the user only has to maximize the window.

This behavior occurs when the following are true:

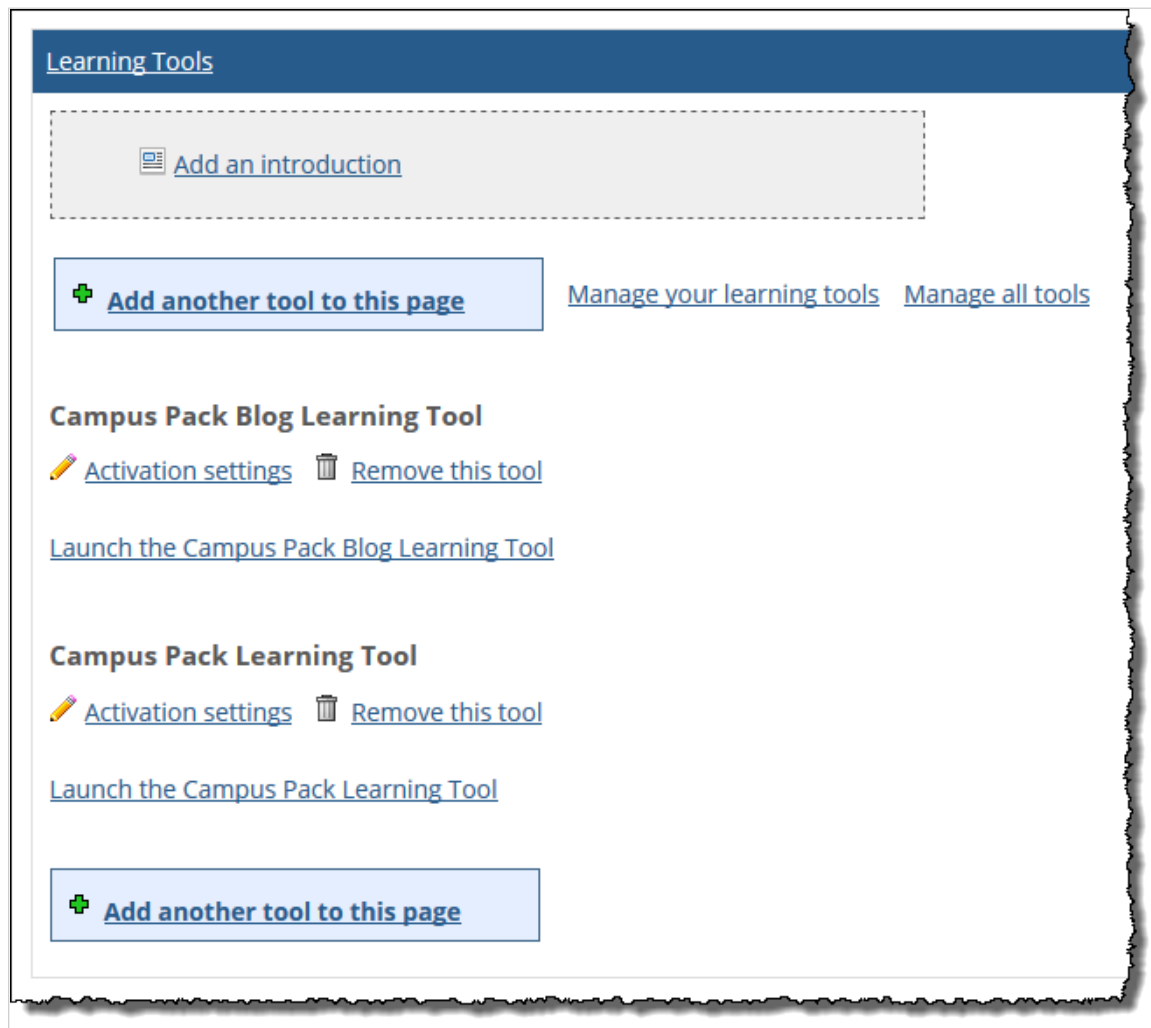
- There is only one tool in the feature instance.
- The tool is configured to launch within the feature window (not within a pop-up window).

## View for faculty

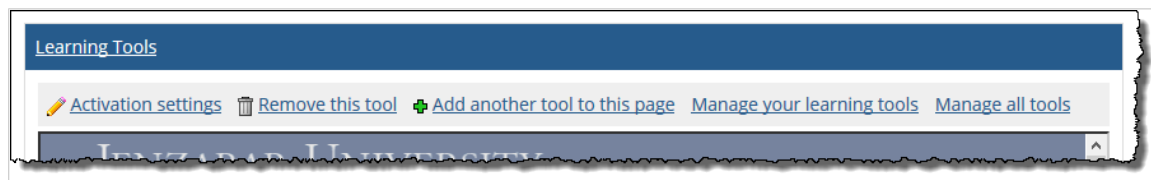
This section describes the general view that a user with administrative privileges will see. Note that your exact view may differ from this depending on what roles you belong to and how your portal administrator has assigned privileges for this feature.

In general, an administrative view will show the same content as the view for users without any privileges (that is, it will show any active tools that exist and the introduction, if one has been created). But, more important, the administrative view will show various links that take you to screens that let you add, activate, and manage tools.

Typically these links are placed above any active tools that have been made available.



If the feature is maximized and configured to launch a tool automatically, then the feature window will show whatever content the tool contains—and the links move to an action bar (shown below) that is displayed across the top of the window. Note that in this case, the link for working with an introduction is not included because it's not possible to show an introduction when a tool is configured to launch automatically.



The exact links displayed will vary depending on the permissions that have been granted to faculty members (or to any other roles that you belong to). The links that you might see, and their destinations, are described below. You may see only a subset of these depending on the configuration at your school.

## Add an introduction

The **Add an introduction** link lets you add introductory text and images that might be helpful to students or other users who will visit the feature. If an introduction already exists, the link changes to **Edit this introduction**. Introductions are described in more detail in [Working with an introduction \(page 434\)](#).

The **Add an introduction/Edit this introduction** links display only if you have the instancespecific **Can Set Up Tools** permission.

## Add a tool to this page

The link labeled **Add a tool to this page** (or **Add another tool to this page**) takes you to the activation screen, where you can easily activate an existing tool. This screen is described more fully in [About the activation screen \(page 431\)](#).

The **Add a/another tool to this page** link is shown only if you have the instance-specific **Can Set Up Tools** permission.




## Manage your learning tools

The **Manage your learning tools** link takes you to a screen that lists all tools that you personally have configured. From here, you can click the name of any tool to display a screen that summarizes the tool's details and offers more options. (This summary screen is described in [The tool summary screen \(page 418\)](#).)

The **Manage your learning tools** link is shown only if you have either the **Can Add Tools** or the **Can Manage All Tools** global feature operation.

## Manage all tools

The **Manage all tools** link takes you to a screen that lists all of the tools that exist in the system, in a grid view that shows the creator of each tool, its category, the number of places where it is active, and the date it was created. This screen, which is labeled **All learning tools**, also flags each tool with an icon that indicates how the tool may be used.

Icon	Indicates that the tool ...
	Exists solely for the use of the person who created it.
	Has been shared and is available for activation by anyone with the Can Set Up Tools permission.
	Has been featured and is available for activation by anyone with the Can Set Up Tools permission.

From here, you can click the name of any tool to display a screen that summarizes the tool's details and offers more options (this summary screen is described in [The tool summary screen \(page 418\)](#).) You can also open an administrative screen that lets you create and modify categories (these tasks are described more in [Working with categories \(page 419\)](#)).

The **Manage All Tools** link is shown only if you have the **Can Manage All Tools** permission.

## Activation settings

If active tools exist, you will see a link labeled **Activation settings** next to each tool. This link takes you to a screen that lets you modify the tool's activation settings for this placement of the tool. For details on activation settings, see [About the activation settings \(page 430\)](#).

The **Activation settings** link is shown only if you have the instance-specific **Can Set Up Tools** permission.

## Remove this tool

If active tools exist, you will see a link labeled **Remove this tool** next to each tool. Clicking this link lets you deactivate the tool, making it unavailable for use in the feature instance.

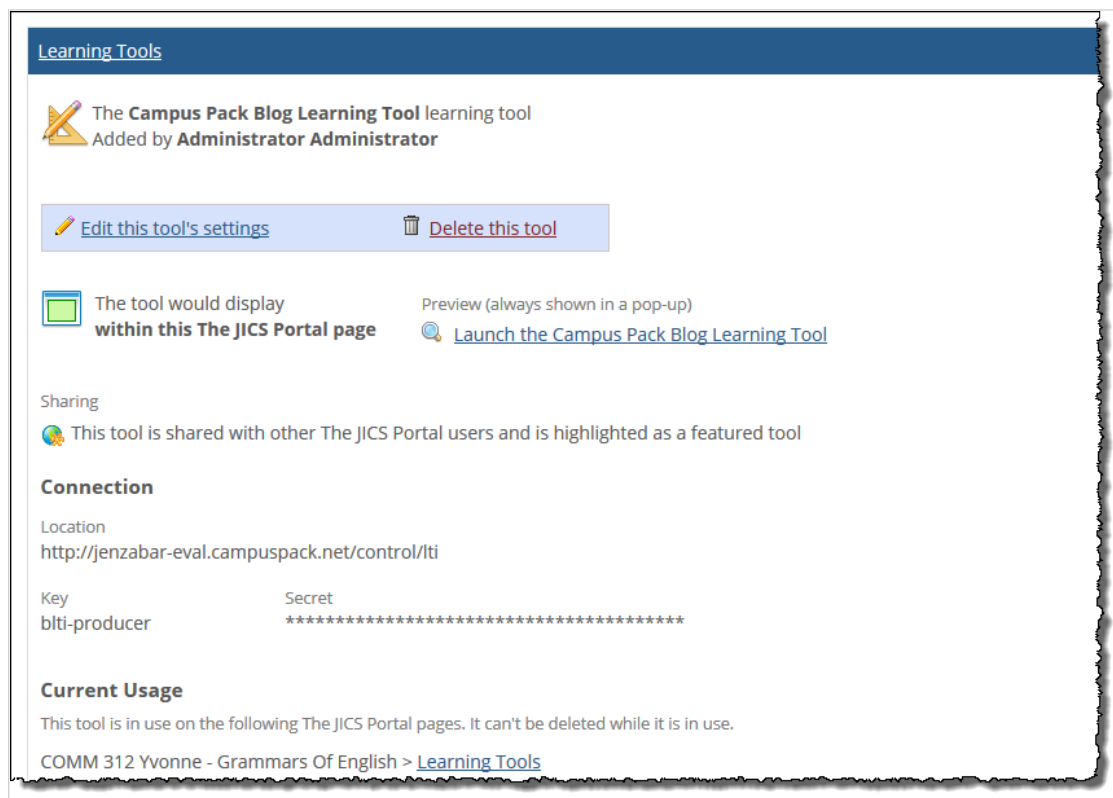
The **Remove this tool** link is shown only if you have the instance-specific **Can Set Up Tools** permission.

## Other administrative screens

This section lists other screens that you will come across as you delve deeper into the feature.

### The tool summary screen

For every tool in the system, there is a summary screen that lets authorized users review the values that were saved in the tool's basic settings, along with a link for previewing the tool. Depending on the permissions of the user, links may display that allow the tool to be edited or deleted. These two links will also be shown to the creator of the tool. They are also shown only if you have the **Can Manage All Tools** global feature operation.

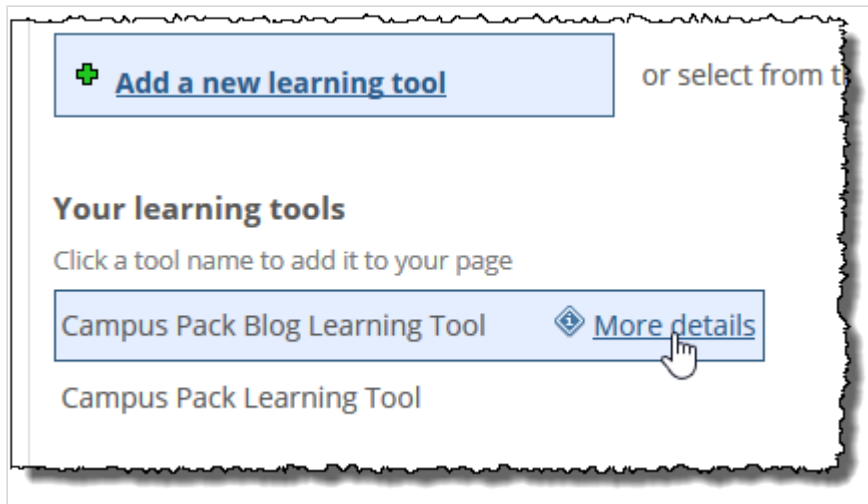


You can get to this screen in a few different ways.

To navigate to a tool's summary screen using the activation screen:

1. Navigate to any instance of the Learning Tools feature.
2. On the main feature view, click **Add a tool to this page** or **Add another tool to this page**, which is available.
3. On the next screen, which is the activation screen, run your cursor along the side of the appropriate tool.

A **More details** link will pop up.



4. Click the **More details** link.  
The system displays the summary screen for the tool you chose.

To navigate using the 'Manage your learning tools' or 'Manage all tools' link:

1. Navigate to any instance of the Learning Tools feature.
2. On the main feature view, do one of the following:
  - Click **Manage your learning tools** (to display tools that you personally have added).
  - Click **Manage all learning tools** (to display a list of all tools in the system).

The system displays the appropriate screen.

3. Click the name of the tool.  
The system displays the summary screen for the tool you chose.

## The basic settings screen

When you add a tool or edit an existing tool, you view a screen that lets you modify its basic settings. These processes and settings are described in [Adding and maintaining tools \(page 421\)](#).

## Working with categories

Every learning tool added to your portal must belong to a category. Categories exist solely for administrative use—that is, the category that a learning tool belongs to is hidden from the end user. The purpose of categories is that you can use them to see filtered lists of tools on certain screens.

JICS includes several default categories (listed below under [Default categories \(page 419\)](#)), and additional categories may have been created by your portal administrator or other authorized users. Depending on your privileges, you may also have the ability to add categories. Once created, a category is available in every instance of the Learning Tools feature—in other words, categories are not private or specific to one instance of the feature.

The ability to create, edit, and delete categories is tied to the **Can Manage All Tools** global feature operation. If you do not belong to a role that has that permission, you will not be able to manipulate categories.

## Default categories

The default categories are:

- Administrative
- Assignment
- Collaboration
- ePortfolio
- Learning Tool
- Online Course
- Practice
- Presentation
- Quiz/Test
- Reference Material
- Simulation
- Textbook
- Tutorial

## Create a category

When you create a category, the category becomes available throughout the portal to all users with permission to add tools.

1. Navigate to any instance of the Learning Tools feature.
2. Click **Manage all tools**. If you do not see this link, then you do not have permission to create categories.
3. Scroll to the bottom of the screen and click **Manage categories**.
4. Click **Add a category**.  
The system displays a pop-up dialog labeled **Add a category**.
5. Enter a name for the category.
6. Click **Add Category**.  
The system creates your category and makes it available to all users who have permission to add tools. That is, on the screen where a tool is created or its basic settings edited, the new category will appear in the **Category** drop-down list.



If you also have permission to add tools, note that an additional way of creating a category is to click the **Add a category** link that appears on the screen where you enter or modify a tool's basic settings.

## Change a category name

1. Navigate to any instance of the Learning Tools feature.
2. Click **Manage all tools**. If you do not see this link, then you do not have permission to edit categories.
3. Scroll to the bottom of the screen and click **Manage categories**.
4. Locate the appropriate category and click the corresponding pencil icon.  
The system displays a pop-up dialog labeled **Edit a Category**.
5. Make the appropriate changes to the category name.
6. Click **Edit Category**.



## Delete categories

Use this procedure to delete a category. Note that if you try to delete a category that is currently associated with a tool that is active in a feature instance or in the Coursework assignment, you will not be able to proceed unless you follow the prompts to move the tool to another category.

1. Navigate to any instance of the Learning Tools feature.
2. Click **Manage all tools**. If you do not see this link, then you do not have permission to delete categories.
3. Click **Manage categories**.
4. Locate the appropriate category and click the corresponding trash-barrel icon.  
The system does one of the following:
  - If the category includes a tool that is active anywhere in the portal (either in a Learning Tools feature instance or in a Coursework assignment), the system displays a pop-up dialog prompting you to move the tool(s) to another category. You must make a selection in order to proceed with deleting the category.
  - If the category does not include active tools, the system displays a dialog asking if you're sure you want to delete the category.
5. Do one of the following:
  - If there currently are active tools, make a selection in the drop-down list and click **Delete Category**.
  - If you are simply shown a pop up asking if you are sure, click **OK**.

## Adding and maintaining tools

This section describes how to add a learning tool to the portal. When you do this, essentially you are saving information about the tool so that it can be activated (made available to students and/or users).

After you add the tool, because as an administrator you have full privileges, the tool will be automatically activated in the current feature instance. If you don't want the tool to be immediately available, you should add the tool in a feature instance that other users do not have access to, or else just remove it right away.

As you add a learning tool, note that some of the values you save may later be overridden when the tool is activated, assuming other users have permission to activate it. In this way, the process of adding a tool is like creating a template—others can use the template and tweak their specific implementations of it, without changing the template itself.

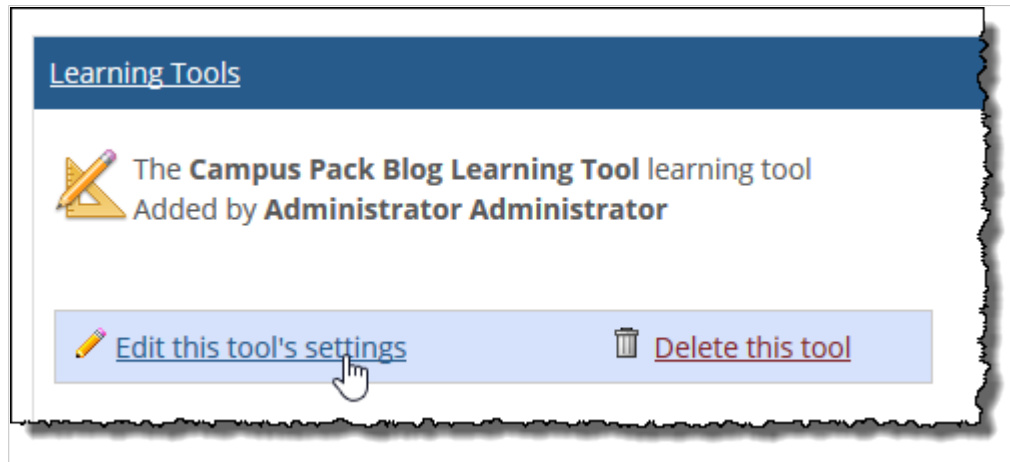
To add a learning tool, you must belong to a role that has the **Can Add Tools** global feature operation or the **Can Manage All Tools** global feature operation.

If you have the **Can Add Tools** global feature operation, you can also edit and delete your own tools, but not tools created by other users.

If you have the **Can Manage All Tools** global feature operation, you can edit or delete any tool in the system.

## Attributes of a learning tool

When you add a learning tool to the feature, you set values for several attributes. These values are sometimes referred to as the tool's **basic settings**, or just its settings. This section details each of these fields. Note also that you can edit any of these choices later if needed.



A tool's settings are different from its **activation settings**, which relate only to the placement of a tool in a particular feature instance. Activation settings can be used to override the tool's basic settings and are described in more detail in [About the activation settings \(page 430\)](#).

You can think of the tool's basic settings as part of the template that will be inherited each time the tool is activated, but which can also be bypassed through activation settings.

## Basic tool info

When you add a learning tool, the first category of information is **Basic tool info**. For details, refer to the following subsections:

- [Name \(page 422\)](#)
- [Category \(page 422\)](#)
- [Description \(page 423\)](#)
- [Sharing \(page 423\)](#)

### Name

The name will identify the tool in administrative views and will also display for users when the tool is activated, in the following two ways:

- It is displayed like a heading over the link that users click to launch the tool.
- It is incorporated into the default link text. (Note, however, that you when you activate the tool, you have the ability to customize the link text in the feature instance where you are working.)

Note that a name can only be 120 characters long.

### Category

Every tool must belong to a category. A category is simply a group of learning tools.

When a category is created, it becomes available in every instance of the Learning Tools feature, regardless of where it was created, or who it was created by.

The category is not shown to users of the feature. Even administrators will not see an indication of which category a tool belongs to except on certain administrative screens. This value exists solely for the purpose of helping manage tools.

## Description

A description for your tool is optional. If you choose to include one, it will be displayed in the main feature view below the tool's name.

If the tool is manually activated at a later time, whoever is activating the tool will have the ability to override this description using the activation settings screen.

## Sharing

When you add or edit a tool, you will see check boxes that let you share or feature it. When a tool is shared or featured, it can be activated by any authorized user, in any Learning Tools feature in the system. (Otherwise, a tool that you add can be activated only by you.)

The only difference between a featured tool and a shared tool are that they show up under different headings on the activation screen:

- A featured tool is more prominent—it shows up high on the screen, on a bright yellow-green background under a heading that says **Featured tools**.
- A shared tool shows up lower on the screen, under a heading that says **Portal name shared learning tools** (where **Portal name** is the value that you set in **Advanced site settings > Portal Name**).

If for some reason you want the tool to show up in both lists, you can choose to make the tool both shared and featured.

When a tool is shared or featured, it becomes available in a few ways, as described in the following table.

While in the		The tool can be	By a user with
Learning Tools feature	<ul style="list-style-type: none"><li>▪ Activated (in any instance of the feature).</li><li>▪ Previewed via the tool summary screen.</li><li>▪ Examined (most of its setting can be viewed) via the tool summary screen.</li></ul>	The <b>Can Set Up Tools</b> permission in the Learning Tools feature instance	
Coursework feature	<ul style="list-style-type: none"><li>▪ Included in any basic Coursework assignment.</li><li>▪ Previewed via the <b>Launch this tool inline link</b> or the <b>Launch this tool in a new window</b> link in the assignment overview.</li></ul>	The <b>Can Add Content</b> permission in the Coursework feature instance (this typically includes all Faculty).	

## Connection information

You use the connection information section to save the URL to the tool and any required authentication details. For more details, refer to the following subsections:

- [Location \(page 423\)](#)
- [LTI version \(page 424\)](#)
- [LTI 1.1/1.0 connection settings \(page 424\)](#)
- [LTI 1.3 connection settings \(page 425\)](#)

## Location

The **Location** field is where you enter the URL for the tool.

Note that in some cases you might use the **Location** field to enter a domain that is affiliated with other tools (but is not a tool itself). You might do this if your sole objective in adding the tools is save and share authentication details for all tools associated with this URL.

## LTI version

Select an LTI version from this list to display connection settings that apply to that version. Your options are as follows:

- [LTI 1.1/1.0 \(page 424\)](#)
- [LTI 1.3 \(page 425\)](#)

## LTI 1.1/1.0 connection settings

In addition to the **Location** field, LTI 1.1/1.0 learning tools also have the following connection settings.

### Security

The values you enter under **Security** typically are values that you get from the tool provider. They include:

- **Key** – You can sometimes find this value under **OAuth Signing** in the information given to you by the tool provider.
- **Secret/Password** – A password issued to your school by the tool provider.

### Share a domain-level key

Below the **Key** and **Secret/Password** fields are two options you can use to share these credentials.

The first is a check box labeled This key & secret are “domain-level” and can be reused for other tools in the same domain.

☒ Use my own key & secret  
There is no domain-level key and secret for this tool.

Key:  These are sometimes found under the heading "OAuth Signing" in the tool provider's info

Secret/Password:

☒ This key & secret are "domain-level" and can be reused for other tools in the same domain.  
Only use this setting if your tool provider has given explicit indication that the key & secret can be shared with other tools.

Select this check box *only* if the tool provider has explicitly told you that this key and secret can be used with other tools. If this situation, you may want to select this so that you or other users at your institution do not have to bother entering these credentials again. (When you select this, if you or another user later begins adding a URL that is able to use this key and secret, the screen will update with a message saying as much. The screen will give the option of letting the user enter their own key and password if they prefer.)

A sub-option of this feature is labeled **This tool can't be activated on its own.**

☒ This key & secret are "domain-level" and can be reused for other tools in the same domain.  
Only use this setting if your tool provider has given explicit indication that the key & secret can be shared with other tools.

☒ This tool can't be activated on its own. A custom URL in the above domain must be provided for each tool that uses this shared key & secret.

You should check this second check box if the URL you are currently adding is *not* a tool that can actually be viewed on a page, but rather is a domain to which other tools belong, and is being entered solely so that you can share the key and password for a range of tools in that domain.

These options are available only if you have the **Can assign a domain-level shared key and secret** global feature operation or the **Can Manage Tools** operation.

### LTI 1.3 connection settings

In addition to the **Location** field, LTI 1.3 learning tools also have the following connection settings:

- **Initiate login URL, Redirection URI(s), and Tool Public Keyset URL** - Establishes the connection between Jenzabar eLearning and the LTI 1.3 learning tool. You can obtain this information from your learning tool provider.
- **This is a Deep Linking Learning Tool** - Designates the tool as an LTI 1.3 Deep Linking learning tool. See your learning tool's documentation for details on how to create content in your course section using Deep Linking.

### Tool display

You can choose to have the tool display in either of the following ways:

- Within the Learning Tools feature instance.
- In a new pop-up window. If you choose this option, you also have the ability to specify the width and height of the pop-up window (in pixels).

### Advanced setup

If appropriate, you can use the **Advanced setup** area to configure the feature to send additional details to the learning tool provider.

### Shared information

The **Shared information** area lets you send the following details about each user who launches the tool, including the following:

- The user's first and last name.
- The user's email address.
- Information about the user's role and about the course.

By default, all of these options are selected. Note also that many learning tool providers may expect this information. However, if appropriate, you can deselect any of these options.

### Additional tool parameters

You also have the ability to send the following details:

- **Contact email** – This value defaults to the email address of the user adding the tool. Typically, this value is used by a learning tool provider if the provider should need to get in touch with your school regarding your use of the tool. If you're not sure what this address should be, you may want to check with your portal administrator. Note that this field cannot be overridden when the tool is activated.
- **Default locale** – This defaults to en-US, which is the setting for US English. If your site uses a different locale, you will probably want to customize this value to tell the learning tool what type of input to expect. Your entry should conform to the notations described in the Internet Engineering Task Force's "Best Practices for Tags for Identifying Languages" specification.
- **Send these additional custom parameters** – In this area, you can use a text box to enter custom and/or extension values. You can enter only one statement per line, using the following convention: *name of parameter = value*. Refer to the following table for details about the types of parameters that can be entered.

Type	Purpose	Instructions
Custom	To send data that is expected by the learning tool. Typically, if a custom value is expected, it will be noted in the instructions provided by the learning tool publisher.	The parameter name that you enter should begin with <code>custom_</code> .
Extension	At the time of this writing, extension parameters are not widely used, but support for this type of parameter is included because it is required by the IMS LTI 1.1 specification. You may want to refer to the specification if you need additional details on this parameter.	The parameter name that you enter should begin with <code>ext_</code> .

With any statements you add, if the name of the parameter or the value of the parameter includes an equal sign, the equal sign must be replaced with the following characters: %3D.

Note also that this field is optional—if you don't have specific instructions about what to enter from the tool provider, and/or are unsure what the valid parameters are, you should probably leave it blank.

## Add a learning tool

Use these steps to do any of the following:

- Add a learning tool to your system and activate it (make it available to other users). The tool will be automatically activated in the feature instance where you add it. You may also want to activate it in other locations.
- Add a learning tool to your system and share it or feature it—so that *other* authorized users can activate it.
- Enter into your system a URL that is associated with one or more learning tools and share the associated credentials that have been made available to your school. You might do this to streamline the process when you or other users want to add learning tools from this domain.

To add a learning tool, you must belong to a role that has the **Can Add Tools** global feature operation or the **Can Manage All Tools** global feature operation.

To add a learning tool:

1. Navigate to an instance of the Learning Tools feature.
2. Do one of the following:
  - Click **Add at a tool to this page**. After the feature updates to show the activation screen. Click **Add a new learning tool**.
  - Click **Manage all tools**. After the feature updates to show the screen labeled **All learning tools**, scroll to the bottom of the screen and click **Add a new learning tool**.

The feature updates to show a form.

3. Fill out the form as desired. If you need full details on any particular field, refer to [Attributes of a learning tool \(page 422\)](#). The following bullet points offer a summary of the key points:
  - You must enter a name.
  - If you want this tool to be available for other authorized users to activate in any instance of the feature, you should either select the check box labeled **Share this tool** or the one labeled **Add this to the list of featured tools**.
  - You must enter a URL in the **Location** field.
  - In many cases, you will need to fill in the **Key** and **Secret/Password** fields. However, it's also possible that your tool does not require a key and secret. Also, if someone else at your institution has already entered a key and secret that can be used with this URL, the screen will update with a message saying as much.
  - If you are entering a key and secret, and if these details could be reused for other tools from the same publisher, be sure to select the check box labeled **This key & secret are "domainlevel" and can be reused**.

- If your sole purpose in filling out this form is to save and share authentication details about a particular domain that includes several learning tools, and the URL that you have entered is not a learning tool itself, make sure you check the check box labeled **This key & secret are "domain-level" and can be reused** and the check box labeled **This tool can't be activated on its own**.



Note that some of the values you save on this form can be overridden later when the tool is activated within a specific feature instance. For example, the name and the description can be overridden by the person activating the tool.

4. Click **Save your new tool**.

## Modify a tool's basic settings

If you've added a learning tool, you might later want to modify the basic settings that you saved for this tool when you first added it. When you do this, you're updating the settings that will be inherited each time you or another user activates the tool in a particular feature instance.

Further, if a tool has already been activated in a specific feature instance, and you are modifying the tool's basic settings, your changes *will* be seen in the feature instances where the tool has been activated, *unless* the value you are changing is one that has been overridden by the activation settings used in that feature instance.

For example, if you customized the description of the tool using the **Activation settings** screen, and then you changed the description as stored in the tool's basic settings, you would *not* see the new description in the feature instance. If you did *not* customize the description in the activation settings, then you *will* see the updated description display in an already activated tool.

To edit a learning tool's settings, you must belong to a role that has the **Can Add Tools** global feature operation or the **Can Manage All Tools** global feature operation. If you have only **Can Add Tools** you can edit only tools that you created. If you have the **Can Manage All Tools**, you can edit any tool in the system.

To modify a learning tool's basic settings:

1. Navigate to any instance of the Learning Tools feature.
2. Click either of the following links:
  - **Manage all tools**
  - **Manage your tools**

The feature updates to show an administrative screen.

3. Click the name of the tool whose settings you want to change.  
The feature updates to show a screen summarizing details about the tool.
4. Click the link labeled **Edit this tool's settings**.  
The feature updates to show the form that was used to create the tool.
5. Make any changes as necessary. If you need help with any particular field, refer to [Attributes of a learning tool \(page 422\)](#).
6. Click **Save Changes**.

## Delete a tool

If desired, you can delete a tool, but note that you cannot delete a tool that is currently active in any feature instance or in a Coursework assignment.

To delete a learning tool's settings, you must belong to a role that has the **Can Add Tools** global feature operation or the **Can Manage All Tools** global feature operation. If you have only **Can Add Tools**, you can

delete only tools that you created. If you have the **Can Manage All Tools**, you can delete any tool in the system.

1. Navigate to an instance of the Learning Tools feature.
2. Click either of the following links:

- **Manage all tools**
- **Manage your tools**

The feature updates to show an administrative screen.

3. Click the name of the tool you want to delete.

The feature updates to show a screen summarizing details about the tool.

4. Click the link labeled **Delete this tool**.

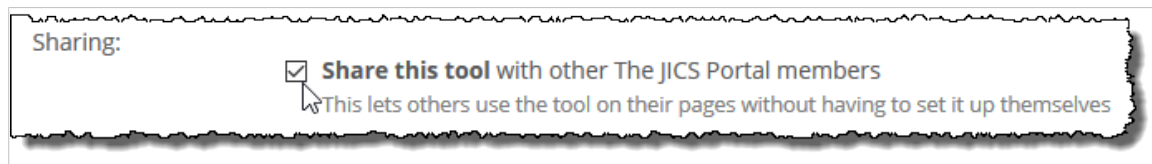
The system does one of the following:

- Asks if you are sure you want to proceed.
- Tells you that the tool cannot be deleted because it is currently activate on one or more pages in the portal.

5. Assuming the tool is not active, click **OK**.

## Share a tool

You can share a tool at the time that you create it, or you can go back and modify a tool later to make it shared. In either case, the way that you make sure a tool is shared is to select the check box labeled **Share this tool with other portal name members**.



To share a learning tool's settings, you must belong to a role that has the **Can Share Tools** global feature operation.

To share a tool, do one of the following:

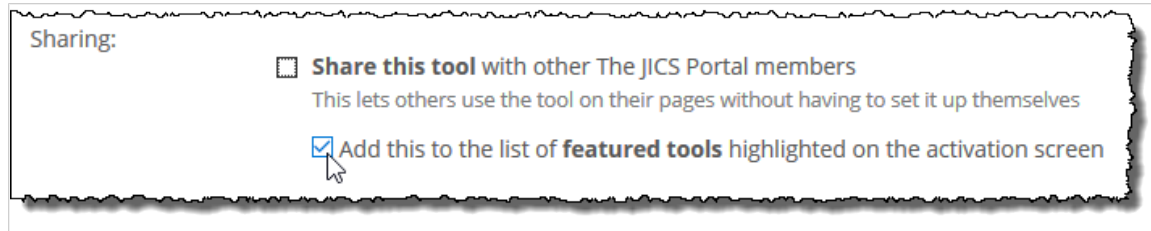
- When adding a tool, as described in [Add a learning tool \(page 426\)](#), make sure you select the **Share this tool** check box.
- To share a tool that was already added, open it for editing, as described in [Modify a tool's basic settings \(page 427\)](#), and select the **Share this tool** check box.

The only people who can share tools are those who have both the permission to add tools (**Can Add Tools** or **Can Manage All Tools**) and the **Can Share Tools** global feature operation. For more details on permissions, see [Managing permissions \(page 435\)](#).



## Feature a tool

You can feature a tool at the time that you create it, or you can go back and modify a tool later to make it featured. In either case, the way that you make sure a tool is shared is to select the check box labeled **Add this to the list of featured tools ...**



Sharing:

☐ **Share this tool** with other The JICS Portal members  
This lets others use the tool on their pages without having to set it up themselves

☒ **Add this to the list of featured tools** highlighted on the activation screen

To share a learning tool's settings, you must belong to a role that has the **Can Feature Tools** global feature operation.

To feature a tool:

Do one of the following:

- When adding a tool, as described in [Add a learning tool \(page 426\)](#), make sure you select the check box labeled **Add this to the list of featured tools ...**
- To feature a tool that was already added, open it for editing, as described in [Modify a tool's basic settings \(page 427\)](#), and select the check box labeled **Add this to the list of featured tools**.

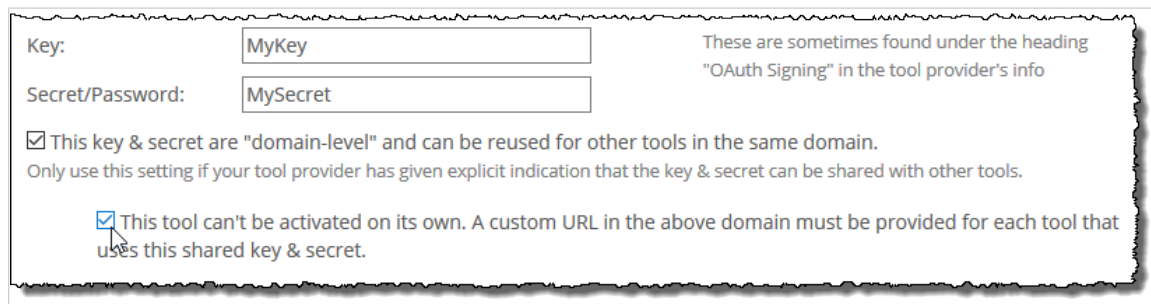
For more on featuring tools, see [Sharing \(page 423\)](#).

## Share a domain's credentials

If your school has been issued tool credentials that can be shared and reused for *other* tools in the same domain, you might want to share those credentials for the convenience of whoever will be adding the other tools.

To do this, you proceed as if you are adding a tool—but make sure that you check the first check box listed under the **Key** and **Secret/Password** fields.

Further, if the URL you are adding is not a tool itself, but is solely the parent site of one or more tools that can be accessed using the shared credentials, you should select the second check box, which makes clear that the URL you are adding is not in itself a learning tool that can or should be activated.



Key:  These are sometimes found under the heading "OAuth Signing" in the tool provider's info

Secret/Password:

☒ This key & secret are "domain-level" and can be reused for other tools in the same domain.  
Only use this setting if your tool provider has given explicit indication that the key & secret can be shared with other tools.

☒ This tool can't be activated on its own. A custom URL in the above domain must be provided for each tool that uses this shared key & secret.

To share a learning tool's settings, you must belong to a role that has the **Can assign a domainshared level key and secret** global feature operation.

To share tool credentials:

Do one of the following:

- When adding a tool, as described in [Add a learning tool \(page 426\)](#), make sure you select one or both check boxes under the **Key** and **Secret/Password** fields as appropriate
- To feature a tool that was already added, open it for editing, as described in [Modify a tool's basic settings \(page 427\)](#), select one or both check boxes under the **Key** and **Secret/Password** fields as appropriate

For more on shared credentials, see [Share a domain-level key \(page 424\)](#).

## Preview a tool

You may want to preview a tool in any of the following situations:

- If you have added a tool and shared it for others to use, you may want to preview the way it will activate to ensure that it will work well for others.
- If you are about to activate a tool, you may want to preview it first.

To preview a tool:

1. Navigate to an instance of the Learning Tools feature.
2. From the main feature view, navigate to the summary screen for the tool you want to preview. For help getting to this screen, see [The tool summary screen \(page 418\)](#).
3. Click the link that displays below the label **Preview (always shown in a pop-up)**. This warning means that even if the tool is configured to launch within JICS, the preview will display in a pop-up. The system shows you the preview.

## Activate a tool

The purpose of activating a tool is to make it available in a specific feature instance. In order to do this, someone—either you or another authorized user—must have already added details about the tool to JICS (as described in [Add a learning tool \(page 426\)](#)).

The process of activating a tool is sometimes called “adding a tool to page.” Also, when a tool is active in a feature instance, that occurrence of the tool may be referred to as a “placement” of the tool.

To activate a tool, deactivate a tool, or modify activation settings in a particular feature instance, you must belong to a role that has the instance-specific **Can Set Up Tools** permission. (At a minimum, you will have this permission in feature instances in your course context or in Campus Groups that you manage.)

## About the activation settings

Any time a tool is active, you or another authorized user has the opportunity to save activation settings that affect that specific placement of the tool. At a high level, these settings let you do either of the following:

- Override the tool's basic settings (for this one occurrence of the tool).
- Customize the launch link text for the tool.

## Overriding basic settings

When you set the activation settings for a tool, you can override many of the settings that were saved as part of the tool's basic settings, though not all. Basically, you can override any of the fields listed in the following table.

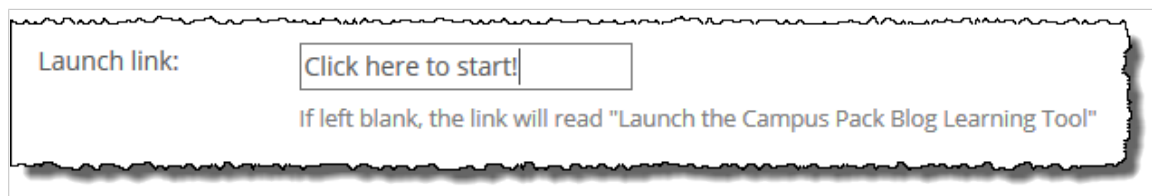
Field	For more details
Name	<a href="#">Name (page 422)</a>
Description	<a href="#">Description (page 423)</a>
Tool display	<a href="#">Tool display (page 425)</a>
Any of the <b>Shared information</b> options	<a href="#">Advanced setup (page 425)</a>
Default locale	<a href="#">Advanced setup (page 425)</a>
The field labeled <b>Send these additional custom parameters</b>	<a href="#">Advanced setup (page 425)</a>

Certain basic settings *cannot* be customized. These include:

- The tool's **Category**—because these value are unrelated to activation.
- The tool's **Shared** settings— because these value are unrelated to activation.
- The tool's Connection information (its Location and Security details).
- The **Contact email** for the tool.

## Customizing the launch link text

You can also use the activation settings to make one choice that is not specifically customizable on the basic settings screen—the launch link text for the tool.



Launch link:

If left blank, the link will read "Launch the Campus Pack Blog Learning Tool"

If you do *not* customize this on the activation settings screen, the link text will say **Launch the name of tool**. Otherwise, your custom text is used for the link.



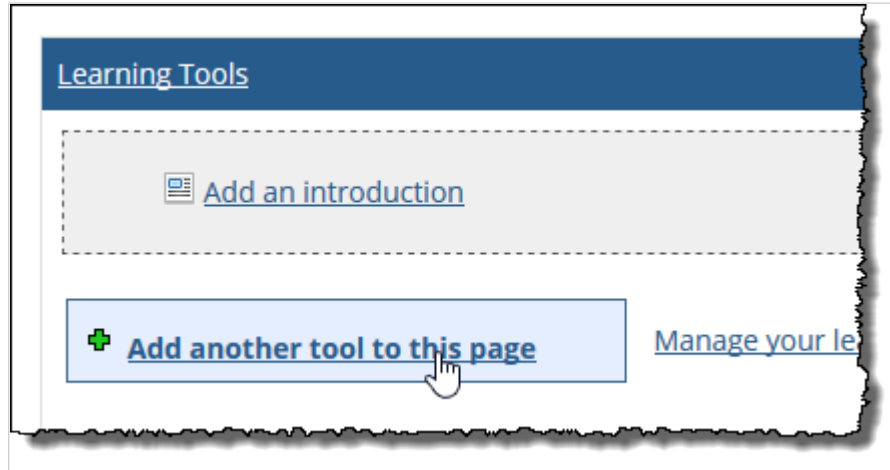
## About the activation screen

Every Learning Tools feature instance includes an activation screen. You might use this screen for any of the following reasons:

- To activate a tool (make it available in the feature instance that you're currently using).
- To review a list of the tools that are available for you to activate. This list should be consistent regardless of which feature instance you are using. That is, the tools you see on this screen are available for you to activate in *any* Learning Tools feature instance or in any Coursework assignment.
- To drill down to a screen that shows more information about any particular tool (its summary screen) and lets you take other actions (depending on your permissions).

## Navigate to the activation screen

You get to the activation screen by going to the main feature view and clicking **Add a tool to this page** or **Add another tool to this page**. (The exact wording reflects whether any tools are already active here.) Note also that your exact view of this screen will vary depending on your permissions.



Once you click this link, the system displays the activation screen, which is described more below. If you do not see this link, then you don't have permission to activate tools, and you cannot view the activation screen. This privilege is linked to the instance-specific **Can Set Up Tools** permission.

## Understanding the activation screen

The activation screen shows all the tools that are available to you for activation. Note that this will not include tools that another user added, unless that user specifically shared the tool. This is true even if you have full administrative privileges. (However, you do have the ability to edit the user's tool to make it shared—you do this by choosing **Manage all tools** on the main feature view and opening the tool's basic settings for editing.)

On the activation screen, if the name of a tool shows up in black text, that means that the tool is currently active in the feature instance (you cannot add it twice). If the tool shows up as a hyperlink, that means it is *not* currently active in your feature instance and is available to be added.

Tools are listed in three groups, as described in the following table.

Heading	Lists tools that
<b>Your learning tools</b>	Were added by you. This list includes <i>all</i> tools that you added, regardless of which feature instance you were working in at the time.
<b>Featured tools</b>	Were designated as featured tools at the time they were added.
<b><i>Portal name</i> shared tools</b>	Were designated as shared tools at the time they were added.

Note that if you have added a tool and shared it, that tool will show up on this screen twice—once under **Your learning tools** and once under ***Portal name* shared learning tools**. Featured tools that you added will also show up twice.

Note that, under shared tools, you can filter according to category and/or according to the tool creator.

If you want to view a screen summarizing details about the tool, run your cursor along the side of the tool. Doing this displays a **More details** icon and link. Note that, depending on your permissions, this screen may also show links that let you edit the tool's basic settings, delete the tool, or launch the tool.

Clicking this link to takes you to a summary screen of details about the tool.

## Activating a tool

When a tool has been added to the system for the first time, by default it is automatically activated in the feature instance where it was added—if the user creating the tool has permission to place tools. Otherwise, the tool is *not* automatically activated.

Therefore, you might need to manually activate a tool in any of the following situations:

- If the tool was added (and shared) by someone who did not have permission to activate it. In these cases, you or another authorized user might want to go ahead and activate the tool.
- If the tool was activated but then removed (deactivated)—in this case, you might want to reactivate it.
- If you want to activate the tool in a different instance of the Learning Tools feature (other than the one where it was created).
- If you want to activate a tool that someone else created and shared.

To activate a tool in a Learning Tools feature instance:

1. Navigate to the appropriate instance of the Learning Tools feature.
2. Click **Add a tool to this page** or **Add another tool to this page**.  
If a particular tool is already active on the page, then it will show up in plain black text, which means you cannot add it again. If it has not yet been activated in this feature instance, then it will show up in blue hypertext, indicating that you can add it.
3. Locate the tool you want to add and click the name of it.  
The system activates the tool.

## Modify activation settings

After a tool has been activated, you can modify its activation settings.

1. Navigate to the appropriate instance of the Learning Tools feature.
2. Locate the tool placement whose activation settings you want to modify.
3. Click the corresponding **Activationsettings** link.  
The system updates the screen to show the fields you can modify. For help understanding any of these fields, see [About the activation settings \(page 430\)](#).
4. Make any changes that are appropriate.
5. Click **Save your settings**.

## Remove a tool

After a tool has been activated in a particular feature instance, you might want to deactivate it, or remove it.

1. Navigate to the appropriate instance of the Learning Tools feature.
2. Locate the tool placement that you want to remove.
3. Click the corresponding **Remove this tool** link.  
The system displays a dialog asking if you are sure you want to proceed.
4. Click **OK**.

## Managing automatic loading

In some cases, you might want a tool to automatically load as soon as the user visits the feature instance. When you do this, the tool will load automatically when the user maximizes the feature.

If you created an introduction for the feature instance, note that when a tool loads automatically, the system will not show the introduction.

## Making a tool load automatically

To make a tool load automatically, do both of the following:

- Edit the tool's activation settings so that **Tool display** is set to **Show tool within the JICS page**.
- Deactivate any other tools are currently placed in the feature instance.

As soon as you do both these things, the tool will automatically load whenever the feature instance is maximized.

To make sure the tool loads all the time, you can also optionally make sure the feature instance is the only one on the page (that way, it will always be maximized).

## Preventing a tool from loading automatically

To stop a tool from loading automatically, do one of the following:

- Edit the tool's activation settings so that **Tool display** is set to **Show the tool in a new pop-up window**.
- Activate another tool in the feature instance.

As soon as you do one of these things, the tool will stop loading automatically.

If the feature instance is the only one on the page, and you simply want to *reducethe frequency* with which the tool automatically loads, you can add another feature to the page. In this case, when users first visits the page, they will see the default view of the feature (the smaller view), and in this view the tool will not automatically load. It will automatically load only when the user maximizes the feature.

## Working with an introduction

If appropriate, you can create an introduction in any instance of the Learning Tools feature that you have permission to manage. Your introduction can consist of text, images, or both. When you add an introduction, typically it is placed at the top of the feature instance, above any learning tool links that are available.

Only users who belong to a role with the instance-specific **Can Set Up Tools** permission have the ability to create, modify, or delete an introduction.

To create an introduction in a particular feature instance, you must belong to a role that has the instance-specific **Can Set Up Tools** permission. (At a minimum, you will have this permission in feature instances in your course context or in Campus Groups that you manage.)

## Why doesn't my introduction show up?

If only one tool is active in the feature instance, and that tool is set up to display within the portal page (as opposed to in a pop-up), then the tool will launch automatically whenever the feature instance is maximized. With this setup, the introduction will not be shown when the feature is maximized, nor will links for creating or modifying the introduction.

Further, if the feature instance is the only feature on the page, then by default it is always maximized.

For help resolving changing this so that your introduction shows up, refer to [Preventing a tool from loading automatically \(page 434\)](#).

## Create an introduction

1. Navigate to the appropriate instance of the Learning Tools feature.
2. Click **Add an introduction**.



If you don't see this link, it might be because the tool is configured to launch automatically when the feature instance is maximized. For help resolving this, see [Why doesn't my introduction show up? \(page 434\)](#).

The system displays a form.

3. Enter the appropriate text in the text field.
4. If appropriate, use the image controls to add one or more images.
5. Click **Save**.

## Modify an introduction

1. Navigate to the appropriate instance of the Learning Tools feature.
2. In the main view of the feature, click **Edit this introduction**.



If you don't see this link, it might be because the tool is configured to launch automatically when the feature instance is maximized. For help resolving this, see [Why doesn't my introduction show up? \(page 434\)](#).

The system displays a form.

3. Make any changes that are necessary.
4. Click **Save**.

## Delete an introduction

1. Navigate to the appropriate instance of the Learning Tools feature.
2. In the main view of the feature, click **Edit this introduction**.



If you don't see this link, it might be because the tool is configured to launch automatically when the feature instance is maximized. For help resolving this, see [Why doesn't my introduction show up? \(page 434\)](#).

The system displays a form.

3. Click **Clear this introduction**.

## Managing permissions

As appropriate, you can give users varying management privileges within the Learning Tools feature. One permission—the permission to activate tools—is managed at the feature-instance level.

Some permissions not described here because they can be managed only by a member of the Administrators role. These include the ability create tools, the ability to share and feature tools, and the ability to edit and delete tools. If you have questions about these permissions, check with your portal administrator.

## Permission to view the feature

There is no permission that specifically allows viewing of the feature. In other words, if the feature is placed on a page that a guest or user has permission to access, then the person will be able to view the Learning Tools feature instance and any tools that have been activated there.

## Permission to activate tools

In order for a user to be able to activate learning tools and create an introduction in a particular instance of the feature, the user must belong to a role that has the **Can Set Up Tools** permission.

To give a role permission to activate tools:

1. Log in to the portal as a user with administrative privileges and navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.

Under the list of permissions for the Learning Tools feature, click the toggle button next to the **Can Set Up Tools** permission to change the setting to **Yes**.



The **Can Set Up Tools** permission only gives the user permission to activate a tool. If you want the user to also have permission to add tools (enter the tool's details into JICS), then the user must belong to a role that has the **Can Add Tools** or **Can Manage All Tools** global feature operation.



# My profile and settings feature

This chapter explains how to use and manage the My profile and settings feature, which individuals can use to review and manage information about themselves.

## Key concepts

In general, individuals can use the My profile and settings feature to do the following:

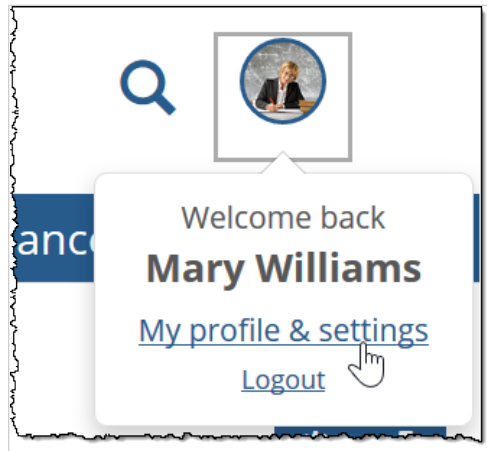
- Review and edit information on record for themselves in the ERP system and JICS.
- Turn desktop notifications on and off for their accounts.
- Reset their passwords.
- Tailor the details that will be displayed about him or her to other portal users, both in the My Info card and in certain other places in the portal.

## Feature basics

The My Profile and settings feature is different from other features in the sense that it is not manually added to pages. Rather, each user can access his or her own My profile and settings feature from the user menu.


## Navigate to the My profile and settings feature

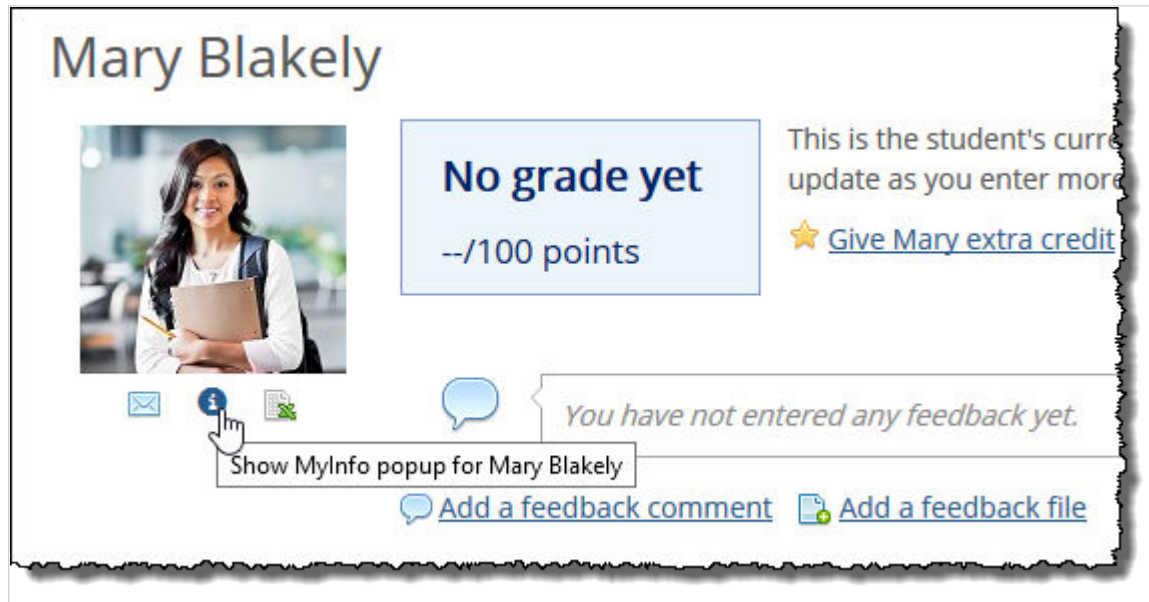
To display the My profile and settings feature, click the **My profile & settings** link found on the menu that displays when you click your user icon in the upper-right corner of the page.



## About the My Info card

Part of the purpose of the My profile and Settings feature is to determine what type of information will appear in the My Info card, which is a small window that any logged-in user can open to display information about another user. An individual's My Info card can be displayed from many parts of the portal.

Essentially, when a user name is displayed anywhere in the portal, each name is accompanied by a blue “i” icon .



When you click the “i” icon, the system displays a My Info card for that person.

## Tabs in the My Profile and Settings feature

The tabs displayed in the My profile and settings feature vary depending on what your permissions are. The available tabs are explained in the following sections of this chapter.

### About me

On the **About me** tab, you can manage your user photo and personal information such as your name prefix and suffix, *campus name* (formerly known as the preferred first name), date of birth, gender, ethnicity and marital status.

### My photo

The **My photo area of the About me tab** lets the user upload a profile photo. Depending on the user's privacy settings, the photo will display in the My Info card that other portal users can navigate to, as well as certain other parts of the portal, such as Group Directory feature instances and, optionally, in Forums posts. Note that there may be a lag between the time that the preference is changed and when it takes effect.

To upload a user photo:

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. If necessary, click the down arrow in the upper-right corner of the **My photo** box to expand it.
3. Click **Add photo** (if you do not already have a profile uploaded) or **Replace photo** (if you already have a profile photo uploaded).  
A file-upload dialog displays.
4. Navigate to the image you wish to use and select it.  
The system uploads the image and displays it on the **About me** screen.

5. Click **Save**.

## About me

The **About me** section of the **About me** screen displays your username, preferred name, and legal name. Your preferred name is maintained only within JICS, while your legal name is imported from your ERP system. Users with the **Can Update Campus/Preferred Name** global portlet operation can edit their preferred name. Users with the **Can Update Legal Name** global portlet operation can edit their legal name in JICS, and the changes will be passed back to the ERP.

Changes to your preferred and legal name will be reflected in the My Info card that other portal users can navigate to, in Group Directory feature instances, in Forums, and in other places where user names are displayed. (However, note that such a change will not be reflected in the Campus Directory.) Generally, any requested updates to your legal name must be reviewed and approved from within the ERP system before they will be displayed.



Portal-only users will see only their preferred names. ERP users will see both preferred names and legal names. Date of birth, gender, ethnicity, and marital status are also imported from the ERP system for ERP users but are read-only.

To edit your name information:

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the down arrow in the upper-right corner of the **About me** box to expand it.
3. To make changes to your preferred name, click the down arrow in the upper-right corner of the **Preferred name** box to expand it, and then edit the information as you see fit.
4. To make changes to your legal name, click the down arrow in the upper-right corner of the **Legal name** box to expand it, and then edit the information as you see fit.
5. Edit the **Prefix**, **First name** and **Suffix** fields as you see fit.
6. Click **Save**.

## Contact information

### Desktop notifications

#### About desktop notifications

JICS 9.2.1 and later provides the ability to enable desktop notifications for users who are using up-to-date versions of the following browsers:

- Chrome and Firefox for Windows, macOS and Android
- Microsoft Edge

A future release will include support for Safari in macOS as well.

Notifications are delivered via the browser. Some browsers run in the background, allowing you to get notifications even when the browser is closed. You will always get notifications when your browser is open, even if you are not currently logged in and browsing JICS or eLearning.

Notifications will appear in the lower-right corner of your screen. Each notification will include a title, a description of the event and a link to the relative screen in JICS or eLearning.

After the JICS administrator enables desktop notifications, you will be prompted to allow notifications the first time you log into JICS. Each browser that you register will appear in the **Desktop notifications** box in My profile and settings.

**Desktop notifications**

See notifications in the corner of your computer screen, even when JICS is closed.

On

**Registered browsers**

Mozilla/5.0 (Windows NT 10.0; Win64; x64)  
AppleWebKit/537.36 (KHTML, like Gecko)  
Chrome/64.0.3282.140 Safari/537.36 Edge/17.17134

Mozilla/5.0 (Windows NT 10.0; Win64; x64)  
AppleWebKit/537.36 (KHTML, like Gecko)  
Chrome/69.0.3497.100 Safari/537.36

Mozilla/5.0 (Windows NT 10.0; Win64; x64; rv:62.0)  
Gecko/20100101 Firefox/62.0

Mozilla/5.0 (Windows NT 6.1; Win64; x64; rv:62.0)  
Gecko/20100101 Firefox/62.0

You have the option of disabling notifications for your account from the **Contact information** screen in the My profile and settings feature.

## Enable or disable desktop notifications

When the JICS administrator turns on system-wide desktop notifications in Site Manager, each user will be able to opt out of receiving them by turning off the **Desktop notifications** setting on the **Contact information** screen in My profile and settings. This screen also lists all browsers the user has registered to receive notifications.

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Contact information** tab.  
The **Contact information** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Desktop notifications** box to expand it.
4. Click the **Desktop notifications** toggle to set it to **On** or **Off** as appropriate.
5. Click **Save**.

## Phone numbers

The **Phone numbers** section of the **Contact information** screen displays a user's phone numbers. If the user has an email address in the ERP system, JICS will import it and display it here.

Users with the **Can Customize Phone** global portlet operation can add and edit phone numbers. If you need this capability and do not have it, contact your administrator.

## Add a phone number

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Contact information** tab.  
The **Contact information** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Phone numbers** box to expand it.
4. Click **Add phone number**.  
The **Add phone number** screen displays.
5. Select a type and enter the number.
6. If necessary, enter an extension.
7. If desired, make the phone number a preferred one by setting the toggle to **Yes**.
8. If desired, allow text messages to the phone number by setting the toggle to **Yes**.
9. If desired, allow automated voice calls to the phone number by setting the toggle to **Yes**.
10. Click **Save**.  
The **Contact information** screen redisplay with the new phone number added to the list.

## Delete a phone number

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Contact information** tab.  
The **Contact information** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Phone numbers** box to expand it.
4. Locate the phone number that you wish to delete and click the corresponding trash icon.  
The system displays a dialog asking you to confirm the deletion.
5. Click **OK**.

## Email addresses

The **Email addresses** section of the **Contact information** screen displays a user's email address. If the user has an email address in the ERP system, JICS will import it and display it here.

Users with the **Can Customize Additional Email** global portlet operation can add additional email addresses. Users with the **Can Customize Email** global portlet operation can edit their email addresses. If you need these capabilities and do not have them, contact your administrator.

## Add an email address

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Contact information** tab.  
The **Contact information** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Email addresses** box to expand it.
4. Click **Add email**.  
The **Add email** screen displays.

5. Select a type and enter the email address.
6. If desired, make the email address a preferred one by setting the toggle to **Yes**.
7. Click **Save**.  
The **Contact information** screen redisplay with the new email added to the list.

## Delete an email address

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Contact information** tab.  
The **Contact information** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Email addresses** box to expand it.
4. Locate the email address that you wish to delete and click the corresponding trash icon.  
The system displays a dialog asking you to confirm the deletion.
5. Click **OK**.

## Addresses

The **Addresses** section of the My profile and settings feature displays a user's physical address. If a user has an address in the ERP system, JICS imports that information and populates these fields with it.

If a user does not have an address in the ERP system, the address fields on the Contact information screen will be blank to allow for editing if the user has the **Can Edit Address** permission. If you need this capability and do not have it, contact your administrator.

To edit an address:

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Password & privacy** tab.  
The **Password & privacy** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Addresses** box to expand it.
4. Click the link in the **Address type** column.

Addresses		
Manage your addresses.		
Address type	Address	Delete
<a href="#">+ Current address</a>	10258 Allen Lane Falls Church, Virginia 24497 UNITED STATES OF AMERICA	

The **Edit address** screen displays.

5. Make changes to the information as you see fit.
6. Click **Save**.

# Academic information

The **Academic information** tab displays academic details on record in the ERP system, such as the user's SAT scores and declared major. For portal-only users, no information is displayed on this tab. User access to this screen is determined by the **Can View Academic Information** global portlet operation.

# Employment information

The **Employment information** tab displays employment details on record in the ERP system. For portal-only users, no information is displayed on this tab. User access to this screen is determined by the **Can View Employment Information** global portlet operation.

# Password and privacy

On the Password & privacy screen, you can manage your password, hide your name from the Campus directory and site search and configure your details as they might show up in the Constituent Search features (which is part of CRM Constituent).

## Password

The **Password** tab lets you change your password. When this happens, JICS communicates the new password back to the ERP system, and it is updated there as well.



This tab displays only if your portal administrator has set up your account to authenticate internally and configured the portal to allow password changes.

To change your password:

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Password & privacy** tab.  
The **Password & privacy** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Password** box to expand it.
4. Enter your old and new passwords in the appropriate boxes.
5. If desired, enter a hint question and answer. The system will require you to provide the correct answer when resetting your password.
6. Click **Save**.

## Campus directory and site search

The Campus Directory is a listing of all people who are users in the system (except those who have chosen to hide their profiles). You can choose to hide your profile from the Campus Directory and the global search function.

To show or hide your profile from the Campus Directory and site search:

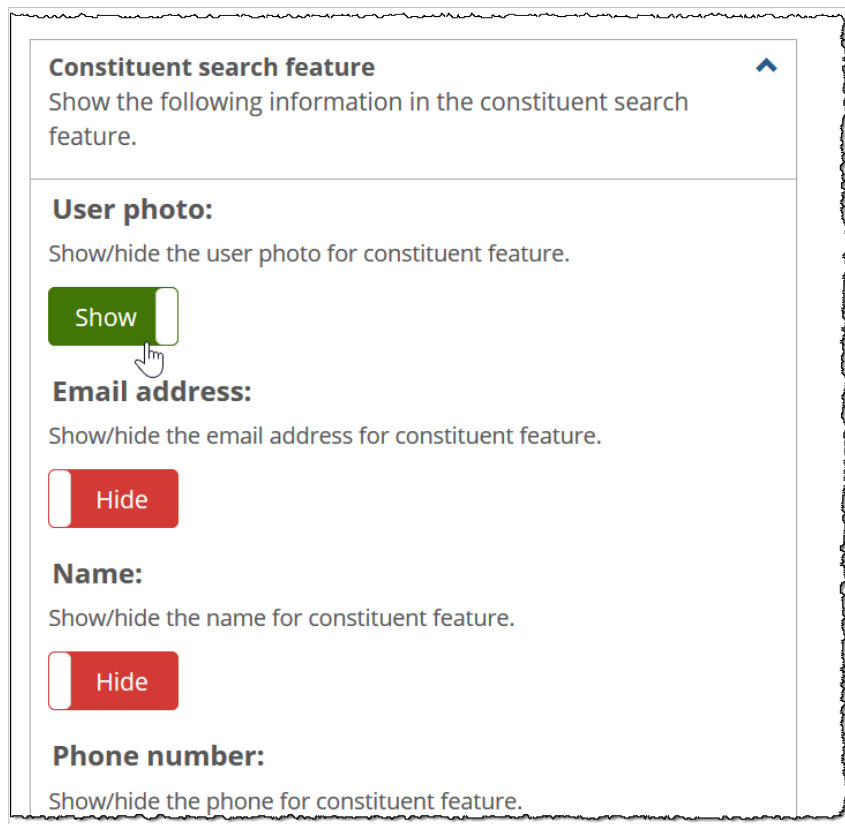
1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Password & privacy** tab.  
The **Password & privacy** screen displays.

3. Set the Campus directory and site search toggle to Show or Hide as desired.
4. Click **Save**.

## Constituent search feature

The **Constituent search feature** settings allow you to hide or show the following information in the constituent search feature:

- User photo
- Email address
- Name
- Phone number
- Home address
- Current city
- Current state
- Current zip code
- Current country
- Major



The screenshot shows a settings panel titled "Constituent search feature" with a blue up arrow in the top right corner. Below the title is the instruction "Show the following information in the constituent search feature." The panel contains four sections, each with a label, a description, and a toggle button:

- User photo:** "Show/hide the user photo for constituent feature." The toggle is a green button labeled "Show" with a hand cursor pointing at it.
- Email address:** "Show/hide the email address for constituent feature." The toggle is a red button labeled "Hide".
- Name:** "Show/hide the name for constituent feature." The toggle is a red button labeled "Hide".
- Phone number:** "Show/hide the phone for constituent feature." The toggle is a red button labeled "Hide".

To choose which information appears in the constituent search feature:

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **Password & privacy** tab.  
The **Password & privacy** screen displays.
3. If necessary, click the down arrow in the upper-right corner of the **Constituent search feature** box to expand it.



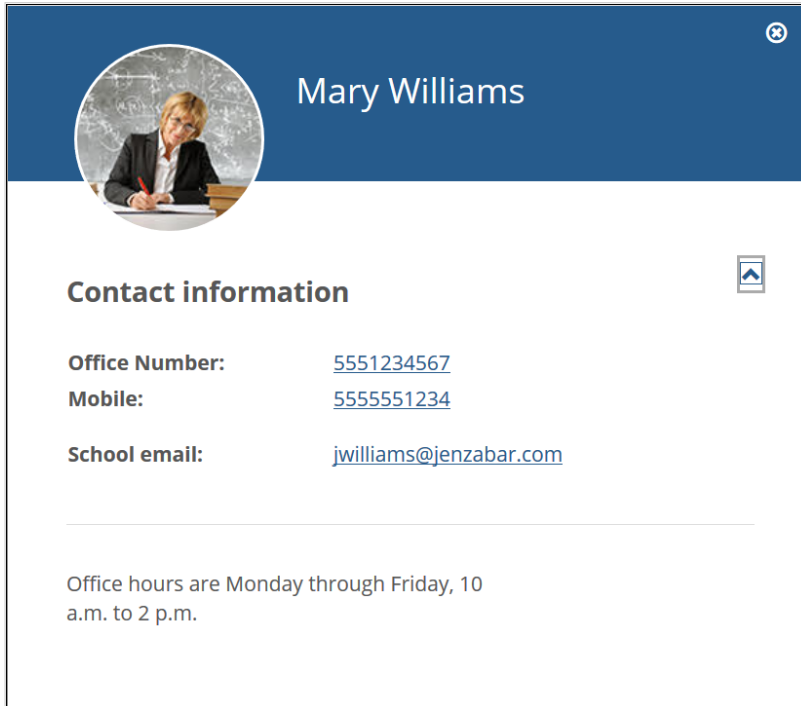
4. In the **Constituent search feature** area, set the toggles to **Hide** or **Show** as desired.
5. Click **Save**.

## My Info card

On the **My info card** screen of the My profile and settings feature, you can view your My Info card and choose which information will appear on it.

### View your My Info card

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **My info card** tab.  
The **My info card** screen displays.
3. Click **View my info card**.  
Your My Info card displays.



The screenshot shows a user profile card for Mary Williams. At the top, there is a circular profile picture of a woman with blonde hair, wearing a dark blazer, sitting at a desk and writing. To the right of the picture is the name "Mary Williams". Below the header, the card is titled "Contact information" and lists the following details: Office Number: 5551234567, Mobile: 5555551234, and School email: jwilliams@jenzabar.com. At the bottom, it states "Office hours are Monday through Friday, 10 a.m. to 2 p.m." There are small icons for editing the profile picture and the contact information.

### Choose what displays on your My Info card

1. Click the user icon and select **My profile & settings** from the drop-down menu.  
The system displays the **My profile and settings** screen with the **About me** tab selected by default.
2. Click the **My info card** tab.  
The **My info card** screen displays.
3. In the **Display on my info card** area, set the toggles to **Hide** or **Show** as desired.
4. If desired, enter optional personal information in the **Custom information** box.
5. Click **Save**.

# Required Reading

This chapter describes the Readings feature, which you use to post a list of recommended or required readings.

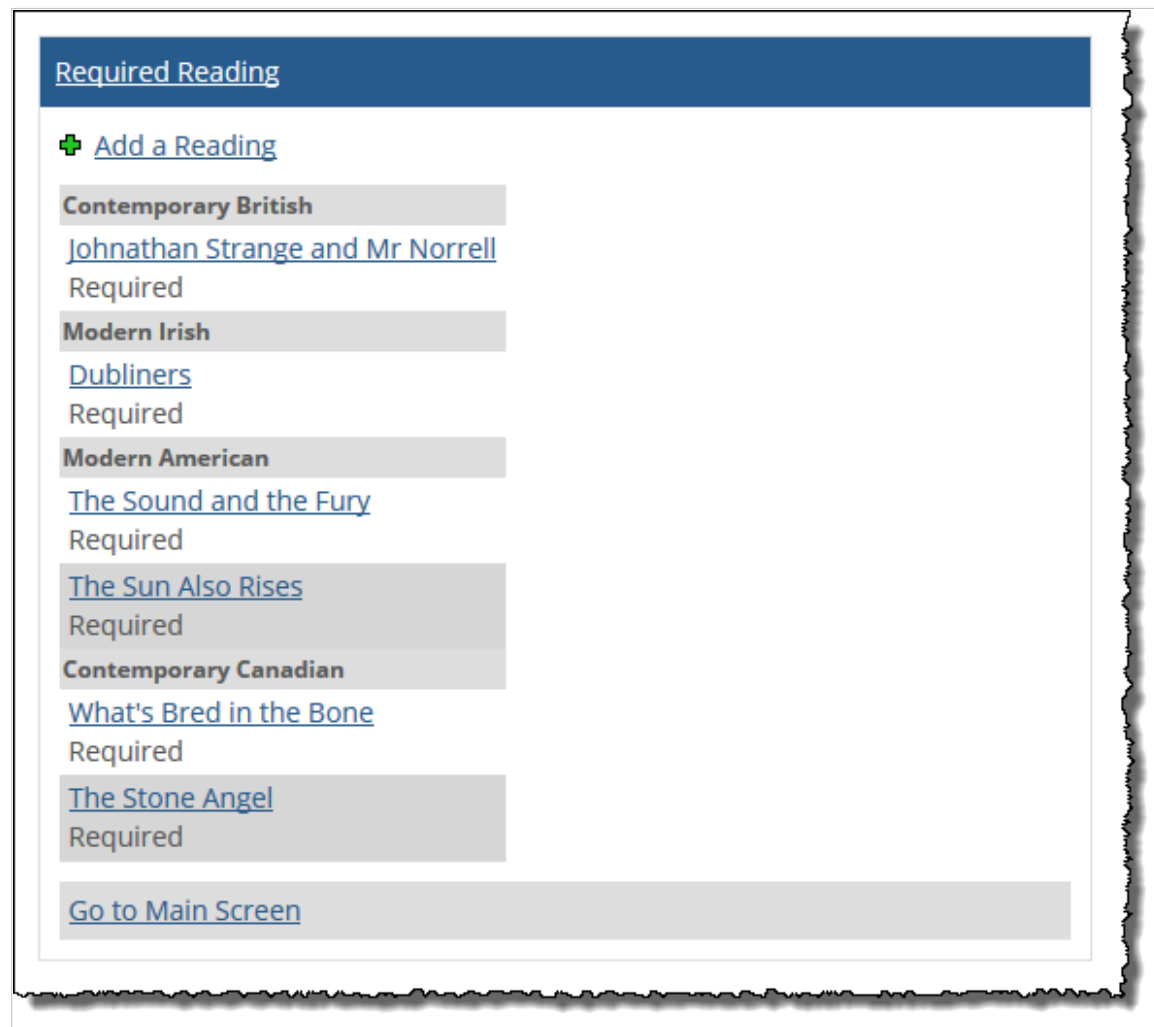
## Key concepts

The Readings feature lets you post a list of recommended or required readings for students, along with a URL to a page that lists more information about the reading—such as a link to an online bookstore or a library page.

## Organization of the feature

In each instance of the Readings feature, you define **sets**, which are like topics or categories. Individual readings are posted within sets. For example, you might create sets that represent different topics, different authors, different units in the class, or some other common element.

For each reading you can post a variety of information, including the item's title, author, a relevant URL, and so forth.



By default, an instance of this feature is located on the Syllabus page of a course. You can create additional instances of the feature anywhere within your course context.

## Default locations

The default layout for course contexts includes an instance of the Required Reading feature on the Syllabus page. If desired, you may be able to create additional instances. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Feature basics

The section describes a few features of the Readings feature that your students—and you—will use when navigating the feature, as well as few other basics.

### Default view versus maximized view

The main page of the feature displays the name and description of each set, along with each set's individual readings. In this view, each listing shows whether or not the reading is required.

If you maximize the feature, you can expand (**Show**) or collapse (**Hide**) the list of readings associated with each set. In this view, the listing for each reading shows additional details, such as the author and the number of pages.

### Displaying details on any reading

As noted in [Default view versus maximized view \(page 447\)](#) the default view shows some details on the initial view of the feature, and more are displayed after the feature is maximized.

You can display *all* details about the reading by clicking the name of the reading. In response, the system displays the **Readings - View Reading Details** screen, which lists all the details that were entered when the reading was created.

## Setting preferences

While using the Readings feature, you can adjust your own personal view of the feature instance using any of the following procedures:

- [Order readings alphabetically \(page 447\)](#)
- [Order sets alphabetically \(page 448\)](#)
- [Display empty sets \(page 448\)](#)

Note that students and any other users of the feature can also adjust their view using these procedures. For this reason, bear in mind that whenever you create a specific order for either readings or sets, students will not necessarily see that sequence.

### Order readings alphabetically

If appropriate, you can have the system display readings alphabetically within each set.

When readings are ordered alphabetically, the system ignores any sequence that may have been specified when you (or another authorized user) configured each set, as described in [Working with sets \(page 448\)](#).

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.

4. Select the Required Reading feature from the drop-down list.
5. Select the check box labeled **Order Readings Alphabetically**.  
The system now orders all readings alphabetically (within your personal view).

## Order sets alphabetically

If appropriate, you can have the system display sets alphabetically within the feature instance.

When sets are ordered alphabetically, the system ignores any sequence that you (or another authorized user) might have previously specified, as described in [Order sets \(page 450\)](#).

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Required Reading feature from the drop-down list.
5. Select the **Order Sets Alphabetically** check box.  
The system now orders all set alphabetically (within your personal view).

## Display empty sets

By default, the system does not display sets that contain no readings. However, you can choose to display them in your view of the feature.

1. Navigate to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the Required Reading feature from the drop-down list.
5. Select the **Show Empty Sets** check box to display sets for which no readings are available. If this preference is not selected, the default Ungrouped set does not display.  
The system now orders all set alphabetically (within your personal view).

## Working with sets

Sets are like categories into which you can group similar readings. By default, each instance of the Readings feature has one set called **Ungrouped**. By default, a new reading will be placed into this set, but you can create and populate additional sets.

Note that by default the system will not display an empty set unless the user chooses to manually display it. So if you add a set and don't see it, you probably have your preferences set to hide empty sets. To display empty sets, follow the steps described in [Display empty sets \(page 448\)](#).

## Add a set

You can add as many sets as is appropriate for your course. Note that a set is used only by the instance where you create it. If you have multiple instances of the Readings feature, you create different sets for each one

1. Navigate to the appropriate feature instance and maximize it.

2. Select **Manage > Add set**. (Note: If you do not see this link, select **Manage > Show Editing Tools** to display the editing tools.)  
The system displays the **Required Reading – Manage Set View** screen.
3. In the **Name** field, enter a name for the set.
4. If appropriate, enter text in the **Description** field. The description can be no more than 2,000 characters. This text will be displayed in main feature view both when the feature is maximized and when it is not.
5. Use the **Position** drop-down list to specify where the set should be placed in relation to other sets. However, note that the choice you make at this juncture will not be seen by students who choose to display sets in alphabetical order, as described in [Order sets alphabetically \(page 448\)](#).
6. Do one of the following:
  - To finish, click **Save**.
  - To save and start creating another set, click **Save and add another**.

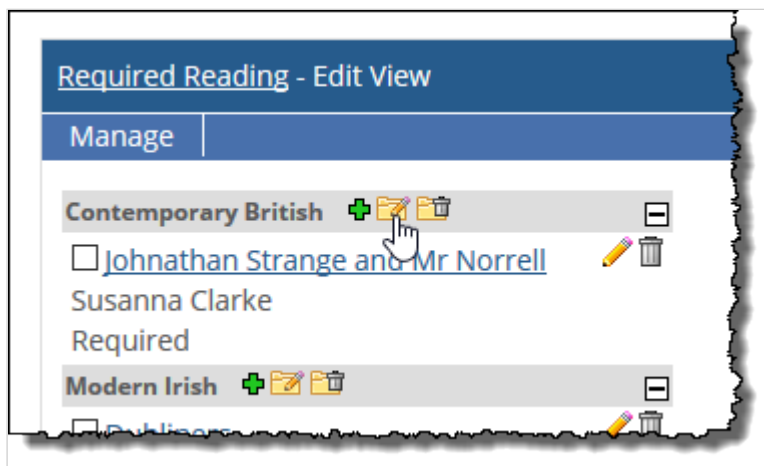
## Modify a set

At any time after you create a set, you can do any of the following:

- Change its name.
- Change its description.
- Change the position of set relative to other sets. (However, note that the sequence will not be seen by students who choose to display sets in alphabetical order, as described in [Order sets alphabetically \(page 448\)](#).)
- Re-order the readings within the set. (However, note that the sequence will not be seen by students who choose to display sets in alphabetical order, as described in [Order sets alphabetically \(page 448\)](#).)
- Delete a reading.
- Move or copy a reading to a different set.

To modify a set:

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the set that you want to modify and click the corresponding **Edit** icon, which looks like a folder with a pencil on it. (Note: If you do not see this icon, select **Manage > Show Editing Tools** to display the editing tools.)



The system displays the **Required Reading – Manage Set View** screen.

3. Do any of the following, as appropriate.

- Modify the text in the **Name** and **Description** fields.
  - Change the value in the **Position** drop-down list. This will change the position of the set relative to other sets, for those users who are not displaying the sets alphabetically.
  - Use the list at the bottom of the screen to reorder the readings in the set. Doing this will change the order for those people who are not displaying the readings alphabetically.
  - If you want to delete any reading, click the trash icon that corresponds with that reading.
  - If you want to move or copy a reading from this set to another, choose **Move** or **Copy** from the last drop-down list on the screen. In the corresponding drop-down list at the right, select the set to which the reading should be copied or moved.
4. Click **Save**.

## Order sets

This option allows you to place sets in a specific order. Note, however, that any sequence you create using this technique will not be seen by students who choose to display sets in alphabetical order, as described in [Order sets alphabetically \(page 448\)](#).

1. Navigate to the appropriate feature instance and maximize it.
2. Select **Manage > Order Sets**.  
The system displays the **Required Reading - Order Sets View** screen.
3. Use the text boxes at the left to specify the desired order of the sets.
4. Click **Save**.

## Delete a set

When you delete a set, you also delete all of its readings. If you definitely want to delete a set and its readings, use the procedure below

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the set you want to delete and click the corresponding delete icon, which looks like a folder with a trash can on it. (**Note:** If you do not see this icon, select **Manage > Show Editing Tools** to display the editing tools.)  
The system generates a dialog asking if you are sure you want to delete the set.
3. Click **OK**.  
The system removes the set and its readings.

## Working with readings

This section describes how to add, modify, and delete readings, along with related tasks.

### Add a reading

1. Navigate to the appropriate feature instance and maximize it.
2. Select **Manage > Add a Reading**.  
The system displays the **Required Reading - Manage Reading View** screen.
3. In the **Title** field, enter the reading's name. This field is required.
4. In the **Author** field, enter the author's name. This field is required.
5. If desired, enter any other necessary details in the **Edition/Publisher** field.
6. If there is a supporting URL you want to include, fill out the following fields:

- In the **URL** field, enter the full URL, including a protocol such as http://.
  - In the **URL label** field, if desired enter an informative label such as **Click here to go to university bookstore**.
7. If appropriate, enter the number of pages in the **Pages** field.
  8. Use the **Status** field to choose one of the following:
    - Required
    - Optional
    - Suggested
    - Extra Credit

Each of these labels exists solely to communicate more information to the student about the reading—the label has no technical function.

By default, this drop-down list is set to **Required**.

9. Use the **Set** drop-down list to choose the set to which the reading will belong.
10. If appropriate, enter text in the **Description** field. The description can be no more than 2,000 characters. This text will be displayed on the **Required Reading - View Reading Details** screen for this item.
11. Do one of the following:
  - To finish, click **Save**.
  - To save and begin the process again for a new set, click **Save and add another**.

## Modify a reading

At any time after you create a reading, you can modify any of the values you chose when you created it.

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the reading you want to modify and click the corresponding pencil icon.  
The system displays the **Required Reading - Manage Reading View** screen.
3. Modify any of the fields as appropriate.
4. Click **Save**.

## Delete a reading

1. Navigate to the appropriate feature instance and maximize it.
2. Locate the reading you want to modify and click the corresponding trash icon.  
The system displays a dialog box asking whether you are sure you want to delete the item.
3. Click **OK**.

## Save readings to your File Cabinet

1. Navigate to the appropriate feature instance and maximize it.
2. Using the check boxes at the left, select the items you want to save.
3. At the bottom of the screen, select **Save to file cabinet** from the first drop-down list.  
The system updates the screen to include a **Submit** button.
4. Click **Submit**

## Import readings from your File Cabinet

1. Navigate to the appropriate feature instance and maximize it.
2. Click the link labeled Import readings from file cabinet.

The **Import readings** screen displays.

3. Using the check boxes at the left, select the readings you want to import.
4. Click **Import selected**.

The system adds the readings to your feature instance, placing them in the Ungrouped set.

## Managing permissions

In some cases, you may want to allow members of another role to assist you with management of the Readings feature. This section explains how to grant other roles this permission.

### Let roles manage readings

By default, only the Administrators and Faculty roles have permission to post readings. However, in any instance of the Readings feature, you can give any role the ability to post and manage readings. When you do this, members of the role can do any of the following:

- Post readings in that instance.
- Modify readings that they or any other user have posted by:
  - Changing the name and description of the reading.
  - Changing the URL that's referenced.
  - Making the reading required or optional.
- Delete any reading in the instance.

To let a role manage readings:

1. Navigate to the page that contains the Required Reading feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Required Reading feature, click the toggle button next to the **Can Manage (Add/Edit/Delete) Readings** permission to change the setting to **Yes**.

### Let roles manage sets

By default, only the Administrators and Faculty roles have permission to manage sets. However, in any instance of the Readings feature, you can give other roles this ability. When you do this, members of the role can do any of the following:

- Create sets in that instance.



- Modify sets that they or any other user has posted by:
- Changing the set's name.
- Changing the set's description.
- Modifying the default order of sets.
- Delete any set in the instance.

To let a role manage sets:

1. Log in to the appropriate feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permission to post readings, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Required Reading feature, click the toggle button next to the **Can Manage (Add/Edit/Delete) Sets** permission to change the setting to **Yes**.

# Roster

By default, your course context includes a Roster feature, which includes a list of everyone associated with the course section. This chapter describes how to work with this feature.

## Key concepts

This section offers an overview of the Roster feature.

## Feature basics

The Roster feature, which is actually an instance of the Group Directory feature, is a list of all members of a course, including both students and faculty. From this list you can email course members and view more information about them.

## Default location

The default layout for course contexts includes a Roster feature instance on the Roster page, which is accessible from the left sidebar.

## Adjust your view

While using the Roster feature, you can adjust your own personal view of the feature by making faculty members' names highlighted.

1. Navigate to the Roster feature and click the wrench icon.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Preferences** link in the admin bar.  
The system displays the **Preferences** screen.
4. Select the check box labeled **Highlight Faculty/Leaders**.
5. Click **Save Changes**.  
The system now highlights faculty members (within your personal view).

## Send email to members of a course

Use the procedure below to send an email to some or all members of a course section.

Note that email will be delivered only to those faculty members and students who have entered email addresses in the My profile and settings feature.



You can also send email to students from the printable roster for the course section, which is described in [Display a printable course roster \(page 455\)](#).

1. Navigate to the Roster feature.
2. Do any of the following:
  - To send email to everyone in the class—
    - a. Check the check box labeled **Select all**.

- b. Make sure **Selected** is selected from the **Email** drop-down list.
  - c. Click **Open email**.
- To send email all of the course section members who belong to a particular role:
  - a. Select the appropriate role in the **Email** drop-down list.
  - b. Click **Open email**.
- To send email to one or more selected members—
  - a. Using the check boxes next to people's names, select the recipients for your email.
  - b. Make sure **Selected** is selected from the **Email** drop-down list.
  - c. Click **Open email**.

The system opens an email form.

3. Fill out the form as appropriate. Note that you have option of uploading an attachment that is smaller than 2MB.
4. Click **Send**.

## Display a printable course roster

If you need a printable version of the students enrolled in a course section, display the course roster.

1. Navigate to the Roster feature.
2. Click **View printable roster**.  
The system displays a printable list of all the students in the course along with their ID numbers. Note that from this page you can also send email or display any student's My Info card.

## Managing permissions

By default, only members of the Faculty role can view the printable roster for a course section. However, you may want to give this permission to members of other roles.

To allow roles to display the printable roster:

1. Navigate to the Roster feature.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permission to post readings, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Coursework feature, click the toggle button next to the **Can View Printable Roster** permission to change the setting to **Yes**.

# RSS Reader

This chapter explains how to set up an instance of the RSS Reader.

## Key concepts

The RSS Reader feature lets users read items generated by feeds that comply with the RSS 2.0 specification. The default layout for course sections does not include this feature, but if desired you can add one.

You can also set up each instance of the feature to include categories that represent groups of feeds.



## Notes about permissions

Note the following:

- Anyone who can access a page that hosts the RSS Reader feature can also display and browse the feature.
- Only those with administrative privileges can create categories and subscribe to RSS feeds.
- For each instance of the feature, you can give administrative privileges to any role as appropriate.

## No default locations

In the default layout of the portal, there are no instances of the RSS Reader feature, but you may be able to add this feature to your course section's pages, to a Campus Groups context that you lead, or to another

context that you might manage. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Subscribe to a feed

If you want items from an RSS feed to be available to readers of an RSS Reader feature instance, subscribe the instance to the feed.

1. Navigate to the appropriate feature instance and click **Add feed** link. (If you do not see this button, you may have to click the **Categories and feeds** link to expand the menu.)  
The system displays a form.
2. Enter a name for the feed that will be meaningful to users.
3. Enter the URL for the feed. Note that the feature is designed to handle feeds compliant with the RSS 2.0 specification only. Using other types of feeds might result in error messages.
4. If necessary, select a category in which to place the feed.
5. Do one of the following:
  - To finish, click **Save**.
  - To save and subscribe to another feed, click **Save and add another**.

## Create a category

If the feature instance will be host to numerous RSS feeds, you might want to create categories to group them. Categories are displayed as yellow folder icons that can be expanded or collapsed to show or hide the feeds they contain.

Note that you can also create a category as part of the process of adding a feed, as described in [Subscribe to a feed \(page 457\)](#).

1. Navigate to the appropriate feature instance and click **Add category**. (If you do not see this button, you may have to click the **Categories and feeds** link to expand the menu.)
2. In the form displayed, enter a name for the category.
3. Click **Save**.

## Managing permissions

If you want to grant another role permission to subscribe to RSS feeds and create categories, you must give that role administrative privileges. These privileges are granted at the feature-instance level.

To let a role manage categories and feeds:

1. Navigate to the page that contains the RSS Reader feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:

- If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the RSS Reader feature, click the toggle button next to the **Can Administer Portlet** permission to change the setting to **Yes**.

# Task Manager

This chapter explains how to set up Task Manager.

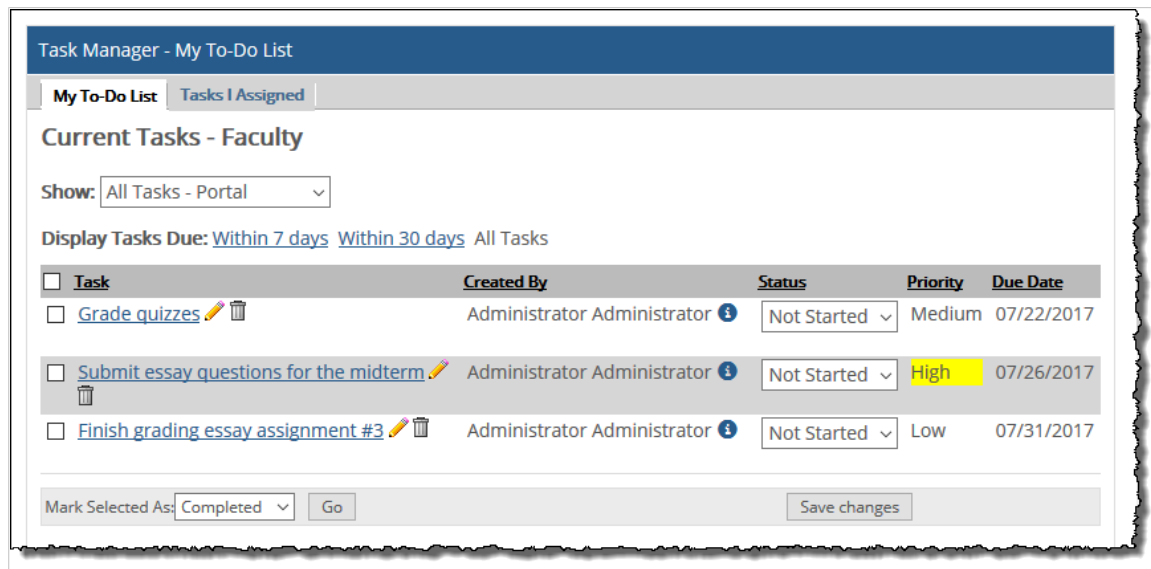
## Key concepts

This section offers an overview of the Task Manager feature.

## Feature basics

The Task Manager feature lets you assign tasks to other users or roles, or create a to-do list for yourself. For example, you might create tasks for the teaching assistants assigned to your course section.

People who have tasks assigned to them will see those items listed in the feature instance. They also have the ability to mark a task as completed, in progress, and so forth.



## No default location

In the default layout of the portal, there are no instances of the Task Manager feature—but you may be able to add this feature to your course section's pages, to a Campus Groups context that you lead, or to any other context that you might manage. If you need help with adding a feature to a page, see [Add a feature instance to a page \(page 510\)](#).

## Create a task

Use this procedure to create a task, either for yourself or for others.

1. Navigate to the appropriate instance of the Task Manager feature and maximize it.  
The system displays the maximized view of the feature instance. By default, the system displays the tab labeled **My To-Do List**.
2. Do one of the following:
  - If you want to create a task for yourself, click the link labeled **Add a New Task**
  - If you want to create a task for someone else, select the **Tasks I Assigned** tab, then click **Add a New Task**.

The system displays a form.

3. Fill out the form as follows:
  - In the **Name** field, enter a short label for task.
  - If this is a task for someone else, use the **Assign To** area to select the person or role to which you want to assign this task.
  - In the **Description** field, enter a description of the task.
  - If this is a task for someone else, use the **Due Date** area to set a deadline.
  - If this is a task for you, use the **Status** area to describe the current state of the task.
  - Use the **Priority** drop-down list to select a priority.
4. Click **Save**.

## Managing permissions

By default, users can create tasks for themselves, but only members of the Faculty role can create tasks for other people. If you want another role to be able to do this, use the following procedure.

To allow a role to assign tasks to other users:

1. Navigate to the page that contains the Task Manager feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permissions, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.
5. Under the list of permissions for the Task Manager feature, click the toggle button next to the **Can Assign Tasks** permission to change the setting to **Yes**.



# Usage Statistics

If your site has enabled logging, then you can use the Usage Statistics feature to review detailed information about user behavior in any context where you have administrative privileges (such as your course context, or a Campus Group that you lead).

## Key concepts

The Usage Statistics feature helps you understand how a context is being used. You can use this feature to see which pages generate the most traffic and which people are most active, among other details.

## Key terms

This section defines a few key terms and icons used on the **Usage Statistics** screen.

- **Active** – A page or feature is said to be active if it has been viewed many times.
- **Action** – An action can be the posting of an item in a Forums feature instance, the viewing of an item in a Handout feature instance, or any of several other events. The Usage Statistics feature displays details about several different types of actions.
- **Visit** – A visit occurs when someone displays the context. A single visit could include one page view, or many page views.
- **Visitor** – A visitor is someone who navigates to the context.

See also [Understanding the default screen \(page 462\)](#) for an explanation of the terms used on that page.

## Key icons

The feature uses a set of icons that characterize how active a visitor, feature, or page has been relative to others within the same context:

Icon	Meaning
	Indicates activity that is well above average.
	Indicates above-average activity.
	Indicates an average level of activity.
	Indicates below-average activity.
	Indicates activity that is well below average.

## Displaying an overview of a context's usage

To get a general overview of what is happening in the context, you display the main screen. From here, you can also drill down to display details that are more granular.

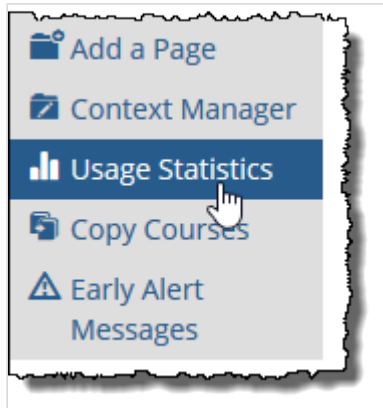
## Navigate to the default Usage Statistics screen

You navigate to the default **Usage Statistics** screen if you want to do either of the following:

- See an overview of usage statistics for a context.
- Start navigating toward more-granular data, such as by-page or by-visitor statistics.

To display the main screen:

1. Log in to the portal as someone with administrative privileges in an eLearning course section or a Campus Group.
2. Navigate to the section for which you want to view statistics.
3. Click the **Usage Statistics** link, which is located beneath the **Context Manager** link.



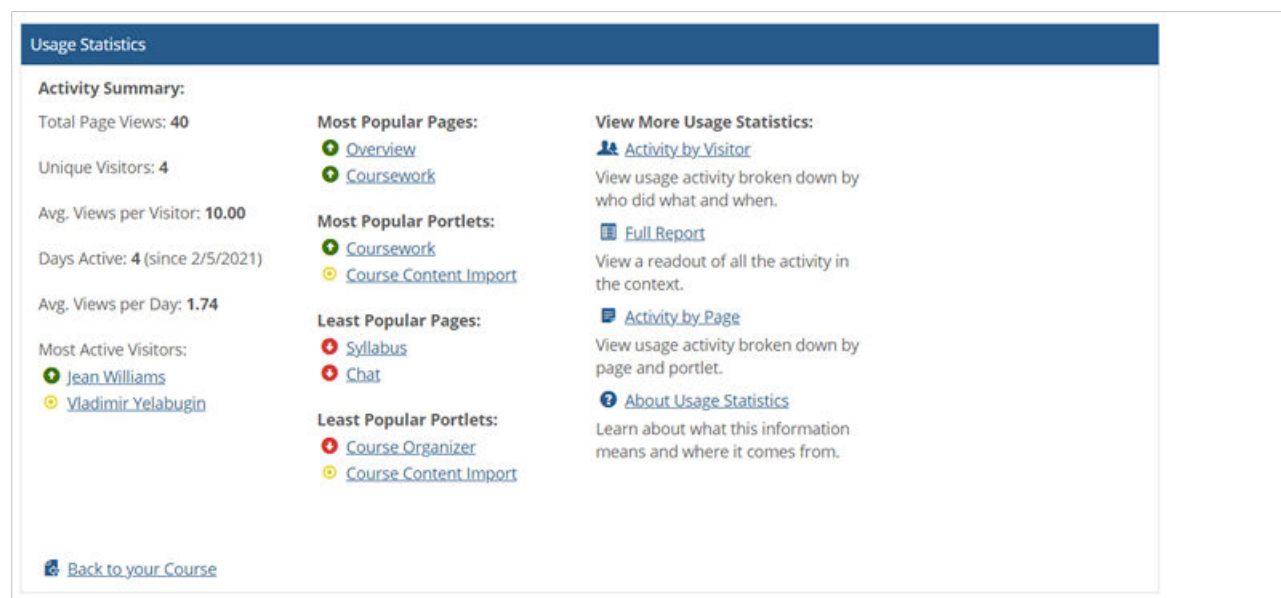
The system displays the default **Usage Statistics** screen for this context. The information on this screen is described more fully in [Understanding the default screen \(page 462\)](#).

From here, you can also display details such as:

- A list of all visitors who have navigated to the context, as described in [Reviewing activity by visitor \(page 463\)](#).
- A list of all pages in the context, with statistics about those pages, as described in [Reviewing activity by page \(page 464\)](#).

## Understanding the default screen

The default Usage Statistics feature screen offers a high-level picture of activity in the context.



The following table offers additional details about each field in the default screen.

Field	Meaning
<b>Total Page Views</b>	The total number of page views by all visitors, of all pages in the context.
<b>Unique Visitors</b>	The total number of different people who visited the context.
<b>Avg. Views per Visitor</b>	The total number of page views divided by the total number of unique visitors.
<b>Days Active</b>	The number of days since the first activity was logged.
<b>Avg. Views per Day</b>	The average number of pages viewed each day.
<b>Most Active Visitors</b>	The two people who are most active in the context (that is, who have viewed the most pages).
<b>Most Popular Pages</b>	The two pages in the context that have been viewed most often.
<b>Most Popular Features</b>	The two feature instances in the context that have been viewed most often.
<b>Least Popular Pages</b>	The two pages in the context that have been viewed least often.
<b>Least Popular Features</b>	The two feature instances in the context that have been viewed least often.

## Reviewing activity by visitor

If you want to see a list of people who are active in the context and where each visitor's activity has been, you can navigate to the **Activity by Visitor** screen.

### Navigate to the Activity by Visitor screen

Use this procedure to display:

- A list of all visitors who have been active in the context.
- A list of any context members who have not yet visited any pages.

Note that the way you navigate to the **Activity by Visitor** screen varies a bit depending on where you begin from.

To navigate to the Activity by Visitor screen, do one of the following:

- Start from the default view:
  1. Open the Usage Statistics feature for the appropriate context, as described in [Displaying an overview of a context's usage \(page 461\)](#).
  2. Click **Activity by Visitor**.
- If you have already navigated to a lower-level usage statistics screen, look for the **View Activity by Visitor** link in a box on the right-hand side of the screen. (The exact display of this box will vary depending on where you are in the application.)

The system displays a screen titled **All Activity by Person**. This screen lists all the users who have visited the context, along with some additional details.

From here you can click the name of any person to display more details about their activity, as described in [Reviewing details about an individual visitor's activity \(page 463\)](#).

## Reviewing details about an individual visitor's activity

For those people who have been active in the context, you can drill down to see specific information about each visitor. This section explains how to review those details.

### Navigate to the Activity by Visitor > Usage Detail screen

If you want to review details about an individual user's activity, display the **Activity by Visitor > Usage Detail** screen

1. Navigate to the **Activity by Visitor** screen, as described in [Navigate to the Activity by Visitor screen \(page 463\)](#).
2. Click the name of any user to display the **Usage Detail** screen for that user.  
The system displays the **Activity by Visitor > Usage Detail** screen for the user you selected. For help understanding this screen, see the next section.

## Understanding the Activity by Visitor > Usage Detail screen

The **Activity by Visitor > Usage Detail** screen for each visitor include data such as the following:

- The person's total page views in the context.
- The page that the person has viewed most.
- The person's average page views per day.
- The time of the person's most recent visit.
- The average time per visit.
- A list of all pages this person has viewed, and the number of views of each page.

**Usage Statistics**

### Usage Detail

**Usage Detail for Bobby Jackson**  
All usage from Bobby Jackson

Total Page Views: 28  
Most Viewed Page: [Home](#)  
Avg. Views per Day: 0.00  
Most Recent Visit: 7/19/2017 3:02 PM  
Avg. Time per Visit: Less than a minute

**Summary for Bobby Jackson**  
[Email Bobby](#)  
[View Bobby's Activity History](#)  
[Back to Activity by Visitor](#)  
[Back to Usage Main Screen](#)  
[<<Prev](#) [Visitors](#) [Next>>](#)

Page ▾	Views ▾	Rating ▾	Most Recent View ▾
<a href="#">Home</a>	28		7/19/2017 3:02 PM

[Rating Key](#)

*Any pages not shown in the list above have not yet been viewed by this visitor.*

From this screen you can drill down further to see the following:

- A list of which features (on a specific page) that the person has viewed. To see this list, click the name of any page that is listed.
- A list of each of the person's sessions, and details about each session. To display this, click **View [Person's] Activity History**.

## Reviewing activity by page

If you want to see a list of all pages in the context and details about the usage of each one, navigate to the **Activity by Page** screen.

## Navigate to the Activity by Page screen

Use this procedure to display a list of all pages in the context and a summary of usage statistics about each one.

Note that the way you navigate to the **Activity by Page** screen varies a bit depending on where you begin from.

To navigate to the Activity by Page screen, do one of the following:

- Start from the default view:
  1. Open the Usage Statistics feature for the appropriate context, as described in [“Displaying an overview of a context’s usage” on page 621 \(page 461\)](#).
  2. Click **Activity by Page**.
- If you have already navigated to a lower-level usage statistics screen, look for the **ViewActivity by Page** link in a box on the right-hand side of the screen. (The exact display of this box will vary depending on where you are in the application.)

## Navigate to the Activity by Page > Page Detail screen

If you want to review details about activity on an individual page, display the **Activity by Page > Page Detail** screen. This screen includes details such as the following:

- The total number of views of that page.
- A tally of the unique number of visitors who have viewed the page.
- A list of all features on the page, with details about the traffic to each feature.

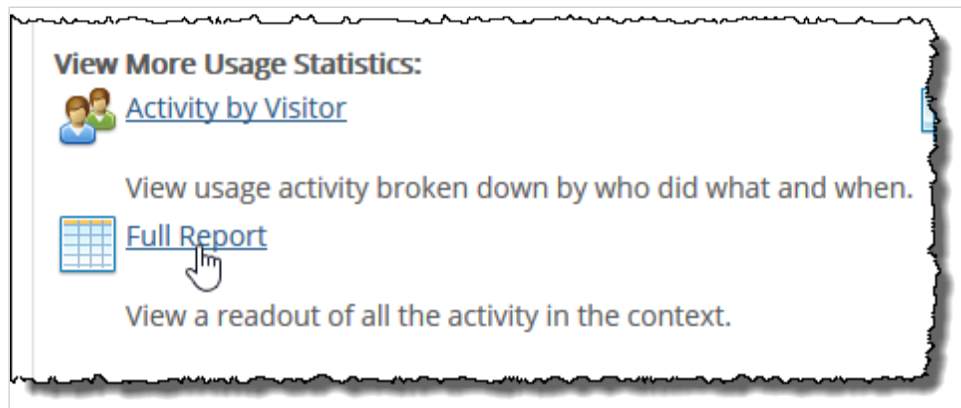
To navigate to the Activity by Page > Page Detail screen:

1. Navigate to the **Activity by Page** screen, as described in [Navigate to the Activity by Page screen \(page 464\)](#).
2. Click the name of the appropriate page.

## Display a list of all activity in the context

At times you may want to display a list of all activity in the context. You do this by displaying the “full report.” By default, the activity is listed chronologically, but you can change this.

1. Do one of the following:
  - Start from the default view:
    - a. Display the default **Usage Statistics** screen, as described in [Navigate to the default Usage Statistics screen \(page 461\)](#).
    - b. Click the **Full Report** link.



- If you have already navigated to a lower-level usage statistics screen, look for the **ViewFull Report** link in a box on the right-hand side of the screen. (The exact display of this box will vary depending on where you are in the application.)

The system displays the report.

**Usage Statistics**

### Full Report

**Activity Report**  
This report shows all the activity in the Campus Life context.

Showing **all history** from **6/22/2016** to **6/22/2017**. [Edit options](#)

« [First](#) | [Previous](#) | 1 | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [9](#) | [10](#) | [11](#) ... [21](#) | [Next](#) | [Last \(38\)](#) »

Date/Time	Visitor	Action	IP Address
6/15/2017 3:41:09 PM	<a href="#">Gomez, Jorge</a>	Visited Home Page	10.20.10.54
6/15/2017 3:41:09 PM	<a href="#">Gomez, Jorge</a>	Viewed Campus Groups Portlet	10.20.10.54
6/15/2017 3:41:09 PM	<a href="#">Gomez, Jorge</a>	Viewed Campus Groups Portlet	10.20.10.54
6/15/2017 3:41:07 PM	<a href="#">Gomez, Jorge</a>	Visited Home Page	10.20.10.54
6/15/2017 3:41:07 PM	<a href="#">Gomez, Jorge</a>	Viewed Campus Groups Portlet	10.20.10.54
6/15/2017 3:40:56 PM	<a href="#">Gomez, Jorge</a>	Visited Home Page	10.20.10.54
6/15/2017 3:09:07 PM	<a href="#">Administrator, Administrator</a>	Visited Home Page	10.20.10.54
6/15/2017 2:28:23 PM	<a href="#">Williams, Jean</a>	Visited Home Page	10.20.10.54

2. If you want to customize the display of the report details, click the link labeled **Report Options**, at the right.

The system displays a dialog box with options for sorting and limiting the report details.

**Report Options**

Show: ☒ All History  
☐ Administrative History (Adds/Edits/Deletes)

Sort: ☒ Newest First  
☐ Oldest First

Display: ☒ Nested  
☐ Flat

Dates: From:    
To:

3. Make any changes necessary and click **Save**.  
The system redisplay the data according to your preferences.

## Part 5: Saving and reusing material

The section describes how to save material to use in different course contexts or outside the portal.

# Working with the File Cabinet

If you want to save assignments and reuse them in future course sections, you can do so using the File Cabinet. You can also save bookmarks, handouts, readings and course cartridges.

## Key concepts

Your File Cabinet is a feature located within your My Pages context (on a page also called **File Cabinet**). Only you have access to your File Cabinet.

You can use your File Cabinet to store any of the following:

- Bookmarks
- Coursework
- Course cartridges
- Handouts
- Readings

Because the File Cabinet is integrated tightly with many other features, sometimes you interact with the File Cabinet from other locations. This chapter covers the process of organizing items within the File Cabinet and using the File Cabinet to create items. For details on other sections in this guide that deal with the File Cabinet, see the sections below.

## Saving to the File Cabinet

There are a few ways to save items to the File Cabinet.

### Saving from another feature

If you prefer to save items to the File Cabinet from within other features, note that those processes are covered elsewhere in this guide. For details see the sections listed in the following table.

Type of item	Corresponding section
Bookmarks	<a href="#">Save a bookmark to the File Cabinet (page 306)</a>
Course cartridges	<a href="#">Upload a cartridge from outside the portal (page 499)</a>
Coursework	<a href="#">Save an assignment to the File Cabinet (page 105)</a>
Handouts	<a href="#">Save handouts to your File Cabinet (page 409)</a>
Readings	<a href="#">Save readings to your File Cabinet (page 451)</a>

### Saving items from a course cartridge

If desired, you can also move individual items such as bookmarks and assignments from within a course cartridge to the File Cabinet. You do this by loading a course cartridge into the CCI feature instance then using the steps described in [Integrate content into another feature \(page 501\)](#).

## Creating items in the File Cabinet

In some cases you can use the File Cabinet to create items. This process is described in this chapter, in the following sections:

- [Add a bookmark \(page 478\)](#)
- [Add a handout \(page 479\)](#)



- [Add a reading \(page 481\)](#)

You cannot create coursework or upload course cartridges from within the File Cabinet.

## Importing from your File Cabinet

The primary function of the File Cabinet is to save items so that you can reuse them later. To get an item from the File Cabinet into a new course context, you navigate to the feature instance where you want to use the item and import from there. For details see the sections listed in the following table.

Type of item	Corresponding section
Bookmarks	<a href="#">Import a bookmark from the File Cabinet (page 306)</a>
Course cartridges	<a href="#">Load a cartridge from the File Cabinet (page 500)</a>
Coursework	<a href="#">Importing an assignment from the File Cabinet (page 102)</a> <a href="#">Import questions from the File Cabinet (page 127)</a> <a href="#">Import sections from the File Cabinet (page 125)</a>
Handouts	<a href="#">Import handouts from your File Cabinet (page 410)</a>
Readings	<a href="#">Import readings from your File Cabinet (page 451)</a>

## Navigate to the File Cabinet

You may want to display the File Cabinet for any of the following reasons:

- To browse the items stored there.
- To organize saved items into folders. You might do this if you have saved a particularly large number of items.
- To delete any items that you have saved, including individual questions or sections from online assignments.
- If you want to create and save any of the following:
  - A new reading.
  - A new handout.
  - A new bookmark.
- To rename items that are stored there.

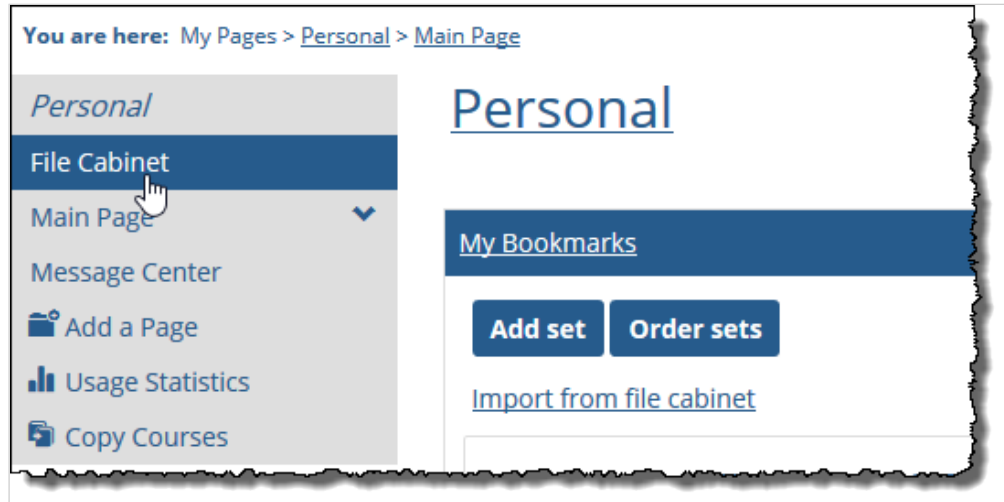


You should not use your browser's **Back** button within the File Cabinet. To navigate within this feature, either use the “Up one level” link or the breadcrumbs at the top of the screen.

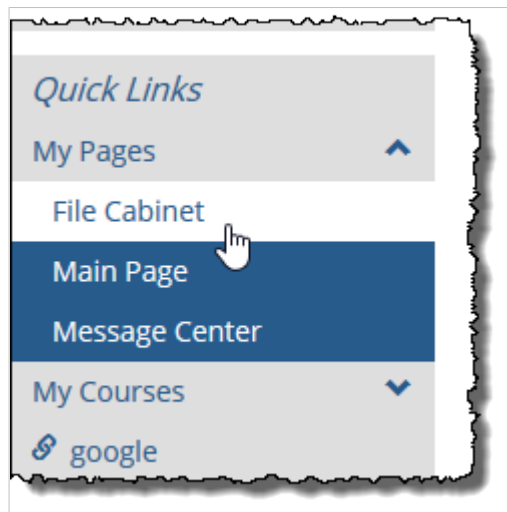
To navigate to the File Cabinet:

1. Do one of the following:
  - Start by navigating to your My Pages context:
    - a. Click the **My Pages** tab.

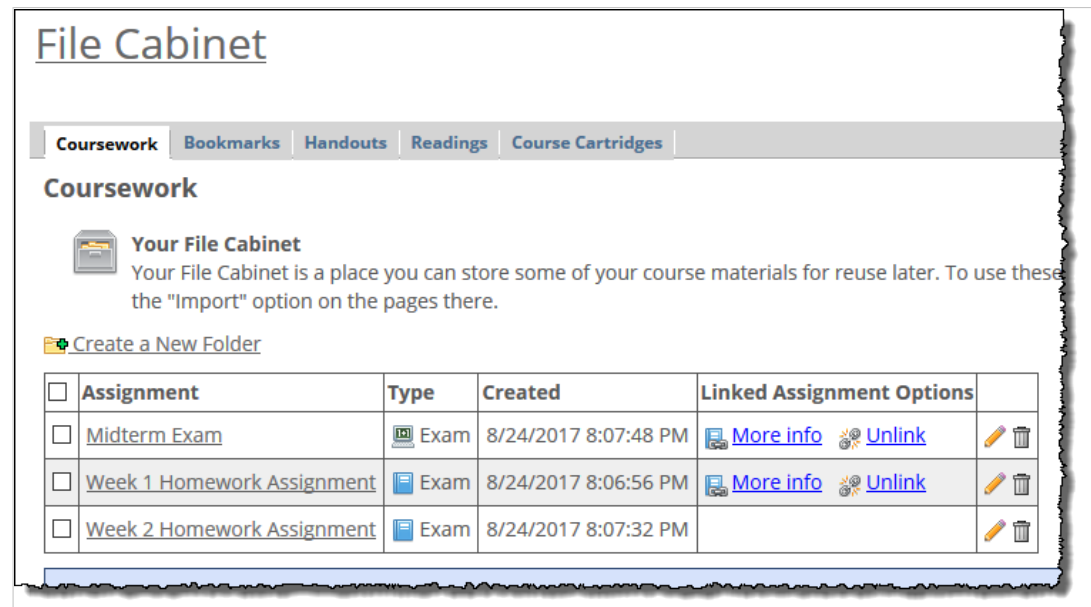
- b. In the left pane, click the **File Cabinet** page.



- Start from the sidebar:
  - a. From anywhere in the portal, expand the **My Pages** link in the sidebar.
  - b. Click the **File Cabinet** link.



The system displays the File Cabinet feature, with the Coursework tab displayed by default.



The screenshot shows the 'File Cabinet' interface with the 'Coursework' tab selected. Below the tabs, there is a section titled 'Your File Cabinet' with a brief description and a 'Create a New Folder' link. A table lists saved assignments with columns for checkboxes, assignment names, types, creation times, and linked assignment options.

<input type="checkbox"/>	Assignment	Type	Created	Linked Assignment Options
<input type="checkbox"/>	<a href="#">Midterm Exam</a>	Exam	8/24/2017 8:07:48 PM	<a href="#">More info</a> <a href="#">Unlink</a>
<input type="checkbox"/>	<a href="#">Week 1 Homework Assignment</a>	Exam	8/24/2017 8:06:56 PM	<a href="#">More info</a> <a href="#">Unlink</a>
<input type="checkbox"/>	<a href="#">Week 2 Homework Assignment</a>	Exam	8/24/2017 8:07:32 PM	

2. If appropriate, see any of the following sections for further guidance on what you can do from this point:
- [Using the Coursework tab \(page 471\)](#)
  - [Using the Bookmarks tab \(page 477\)](#)
  - [Using the Handouts tab \(page 479\)](#)
  - [Using the Readings tab \(page 480\)](#)
  - [Working with folders \(page 482\)](#)


## Using the Coursework tab


The Coursework feature lists assignments that you have saved. You can use this tab to do any of the following:





















- Browse and display details about saved assignments.
- Delete or rename an assignment.
- Delete or rename a section.
- Search for questions, review them or delete them.
- View information about linked assignments, update them with any changes made to their original versions, as well as unlink them if desired. For more information see [Working with linked assignments \(page 161\)](#).

[Coursework](#)
[Bookmarks](#)
[Handouts](#)
[Readings](#)
[Course Cartridges](#)

## Coursework > Spanish


**Your File Cabinet**  
 These are the assignments you have saved in your Spanish folder within your [File cabinet](#).

File cabinet / Viewing the **Spanish** folder  [Up one level](#)

<input type="checkbox"/>	Assignment	Type	Created	Linked Assignment Options	
<input type="checkbox"/>	<a href="#">Essay Assignment #1</a>	 Paper	9/7/2017 12:47:03 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 
<input type="checkbox"/>	<a href="#">Midterm Essay</a>	 Paper	9/7/2017 12:46:52 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 
<input type="checkbox"/>	<a href="#">Vocabulary Quiz</a>	 Exam	9/7/2017 12:46:40 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 
<input type="checkbox"/>	<a href="#">Vocabulary Test 2</a>	 Exam	1/12/2017 4:24:38 PM	 <a href="#">More info</a>  <a href="#">Unlink</a>	 

or Move Selected to:

For help creating folders into which you can organize your saved assignments, see [Working with folders \(page 482\)](#).

## Understanding the default view

The default view shows the format and type of each assignment that you have saved. If you have organized some of your assignments into folders, these are listed first, and you can click any folder to display its assignments.

When you are looking at a list of assignments, the system displays each assignment's name, format, type, date and time created, and linked assignment options, if any. (For an explanation of assignment formats and types, see [Assignment classifications \(page 37\)](#).)

Note that the File Cabinet does not indicate the course section for which the assignment was originally created, so if you need to sort assignments by course or by course section, you should create a folder for each of these.

## Working with assignments

From within the File Cabinet, you can do any of the following relative to assignments:

- [Rename an assignment \(page 472\)](#)
- [Delete assignments \(page 473\)](#)
- [Managing linked assignment options \(page 473\)](#)

### Rename an assignment

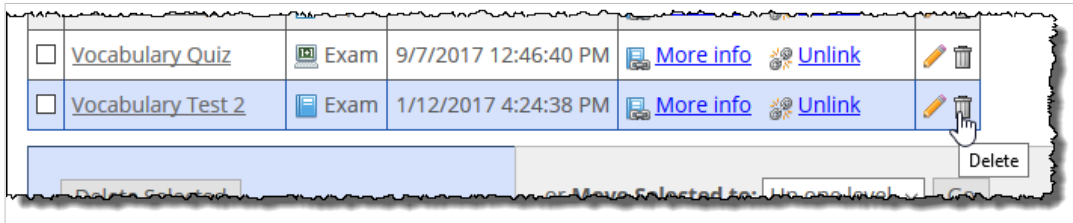
1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#).
2. Locate the assignment whose name you want to change. Click the corresponding pencil icon. The system displays the **Rename: AssignmentName** screen.

3. Modify the text in the **Name** field as appropriate.
4. Click **Save**.

## Delete assignments

Use this procedure to delete one or more assignments, along with all the sections and questions contained in those assignments.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#).
2. Locate the assignment(s) that you want to delete. Click the corresponding trash-barrel icon.



The system displays asking if you are sure you want to delete the assignment(s).

3. Click **OK**.



As an alternative, you can use the check boxes at the left to select multiple items to delete, then click the **Delete Selected** button.

## Managing linked assignment options

From the File Cabinet, you can take the following actions related to assignment linking:

- View information on a linked assignment. For more information see [Viewing information about linked assignments \(page 163\)](#).
- Update a linked assignment with any changes made to its original. For more information see [Updating a copy with changes made to the original \(page 166\)](#).
- Unlink a linked assignment. For more information see [Unlinking an assignment \(page 168\)](#).

## Working with sections

From within the File Cabinet, you can do any of the following relative to sections:

- [Display an assignment's sections \(page 473\)](#)
- [Rename a section \(page 474\)](#)
- [Delete sections \(page 475\)](#)

## Display an assignment's sections

Use this procedure to display a list of sections in an assignment and, optionally, a list of questions in any section.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#).
2. Click the name of the assignment.

The system displays a list of sections.

**Coursework** | Bookmarks | Handouts | Readings | Course Cartridges

### Coursework > Spanish > Final Exam

**Final Exam**  
You stored the Final Exam assignment in your File cabinet on 9/7/2017.

Format: **Online Exam**

Scored: **Scored out of 140 points**

Time limit: **None**

Retakes: **No Automatic Retakes**

Instructions:

Exam Contents

<input type="checkbox"/>	Section	Type	Content	
<input type="checkbox"/>	Essay	Regular	2	
<input type="checkbox"/>	Short Answer	Regular	3	
<input type="checkbox"/>	Vocabulary	Regular	6	

## Rename a section

1. If you haven't already done so, locate the assignment that contains the section whose name you want to change. Click the name of the assignment to display a list of its sections (as described in ["Displaying an assignment's sections" above \(page 473\)](#)).
2. Locate the name of the section that you want to change and click the corresponding pencil icon.

**Exam Contents**

<input type="checkbox"/>	Section	Type	Content	
<input type="checkbox"/>	Multiple Choice	Regular	5	
<input type="checkbox"/>	Short Answer	Regular	5	

The system displays the **Rename: Section** screen.

3. As appropriate, modify the text in the **Name** field.

**Coursework** | Bookmarks | Handouts

### Rename: 'Multiple Choice'

**Name**

4. Click **Save**.

## Delete sections

Use this procedure to delete one or more sections, along with all the questions contained in those sections.

1. If you haven't already done so, locate the assignment that contains the section you want to delete. Click the name of the assignment to display a list of its sections (as described in [Display an assignment's sections \(page 473\)](#)).
2. Using the column at the left, select the section(s) that you want to delete.
3. Click **Delete Selected**.  
The system displays asking if you are sure you want to delete the section(s).
4. Click **OK**.

## Working with questions

This section describes tasks you can complete relative to questions, including the following:

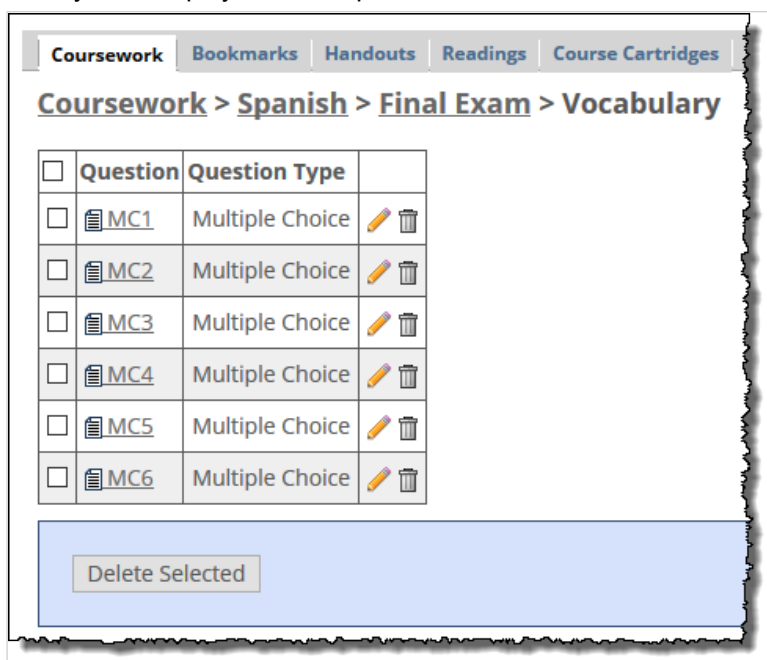
- Displaying a section's questions
- Searching for questions
- Deleting a question

Note that you cannot modify the text of a question or its answer from within the File Cabinet. To modify either of these, you must import the question into an assignment using Test Builder, make changes, and save it again to the File Cabinet.

## Display a section's questions

Use this procedure to display a list of questions in any section.

1. If you haven't already done so, display the File Cabinet, as described in ["Navigating to the File Cabinet" on page 633 \(page 469\)](#).
2. Click the name of the assignment.  
In response, the system displays a list of sections.
3. Click the name of any section.  
The system displays a list of questions.



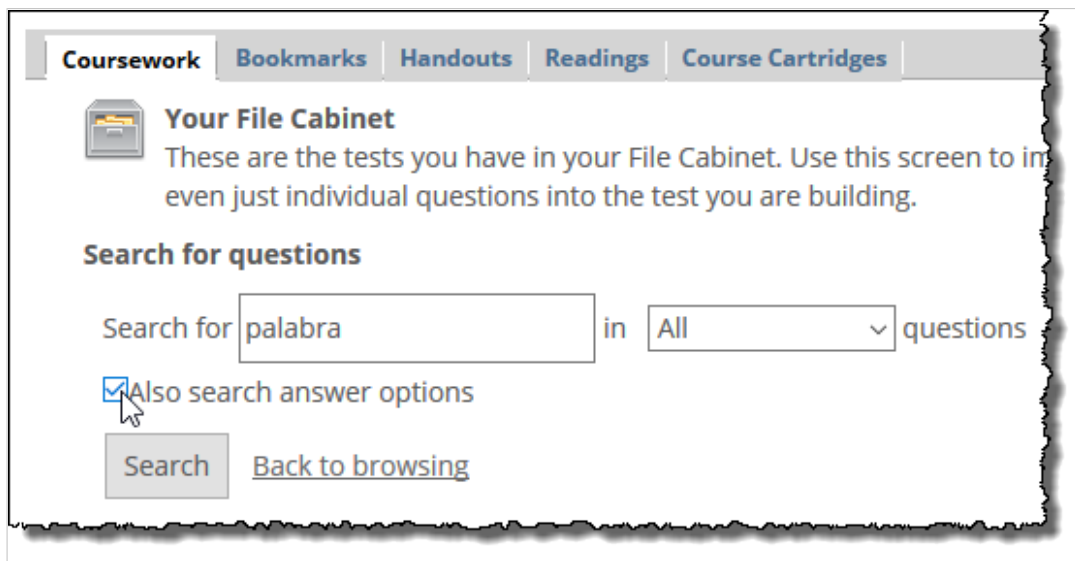
This list includes the text of each question and the question's type. It does not contain the question's answer. To work with the answer, you must import the question into an assignment using the Coursework feature, as described in [Adding content to online tests \(page 118\)](#).

## Search for questions


If you want to check to see whether any of your saved assignments contain a particular question, use the **Search for questions** feature.

Note that you can also search for questions from within the Coursework feature when you are in the process of importing.

1. Display the File Cabinet, as described in [“Navigating to the File Cabinet” on page 633 \(page 469\)](#).
2. Click the **Search for questions** link, which is in the upper right portion of the screen. The system displays a form.
3. Enter search criteria and/or select the question type from the drop-down list box. Note that the search criteria field is not case-sensitive.
4. If you want to search the answers as well as the question text, select the **Also search answer options** radio button.



**Coursework** | **Bookmarks** | **Handouts** | **Readings** | **Course Cartridges**

 **Your File Cabinet**  
These are the tests you have in your File Cabinet. Use this screen to import even just individual questions into the test you are building.

**Search for questions**

Search for  in  questions

☒ Also search answer options

[Back to browsing](#)

5. Click **Search**.  
The system returns a list of items that match your search criteria. The initial results view includes the following information:
  - The question text (but not the answer)
  - The location of the question (with the name of the assignment listed first, then the section)



- The question type

The screenshot shows a web interface with tabs: Coursework, Bookmarks, Handouts, Readings, and Course Cartridges. The 'Coursework' tab is active. Below the tabs is a section titled 'Your File Cabinet' with a brief description. A search bar contains the text 'tenedor' and a dropdown menu is set to 'All'. A checkbox labeled 'Also search answer options' is checked. Below the search bar are buttons for 'Search' and 'Back to browsing'. At the bottom, there is a table with search results.

<input type="checkbox"/>	Question	Type	Location
<input type="checkbox"/>	MC1	Multiple Choice	<a href="#">Spanish / Vocabulary Quiz</a> assignment, <a href="#">Section 1</a> section
<input type="checkbox"/>	MC1	Multiple Choice	<a href="#">Spanish / Final Exam</a> assignment, <a href="#">Vocabulary</a> section

6. If you want more information, do one of the following:
  - To see all the questions in the section, besides the one you just searched for, click the name of the section.
  - In some cases, you can click the question text to see more details about the question, such as any feedback you set up for the question and a list of the available options (for multiple choice/answer questions). This view does not show the answer of the question; to see the answer, you must locate the question in Test Builder and open the question for editing there.
  - To see a list of all the sections in the assignment, click the name of the assignment.

## Delete a question

To delete one or more questions from a saved assignment, use this procedure.

1. If you haven't already done so, display the question you want to delete using one of the following procedures:
  - [Display a section's questions \(page 475\)](#)
  - [Search for questions \(page 476\)](#)
2. Using the check boxes at the left, select the question(s) you want to delete.
3. Click **Delete Selected**.  
The system displays a dialog asking if you are sure you want to delete the item(s).
4. Click **OK**.

## Using the Bookmarks tab

The main screen of the Bookmarks tab displays the following:

- Any folders you have created for storing bookmarks (links).
- A list of bookmarks that you have saved (that are not organized into folders).

The list includes the name or URL of each bookmark, its description (if any), and the last date it was last modified. If the bookmark has not been modified, the **Modified** column shows the date it was created.

For help creating folders for your saved bookmarks, see [Working with folders \(page 482\)](#).



This section assumes that you are familiar with the general characteristics of bookmarks. For more details about readings, see [Bookmarks \(page 301\)](#)

<input type="checkbox"/>	Bookmark	Created	
<input type="checkbox"/>	<a href="#">Spain</a>		
<input type="checkbox"/>	<a href="#">Vocabulary</a>		
<input type="checkbox"/>	<a href="#">Online Spanish Dictionary</a>	9/7/2017 1:39:42 PM	
<input type="checkbox"/>	<a href="#">Spanish Language Reference Website</a>	9/6/2017 4:11:27 PM	

or Move Selected to: Spain

[Create a New Folder](#) [Add bookmark](#)

## Add a bookmark

Use this procedure to create and store a bookmark in your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in ["Navigating to the File Cabinet" on page 633 \(page 469\)](#), and click the **Bookmarks** tab.
2. Click the **Add bookmark** link, which is at the bottom of the screen.  
The system displays a form that lets you add a bookmark.
3. Fill out the form as appropriate.
4. Click **Save**.

## Modify a bookmark

Use this procedure to modify a bookmark saved in your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and click the Bookmarks tab.
2. Locate the bookmark that you want to modify and click the corresponding pencil icon.  
The system displays the **Edit Bookmark** screen.

3. Modify any of the fields as appropriate.
4. Click **Save**.

## Delete bookmarks

Use this procedure to delete one or more bookmarks saved in your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and click the Bookmarks tab.
2. Using the column at the left, select the item(s) that you want to delete.
3. Click **Delete Selected**.  
The system displays a dialog asking if you are sure you want to delete the bookmarks.
4. Click **OK**.

## Using the Handouts tab

The main screen of the Handouts tab displays a list of handouts you have saved and any folders you have created for storing handouts.

The initial view shows the following details about each handout:

- The size of the file.
- The date it was uploaded (not necessarily the date the file was saved to the File Cabinet).
- The file type.

Note that from this initial view, you can also display or download the handout.

For help creating folders into which you can organize your saved handouts, see [Working with folders \(page 482\)](#).



This section assumes that you are familiar with the general characteristics of handouts. For more details about handouts, see [Handouts \(page 403\)](#).

## Add a handout

Use this procedure to create a handout that will be stored in your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in ["Navigating to the File Cabinet" on page 633 \(page 469\)](#), and click the **Handouts** tab.
2. Click the link labeled Upload files to file cabinet.  
The system displays the **Add Handout** screen.
3. Fill out the form as appropriate.
4. Click **Save**.

## Modify a handout

Use this procedure to modify a handout stored in your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and click the **Handouts** tab.
2. Locate the handout you want to modify and click the corresponding pencil icon.  
The system displays the **Edit Handout** screen.

3. Modify any of the fields as appropriate.
4. Click **Save**.

## Delete handouts

Use this procedure to delete one or more handouts from your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and click the **Handouts** tab.
2. Using the column at the left, select the item(s) that you want to delete.
3. Click **Delete Selected**.  
The system displays a dialog asking if you are sure you want to delete the handouts.
4. Click **OK**.

## Using the Readings tab

The main screen of the Readings tab displays a list of saved readings and any folders you have created for storing readings.

The initial view shows the following details about each reading:

- The title of the reading
- The author
- The date the reading was created (not necessarily the date the file was saved in the File Cabinet)

For help creating folders into which you can organize your saved readings, see [Working with folders \(page 482\)](#).



This section assumes that you are familiar with the general characteristics of readings. For more details about readings, see [Required Reading \(page 446\)](#).

# File Cabinet

[Coursework](#)
[Bookmarks](#)
[Handouts](#)
[Readings](#)
[Course Cartridges](#)

## Readings

<input type="checkbox"/>	Title	Author	Created	
<input type="checkbox"/>	<a href="#">Magazine Articles</a>			
<input type="checkbox"/>	<a href="#">Spanish Short Stories</a>			
<input type="checkbox"/>	Dreaming in Spanish	Mary Williams	9/7/2017	
<input type="checkbox"/>	Excerpt from 100 Years of Solitude	Gabriel Garcia Marquez	9/7/2017	

or **Move Selected to:**

[Create a New Folder](#)
[Add a New Reading](#)

## Add a reading

Use this procedure to create a reading that will be stored in your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and click the **Readings** tab.
2. Click the link labeled **Add a New Reading**.  
The system displays a form that lets you create a reading.
3. Fill out the form as appropriate.
4. Click **Save** or **Save and add another**.

## Modify a reading

Use this procedure to modify a reading saved in your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and click the **Readings** tab.
2. Locate the reading that you want to modify and click the corresponding pencil icon.  
The system displays a form that lets you edit the reading.
3. Modify any of the fields as appropriate.
4. Click **Save**.

## Delete readings

Use this procedure to delete one or more readings from your File Cabinet.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and click the Readings tab.

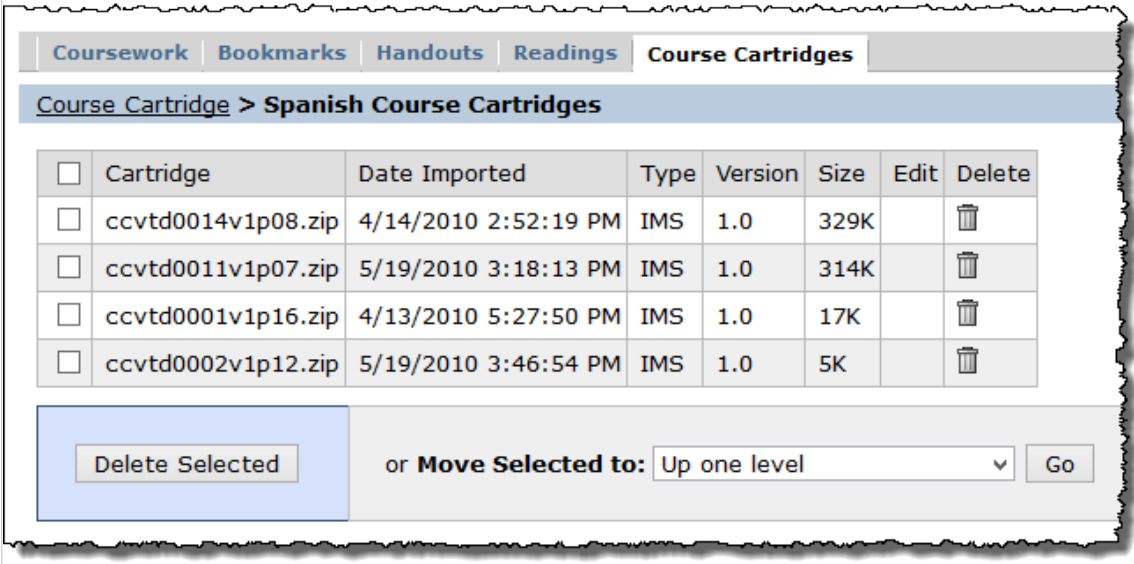
2. Using the column at the left, select the item(s) that you want to delete.
3. Click **Delete Selected**.  
The system displays a dialog asking if you are sure you want to delete the readings.
4. Click **OK**.

## Using the Course Cartridges tab

The main screen of the Course Cartridges tab displays a list of course cartridges that you uploaded using the CCI feature, and any folders you have created for storing course cartridges.

The initial view shows the following details about each cartridge:

- The name of the cartridge.
- The date it was imported from the CCI feature.
- The file type and version number.
- The cartridge's size.



The screenshot shows the 'Course Cartridges' tab selected in a navigation bar. Below the navigation bar is a breadcrumb trail: 'Course Cartridge > Spanish Course Cartridges'. A table lists four cartridges with columns for selection, name, date imported, type, version, size, edit, and delete. Each row has a checkbox in the first column and a trash icon in the delete column. Below the table is a 'Delete Selected' button and a 'Move Selected to:' dropdown menu set to 'Up one level', followed by a 'Go' button.

<input type="checkbox"/>	Cartridge	Date Imported	Type	Version	Size	Edit	Delete
<input type="checkbox"/>	ccvtd0014v1p08.zip	4/14/2010 2:52:19 PM	IMS	1.0	329K		
<input type="checkbox"/>	ccvtd0011v1p07.zip	5/19/2010 3:18:13 PM	IMS	1.0	314K		
<input type="checkbox"/>	ccvtd0001v1p16.zip	4/13/2010 5:27:50 PM	IMS	1.0	17K		
<input type="checkbox"/>	ccvtd0002v1p12.zip	5/19/2010 3:46:54 PM	IMS	1.0	5K		

Below the table, there is a 'Delete Selected' button and a 'Move Selected to:' dropdown menu set to 'Up one level', followed by a 'Go' button.

If you need to delete a cartridge, you can do so using the trash-barrel icon, or by selecting one or more cartridges and clicking the **Delete Selected** button.

You can also create folders for organizing course cartridges, as described in [Working with folders \(page 482\)](#).

## Working with folders

In any of the File Cabinet tabs, you can create folders for organizing the items saved in that tab. Note that there is only one level of folder organization. In other words, you cannot nest folders within folders.

### Create a folder

Use this procedure to create a folder for use in any of the File Cabinet tabs.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and navigate to whichever tab you want to create a folder for.

2. Click the link labeled **Create a new folder**.  
The system displays a form allowing you to add a new folder.
3. Enter a name for the folder.
4. Click **Save**.

## Rename a folder

Use this procedure to rename a File Cabinet folder.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and navigate to whichever tab contains the folder you want to modify.
2. Locate the folder you want to rename and click the corresponding pencil icon.  
The system displays a form allowing you to edit the name of the folder.
3. Modify the name as appropriate.
4. Click **Save**.

## Delete folders

Use this procedure to delete one or more folder(s) from any of the File Cabinet tabs. **Note that when you delete a folder, you also delete all of its contents.**

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#), and navigate to whichever tab contains the folder you want to delete.
2. Using the check boxes at the left, select the folder(s) you want to delete.
3. Click **Delete Selected**.  
The system displays a dialog asking if you are sure you want to proceed.
4. Click **OK**.

## Move items to a folder

Use this procedure to move items into a File Cabinet folder. Note that these steps are the same regardless of which tab you are working in.

1. If you haven't already done so, display the File Cabinet, as described in [Navigate to the File Cabinet \(page 469\)](#) and navigate to the appropriate tab.
2. Locate the item(s) that you want. If appropriate, click the name of a folder to display its items.
3. Using the check boxes at the left, select the item(s) you want to move.
4. At the bottom of the screen, locate the drop-down list labeled **Move Selected to:**
5. Using this drop-down list, select one of the following:
  - The folder to which you want to move these items.
  - The **Up one level** choice, which moves the item out of a folder and to the top level of the tab. (This option is displayed only if you are working within a folder.)
6. Click **Go**.  
The system moves the item(s) you selected.

# Copying course materials

At times, you may want to copy features and their data from one course context to another. This chapter describes that process.

## Key concepts

At times, you may want to copy pages and features—and all the content they hold—from one course context to another. This may be useful if you'll be teaching multiple sections of a course in the same term, or if you teach the same course every semester. You copy materials using the Copy Course Materials feature.

Generally only members of the Faculty and Administrators roles have permission to copy courses, and unless you are a member of the Administrators role, you can only copy to and from your own course contexts. That is, generally only members of the Administrators role can copy one teacher's materials to another teacher's course context. (This capability is available only to roles who have the **Can copy all courses** global permission. Only the Administrators role has this permission by default, but an administrator may grant this global permission to any other role.)

When you copy, the context that you copy from is called the **copied** context, or **source** context. The one you are copying to is called the **destination** context.

Note that while the Copy Courses feature is often referred to as a feature, it is not the type of feature that you can add to a page. It exists in only one place and is always accessed through the **Copy Courses** link in the left sidebar.

## What can you copy?

The Copy Course Materials feature copies the following:

- Materials that you have set up within the context of any course section.
- Any context-specific roles that have been created. Depending on the copying method you choose, the copy function can also copy the permissions associated with these roles.

You can copy any page and any feature instance, though the exact specifics of how features are copied varies depending on what type of feature it is. This section describes the specifics of how certain commonly used features are copied. For guidance on other features, refer to the text displayed on the **Copy Course Materials** screen.

Note that there is no scenario in which you can copy data about a particular student. The copy feature assumes that the destination course has its own student roster, and any information about particular students is established only after you copy your materials over.

## Attendance

When you copy an instance of the Attendance feature, you copy its settings and permissions but none of its data. That is, the system copies the values you saved on the **Attendance - Notification and Attendance Method** screen and the ones saved on the **Access** screen.

Note that you can copy the Attendance feature only in conjunction with the Coursework and Gradebook features. This means that you overwrite all three existing pages and features in the destination context.



## Bookmarks

When you copy an instance of the Bookmarks feature, you copy any sets and any bookmarks that have been defined for it. You also copy its settings and permissions (the selections made on the **Access** screen).

## Chat

When you copy an instance of the Chat feature, you copy its permissions (the selections made on the **Access** screen). Chat data is not copied.

## Roster

When you copy an instance of the Roster feature, you copy its permissions (the selections made on the **Access** screen). Roster data is not copied.

## Coursework

When you copy an instance of the Coursework feature, the system copies all of your units and assignments, as well as the Coursework permissions settings made in the Context Manager and on the **Access** screen. Selective-release rules and group-based audience settings are included in copied assignments.

Note that you can copy the Coursework feature only in conjunction with the Attendance and Gradebook features. This means that you overwrite all three existing pages and features in the destination context.

## Free-Form Content

When you copy an instance of the Free-Form Content feature, you copy any elements that have been created (text and images). You also copy its permissions (the selections made on the **Access** screen).

Recall that the Syllabus and About This Course features are both instance of the Free-Form Content feature—so all of the above applies to them.

## Forums

When you copy an instance of the Forums feature, you copy its categories and its topics, as well as date settings for topics and posts. You also copy its settings and permissions (the selections made on the **Access** screen).

You can also choose to copy posts by selecting one of the following options:

- The first post of any thread started by a faculty member.
- The first post of any thread (regardless of who started it).

## Gradebook

When you copy an instance of the Gradebook feature, the system copies the configuration and settings of your Gradebook feature. This includes specific evaluations that you have created, and your weighting configuration.

You can copy the Gradebook feature only in conjunction with the Attendance and Coursework features. This means you overwrite all three existing pages and features in the destination context.

## Handouts

When you copy an instance of the Handouts feature, you copy its sets and any handouts that have been uploaded. You also copy its settings and permissions (the selections made on the **Access** screen).

Note that the Downloadable Version feature is an instance of the Handouts feature, so all of the above applies to it.

## Readings

When you copy an instance of the Readings feature, you copy its sets and any readings that have been defined. You also copy its permissions (the selections made on the **Access** screen).

## Other features

In general, with other features, only settings and permissions are copied, not data. For details, go to the Copy Courses Materials feature and proceed as if you are copying selected content only. When you display the details of pages—including the features on each page—the system will display a brief explanation of how each feature would be copied.

## Maximum number of destination courses

The maximum number of courses you can copy to varies depending on your privileges. Refer to the following table for details.

Your role	Maximum number of destination courses
any role	10
Faculty	10
Administrators	no limit

## How dates are calculated for copied assignments

The Copy Course Materials feature offers you two options for copying dates—**Use source dates if applicable** or **Roll the over to fit the destination term**. Following are explanations of how dates are calculated for the destination course during a course copy.

### "Use source dates if applicable" logic

The following three subsections explain how dates are calculated when you are copying course materials using the **Use source dates if applicable** option.

### How unit dates are calculated

Unit dates are calculated as follows when using the **Use source dates if applicable** option:

- If the destination term is the same as the source term, then all unit dates will be copied as-is.
- If the destination term is different from the source term, the system will apply the following logic:
  1. Identify all whole-term units so that they can be excluded from steps 2 and 2.a below. (These units will still be copied, but their dates will be set using the logic in step 2.b rather than 2.a.)
  2. For all remaining units, determine whether all of those units' end dates are in the future. If that is the case, then take the following steps:
    - a. Set the destination units' start and end dates to the source units' dates.

- b. For all units with the same start and end dates as the source term, set those units' dates to be the same as the destination term.
3. Otherwise (if any unit end dates are in the past), set the destination units to cover the whole destination term.

## How coursework dates are calculated

Assignment dates are calculated as follows when using the **Use source dates if applicable** option:

1. If the assignment's due date is in the future, then all assignment dates will stay the same in the new assignment.
2. Otherwise (for past-due assignments), the assignment's due date will be calculated based on the following steps.
  - a. If the destination course section has any schedules, then the new assignment due date will be set to the final scheduled day.
  - b. Otherwise (if there are no schedules), then the new assignment's due date will be set to the destination term's end date.
3. All other assignment dates will appear the same distance from the new due date as they were in the original assignment. For example, if a Rule Date was set to allow the assignment to open two days before the original due date, the new Rule will have a date set to two days before the new, calculated due date.)

## How all other dates are calculated

Dates that are not related to units or assignments—for example, dates related to forum topics and posts—will be calculated as follows when using the **Use source dates if applicable** option:

If the date is in the future, the system will copy the date as is. If the date is in the past the destination date will be set to the destination term's end date.

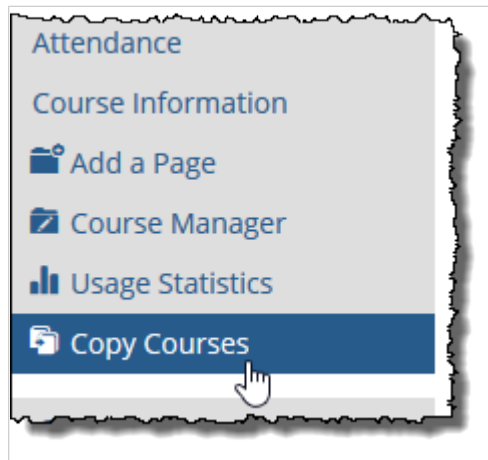
## "Roll them over to fit the destination term" Logic

The following steps explain how dates are calculated when you are copying course materials using the **Roll them over to fit the destination term** option.

1. For each date being copied, calculate its distance in time from the source term's start date. For example, if an assignment has a due date of 1/21/2016 in a term starting 1/1/2016, then the time difference is 20 days later.
2. For the new date, calculate that same time difference from the destination term's start date. So for the previous example, if copying into a term that starts on 6/5/2017, the 20 days will be added on to get a new due date of 6/25/2017.
3. If the newly calculated date would occur after the destination term's end date, then the date will just be set to the destination term's end. So, no calculated dates can ever occur outside the destination Term.
4. The only exception to this logic is for units that have an end date equal to the source term's end date. In this case, the destination unit's end date will be set equal to the destination term's end date. (This can only ever happen when copying from a shorter term to a longer one.)

## Navigate to the Copy Course Materials feature

To display the Copy Course Materials feature, click the **Copy Courses** link in the left sidebar.



The system displays the Copy Course Materials feature. Note that there are two main methods of copying materials—copying everything and copying selected materials only. The remainder of this chapter details these options.

## Copying everything

When you copy “everything” from one context to another, you delete all content in the destination course and replace it with copied material from the source. Note the following:

- The material copied includes everything listed under [What can you copy? \(page 484\)](#) except for the initials posts in Forums threads. These are not copied.
- The system copies all context-specific roles that have been defined, as well as the permissions associated with those roles (as configured on the **Permissions** tab within Context Manager).
- All existing content in the destination context will be deleted. For example:
  - If the destination context contains more pages than the copied context, the extra pages will be deleted.
  - If a page in the destination context contains more features than the page being copied, the extra features will be deleted.
  - All pages and features with the same name as those in the source context will be replaced with copies from the source.

To copy everything:

1. After you’ve displayed the Copy Course Materials feature, as described in [Navigate to the Copy Course Materials feature \(page 487\)](#), choose the context that you want to copy from. In the area labeled **Step 1**, make the following selections:
  - Use the first drop-down list to select the term of the desired source context. In response, the system populates the second drop-down list with the course sections that exist in that term.

- Use the second drop-down list to pick a source context—the course section that you want to copy from.

**Step 1: Where do you want to copy from?**

Fall Semester 2015

Select a course

SPA 110 B - Introduction to Spanish

SPA 210 B - Intermediate Spanish

**Step 2: Where do you want to copy to?**

2. In the area of the screen labeled **Step 2**, select the destination context. The list should include all contexts for course sections that you teach now or are scheduled to teach in the future. Note that you can select more than one course section by using the Shift or Control key.

**Step 2: Where do you want to copy to?**

**Select one or more courses:**

ACTG 062 A - Principles Of Accounting (2007-08 Fall)

ACTG 342 A - Cost Accounting (2007-08 Fall)

ACTG 421 A - Federal Income Tax (2007-08 Fall)

ART 351 PORT - Watercolor I (2007-08 Fall)

BIOL 491 B - Independent Study (2007-08 Fall)

CCIE A - CCI Export Test (2007-08 Fall)

COMED122 A - Intro To Word (2007-08 Fall)

COMED123 A - Intro To Access (2007-08 Fall)

COMM 312 Yvonne - Grammars Of English (2007-08 Fall)

ejs 101 a - Information Architecture (Long Current Term)

**Tip:** To copy materials to more than one course, hold down the control (ctrl) key (c)

3. In the area of the screen labeled **Step 3**, select the radio button labeled **Everything**.

**Step 3: What do you want to copy?**

☒ Everything ☐ Selected Course Content

4. In the box labeled **Enable assignment linking** under Step 3, take one of the following actions:
  - To enable assignment linking, leave the **Enable assignment linking** check box selected.
  - To disable assignment linking, click the **Enable assignment linking** check box to deselect it.
 For more information on assignment linking, see [Working with linked assignments \(page 161\)](#).
5. In the area of the screen labeled **Forums** under Step 3, select one of the following options to determine how forum posts will be handled during the copy:
  - **No Posts** – Only categories and topics are copied; user-created post content is not.
  - **Faculty** – Any initial post in a thread made by a faculty member is copied.
  - **All** – The first post of every thread in the forums is copied.
6. In the **Forums** area, take one of the following actions:

- To copy the role permissions for forum categories and topics from the source to the destination, leave the **Maintain existing role permissions for each forum Category and Topic** check box selected.
  - To ignore role permissions when copying, clear the **Maintain existing role permissions for each forum Category and Topic** check box by clicking it. This will result in undefined forum permissions in the destination course.
7. In the area of the screen labeled **Step 4**, select one of the following options:
- **Use source dates if applicable** – With this default option selected, all future dates will be copied into the destination section exactly as they are in the source section, and dates that are in the past will be recalculated based on their distance from the destination course section's start date. This is basically the way dates were copied in previous versions of eLearning, and it is also the way dates are handled when you copy a course via rich-template mapping. This setting works best when copying a course to another section of the same course within the same term. For more information see ["Use source dates if applicable" logic \(page 486\)](#).
  - **Roll them over to fit the destination term** – If you select this option, all dates in the destination course section will be recalculated so that their distance from the destination term's start date is the same as the distance between the source dates and the source term's start date. For example, if an assignment is in a term that starts on January 1 and has a due date of January 15—a difference of 14 days—and it is copied into a term that starts on June 10, the new assignment's due date will be June 24. For more information see ["Roll them over to fit the destination term" Logic \(page 487\)](#).
8. Click **Copy**. If the Copy button is not enabled, it's because you made a mistake in one of the earlier steps—such as choosing the same destination context as the one you are copying. The system generates a dialog asking whether you are sure you want to copy the selected material. Bear in mind that the destination context you select will essentially be deleted and replaced with the materials you are copying.
9. Click **OK**.  
The system displays a **Please Wait** dialog, then a screen that indicates that the materials were copied successfully.



Depending on your site configuration, you may see an additional screen for adjusting dates for units and assignments once the copy completes. See [Adjusting dates for copied units and assignments \(page 493\)](#) for more information.

## Copying selected materials

If you don't want to copy all materials from a course, you can choose individual pages and features to copy.

This procedure also copies context-specific roles that have been established for the context. Whether or not that role's permissions are copied varies depending on whether the content relevant to the permission is also copied.

As part of this process, you have the choice of two different copying methods. Note that this choice is relevant only if the destination context contains page(s) with the same name(s) as those in the source context. The two methods are:

- **Merge** – This method does not overwrite any content in the destination context. For example, if the source context has a page with the same name as in the destination, the two pages are combined, with the additional features from the source simply added to the destination page. If a copied feature instance has the same name as an existing one, the system adds the word **Imported** to the name of the newly copied instance.

- **Overwrite** – With this method, if the destination context has one or more pages of the same name as those you have selected to copy, the destination pages will be overwritten. Note that a page will be overwritten even if you select only one feature to copy from the source page—even in this case, the destination page will be completely overwritten with a new page that contains only that feature.

To copy selected materials:

1. After you've displayed the Copy Course Materials feature, as described in [“Navigating to the Copy Course Materials feature” on page 656 \(page 486\)](#), choose the context that you want to copy from by making the following selections in the area labeled **Step 1**:
  - Use the first drop-down list to select the term of the desired source context. In response, the system populates the second drop-down list with the course sections that exist in that term.
  - Use the second drop-down list to pick a source context—the course section that you want to copy from.

**Step 1: Where do you want to copy from?**

Fall Semester 2015

Select a course

SPA 110 B - Introduction to Spanish

SPA 210 B - Intermediate Spanish

**Step 2: Where do you want to copy to?**

2. In the area of the screen labeled **Step 2**, select the destination context. The list should include all existing contexts for course sections that you teach now or are scheduled to teach in the future. Note that you can select more than one course section by using the Shift or Control keys.

**Step 2: Where do you want to copy to?**

**Select one or more courses:**

ACTG 062 A - Principles Of Accounting (2007-08 Fall)

ACTG 342 A - Cost Accounting (2007-08 Fall)

ACTG 421 A - Federal Income Tax (2007-08 Fall)

ART 351 PORT - Watercolor I (2007-08 Fall)

BIOL 491 B - Independent Study (2007-08 Fall)

CCIE A - CCI Export Test (2007-08 Fall)

COMED122 A - Intro To Word (2007-08 Fall)

COMED123 A - Intro To Access (2007-08 Fall)

COMM 312 Yvonne - Grammars Of English (2007-08 Fall)

ejs 101 a - Information Architecture (Long Current Term)

**Tip:** To copy materials to more than one course, hold down the control (ctrl) key (c

3. In the area of the screen labeled **Step 3**, choose **Selected Course Content**.

**Step 3: What do you want to copy?**

☐ Everything

☒ Selected Course Content



4. If the **Conflicting Page Names** box appears, select one of the following:

- Merge
- Overwrite



If you want to copy the Coursework, Gradebook and Attendance pages, you must select **Overwrite**. Content from these pages cannot be merged.

5. Do one or both of the following:

- Use the check boxes at the left to select individual pages that you want to copy. If you want to copy just individual features on any page, click the name of any page to display a list of its contents, then select any specific features that you want to copy.
- If any subsections were defined for the source context, select any that you want to copy.

If you want to copy the Coursework, Gradebook and Attendance pages, you must first select **Overwrite** (in the **Conflicting Page Names** list at the right; this is described below, in step 7). Note that if you select **Overwrite**, and if you have selected one feature from a particular page, that page within the target context will be entirely overwritten. For example, suppose you decide to copy the Handouts feature from the Main page, but nothing else from that page, as illustrated below.



With the **Overwrite** option, the Main page in the destination context will be entirely overwritten, and it will contain nothing but the imported Handouts feature. If you simply want to *add* the Handouts feature to the Main page in the destination context, go back to step 4 and select **Merge**.

6. If you are copying an instance of the Forums feature, make the appropriate selection in the **Forums** box on the right-hand side of the screen.
7. In the area of the screen labeled **Step 4**, select one of the following options:
  - **Use source dates if applicable** – With this default option selected, all future dates will be copied into the destination section exactly as they are in the source section, and dates that are in the past will be recalculated based on their distance from the destination course section's start date. This is basically the way dates were copied in previous versions of eLearning, and it is also the way dates are handled when you copy a course via rich-template mapping. This setting works best when copying a course to another section of the same course within the same term. For more information see ["Use source dates if applicable" logic \(page 486\)](#).
  - **Roll them over to fit the destination term** – If you select this option, all dates in the destination course section will be recalculated so that their distance from the destination term's start date is the same as the distance between the source dates and the source term's start date. For example, if an assignment is in a term that starts on January 1 and has a due date of January 15—a difference of 14 days—and it is copied into a term that starts on June 10, the new assignment's due date will be June 24. For more information see ["Roll them over to fit the destination term" Logic \(page 487\)](#).
8. Click **Copy**.  
The system generates a dialog asking whether you are sure you want to copy the selected material.
9. Click **OK**.  
The system displays a **Please Wait** dialog, then a screen that indicates that the materials were copied successfully.



Depending on your site configuration, you may see an additional screen for adjusting dates for units and assignments once the copy completes. See [Adjusting dates for copied units and assignments \(page 493\)](#) for more information.

## Adjusting dates for copied units and assignments

After executing a course copy in which all destination courses are in the same term, the system will display an additional screen that allows you to adjust the dates for units and assignments if necessary. After making your selections, click **Update due dates** to save your changes. If you copy into multiple sections in the same term, these updates will apply to all of the copied courses.



This screen will display only if configured to do so by your administrator.

## Course Copying

✓ You successfully copied the course [SPA 101 A - Introduction to Spanish \(Fall 2017\)](#) into the following courses: [SP](#)

This is your final chance to update dates and times for units and assignments en masse. If you wish to update dates and times, you have to do it manually within the courses themselves.

Chapter 1	Open from:	<input type="text"/>		To:	<input type="text"/>	
Assignment	⇅	Due date				
Final Exam		<input type="text" value="12/16/2017"/>		<input type="text" value="12"/>	:	<input type="text" value="00"/> <input type="text" value="AM"/>

Chapter 2	Open from:	<input type="text"/>		To:	<input type="text"/>	
Assignment				⇅	Due date	
No results						

Unit 1	Open from:	<input type="text"/>		To:	<input type="text"/>	
Assignment	⇅	Due date				
Essay Assignment #1		<input type="text" value="12/16/2017"/>		<input type="text" value="12"/>	:	<input type="text" value="00"/> <input type="text" value="AM"/>
Midterm Essay		<input type="text" value="12/16/2017"/>		<input type="text" value="12"/>	:	<input type="text" value="00"/> <input type="text" value="AM"/>
Vocabulary Quiz		<input type="text" value="12/16/2017"/>		<input type="text" value="12"/>	:	<input type="text" value="00"/> <input type="text" value="AM"/>

[Update due dates](#)

[I want to copy more course materials](#)   [I'm finished copying course materials for now](#)

# Creating a course cartridge

This chapter describes how to create a course cartridge from content in your course.

## Key concepts

This release introduces an export feature that lets you create a course cartridge using content from a course section. Cartridges created this way have an .imscc extension and are compliant with the IMS Global Learning Consortium's Common Cartridge 1.1 standard.

## Content that can be exported

The following types of content can be exported:

- Bookmarks
- Coursework assignments
- Free-Form Content
- Forums topics
- Handouts

With most types of content that can be exported, the system does not necessarily export every setting that the item might be configured with. The process generally includes only those features that are compatible with Common Cartridge v1.1—but if you want to understand what the differences are, see the sections below for more details on each content type.

### Bookmarks

You can export the label and URL of a bookmark.

You cannot export the description or activation settings of a bookmark, nor can you export sets.

### Coursework assignments

You can export online assignments, their point values, their sections, and most of their questions, though not ordering or matching questions.

You cannot export some of the values associated with online assignments, such as their instructions, descriptions, due dates, passwords, and similar settings. Note that with an assignment's sections, only the section name (not its description and not its type) are saved.

Basic assignments and uploaded assignments cannot be exported.

### Free-Form Content

You can export free-form content. The content of each Free-Form Content feature instance is treated as a bookmark.

### Forums topics

You can export Forums topics (their names and their descriptions).

You cannot export Forums categories, posts, nor any Forums settings.

## Handouts

You can export a handout.

You cannot export the description or activation settings of a handout, nor can you export sets.

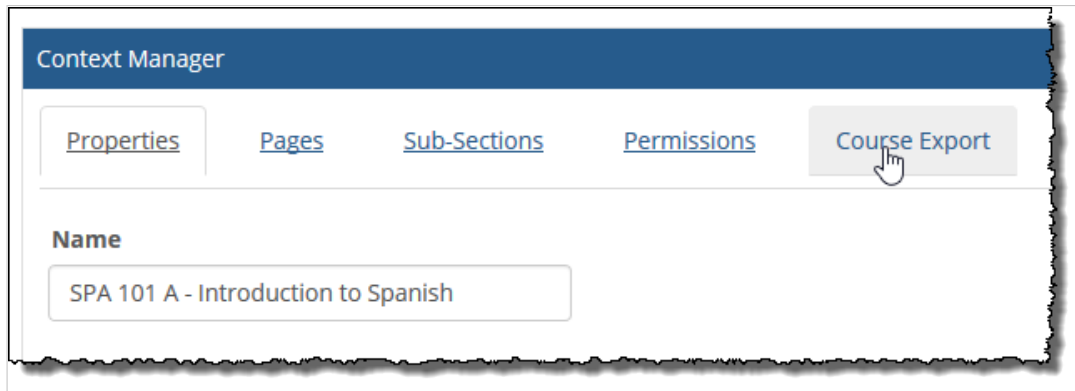
## Export content

To export a course's materials, you use the Context Manager.



If you need to export content for use in a different eLearning course section, you should use the Copy Course Materials feature, not the course export feature, because Copy Course Materials allows more data to be transferred. That is, while the new export feature focuses on data specified by the Common Cartridge v1.1 standard, the Copy Course Materials also copies data that pertains to the many extra features that exist in eLearning and JICS.

1. Log in as a faculty member or administrator and navigate to the course section whose content you want to export.
2. Click the **Course Manager** link.  
The Context Manager displays.
3. Click **Course Export**.

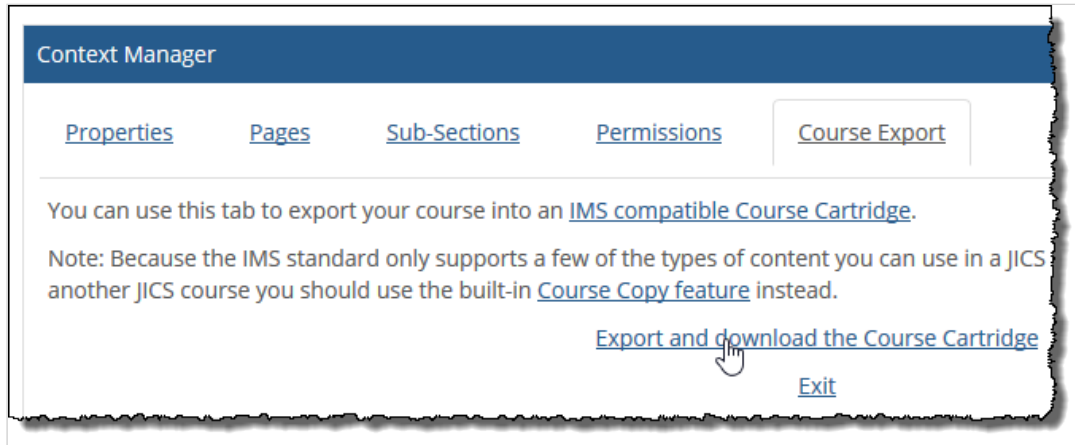


The system displays the **Course Export** tab.

This tab includes a few helpful links for getting more information:

- Clicking **types of content** displays a summary of the content that will be exported.
- Clicking **IMS compatible Course Cartridge** displays a page maintained by the IMS Global Learning Consortium about the Common Cartridge specification.
- Clicking **Course Copy feature** displays the Copy Course Materials feature.

4. To start the export, select the link that says **Export and download the Course Cartridge**.



5. Depending on which browser you are using, the browser may display a dialog that asks whether you want to save or open the file. Choose to save the file.
6. If you are using Internet Explorer, the system generates a dialog that lets you rename the cartridge. If appropriate, modify the name suggested by the system and click **Save**.  
The system saves a .imsc file to your local download folder. The .imsc file contains all the exportable content from the course.

# Importing from course cartridges

This chapter describes how to use the Course Content Import feature (or CCI feature), which lets you import material from IMS Common Cartridge files into your course context.

## Key concepts

The CCI feature lets you integrate course cartridge materials into other features in your course. You can also use the CCI feature to simply browse the contents of a cartridge.

The CCI feature works with IMS Common Cartridge versions 1.0, 1.1, 1.2, and 1.3.

As a point of reference, v1.1 files and higher have an .imsc extension and v1.0 files have a .zip extension. However, note that not all .zip files are supported by the CCI feature, because not all .zip files are compliant with the v1.0 standard.

## No default location

The default template for course contexts does not include an instance of the CCI feature, so you may need to add the feature to a page. However, before you add an instance of the feature to your site, note the following:

- If you want to import content directly from the CCI feature to a feature within your course context (this is probably the most common use of the feature), then the CCI feature must be placed somewhere within that course context.
- If you do *not* want students to be able to view the course materials you upload to your CCI feature instance, you should place it on a page that students do not have access to. Note that the CCI feature instance has a browse view that lets users see password-protected items.

## Available functions

The CCI feature can be used to do either of the following:

- Integrate material into other features
- Host content that users can browse

## Integrate material into other features

The CCI feature lets you integrate content into any of the following feature types:

- Announcements
- Bookmarks
- Coursework
- File Cabinet
- Forums
- Handouts
- Learning Tools

Integrating material into your feature instances is a two-part process that involves bringing the material into a CCI feature instance, then moving it to its destination, as follows:

1. [Bringing material into a CCI feature instance \(page 499\)](#)

## Host content that users can browse

You can set up a CCI feature instance to be a place where other users browse the material of a course cartridge. To do this, you complete the following tasks:

1. [Bringing material into a CCI feature instance \(page 499\)](#)

- 13 [Managing the display of items in the feature \(page 504\)](#)

## Each feature instance is unique

The material loaded into each CCI feature instance is specific to that instance alone. So if you load a course cartridge into a particular CCI feature instance, the cartridge is available *only* in that instance, and not in any others.

Similarly, the ability of a user to manage content within CCI is specific to each instance of the feature. There are no global permissions (global feature operations) for the CCI feature.

Every instance of the CCI feature will always let you import from your File Cabinet.

## Bringing material into a CCI feature instance

Bringing material into a CCI feature instance is the first step in the process of integrating the material into another feature, such as Coursework or Handouts. You might also want to bring material into a CCI feature instance so that other users can browse it from within the CCI instance.

The primary way of bringing material into the CCI feature instance is to upload the course cartridge from outside the portal (from a folder on your desktop, for example). When you do this, you have the option of saving the course cartridge to your File Cabinet. If you do this, then later you can load the cartridge directly from the File Cabinet.

This section describes both loading processes—loading from outside the portal and loading from the File Cabinet.

Note also that an instance of the CCI feature can only hold the contents of *one* course cartridge at a time. So if you have added one cartridge to the feature and want to add another, you must remove the first before trying to work with the second.

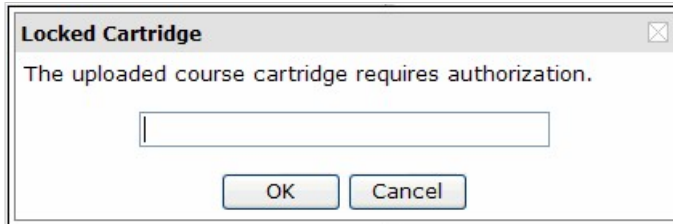
## Upload a cartridge from outside the portal

The primary way of bringing material into the CCI feature instance is to upload the course cartridge file from your own computer or from elsewhere on your network.

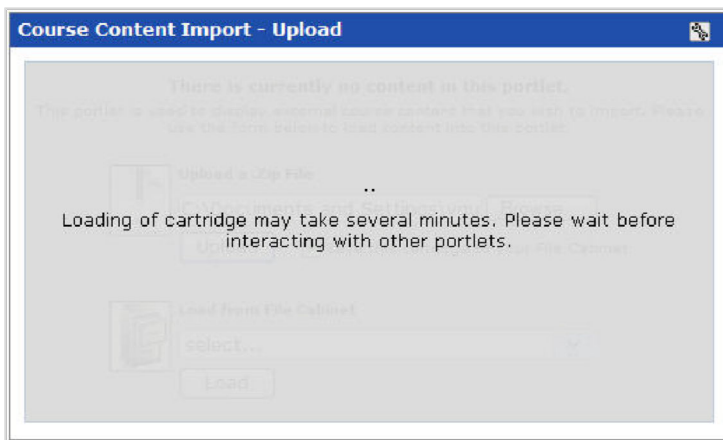
1. Log in to the portal and navigate to the appropriate CCI feature instance.
2. Do one of the following:
  - If the feature instance already contains material from a course cartridge, you will need to remove the material before proceeding. For details on how to do this, see , then proceed to step 3.
  - If the feature instance does not currently contain any content, the instance will display a dialog stating as much, as shown below. In this case, skip ahead to step 3.
3. In the CCI feature, click **Browse...** or **Choose File**. (The button label will vary depending on your browser.)

Your browser opens a dialog box that lets you navigate to the appropriate file.

4. Select the correct file and close the dialog by clicking **Open**.  
The dialog box closes, and the system updates the screen with the name of the file you chose.
5. If desired, select the check box labeled **Save this cartridge to your File Cabinet**. Doing this means that in the future you can load the material directly from your File Cabinet, and you can use the File Cabinet to view basic details about the cartridge.
6. Click **Upload**.  
If this cartridge is password-protected, the system displays a dialog box asking for an authorization code. In this case, enter the appropriate password and click **OK**. Note that the dialog box will not hide or obscure your password as you type it.



The feature instance displays a dialog stating that it is loading the course cartridge. Do not use the portal while this process is taking place.



When the process is complete, the feature instance displays the material you've uploaded.

At this point, you can do either of the following:

- Transfer the course cartridge material to other features, as described in [“Integrating content into another feature” on page 676 \(page 501\)](#).
- Restrict certain items from being viewable in this instance of the CCI feature, see [“Managing the display of items in the feature” on page 679 \(page 504\)](#). By default, the content is viewable by anyone who has access to the page hosting the CCI feature instance.

## Load a cartridge from the File Cabinet

If you have previously saved a course cartridge to the File Cabinet, as described in [Bringing material into a CCI feature instance \(page 499\)](#), and you want to load it again into the CCI feature, use the procedure below.

1. Log in to the portal and navigate to the appropriate CCI feature instance.
2. Do one of the following:
  - If the feature instance already contains material from a course cartridge, you will need to remove the material before proceeding. For details, see [Remove content from a CCI feature instance \(page 505\)](#), then proceed to step 3.









- If the feature instance does not currently contain any content, the instance will display a dialog stating as much, as shown below. In this case, skip ahead to step 3.
3. In the **Load from File Cabinet** area of the screen, use the drop-down list to select the file you want to upload.
  4. Click **Load**.  
The feature instance displays a dialog stating that it is loading the course cartridge. Do not use the portal while this process is taking place.  
When the process is complete, the feature instance displays the material you've loaded.  
At this point, you can do either of the following:
    - Transfer the course cartridge material to other features, as described in [Integrate content into another feature \(page 501\)](#).
    - Restrict certain items from being viewable in this instance of the CCI feature, see [Managing the display of items in the feature \(page 504\)](#). By default, the content is viewable by anyone who has access to the page hosting the CCI feature instance.

## Understanding the administrative screen

For certain procedures, you display a screen titled **Admin All Content**. This screen shows all items that exist in the cartridge and lets you work with them.

The system uses the following series of icons to identify each type of item. This might be useful to you for when you are integrating items into other features, or when you are managing how these items display. The icons are defined as follows:

	Announcements
	Bookmarks
	Coursework
	Forums
	Handouts
	Learning Tools

If you forget what any particular icon represents, you can run your cursor over it, and the system will display a pop-up hint.

## Integrate content into another feature

Once you have loaded a cartridge, as described in [Bringing material into a CCI feature instance \(page 499\)](#), you can integrate it into another feature instance within your course context or another location.

To integrate content into another feature instance:

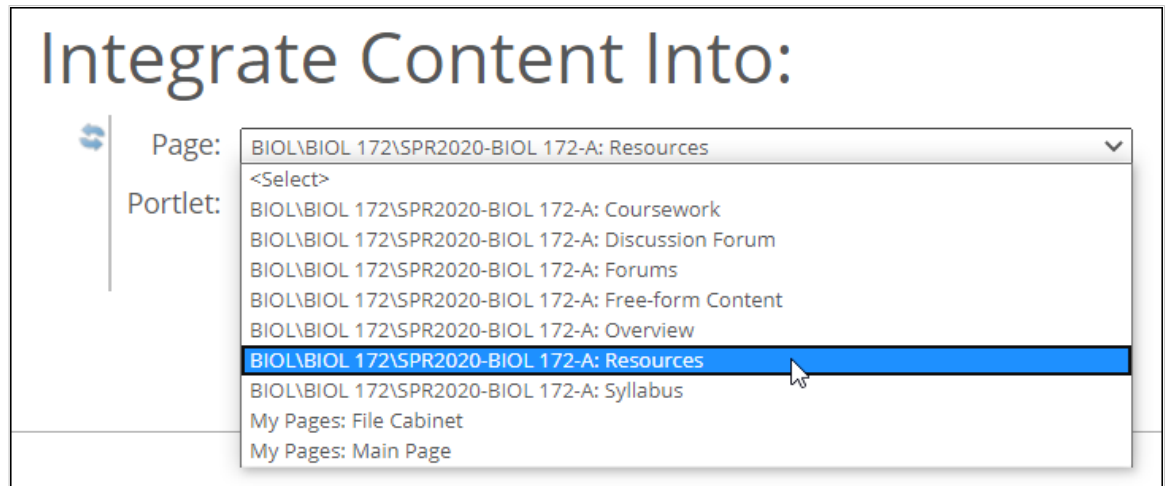
1. Log in to the portal and navigate to the appropriate CCI feature instance.
2. Click the **Manage Content** link.

The system displays the **Admin All Content** screen, which lists all of the individual items that you can integrate into other features.

(For help understanding the icons, see [Understanding the administrative screen \(page 501\)](#), or just run your cursor over the icon to display a hint.)

If any of the individual items are password-protected, they are labeled \*protected\*.

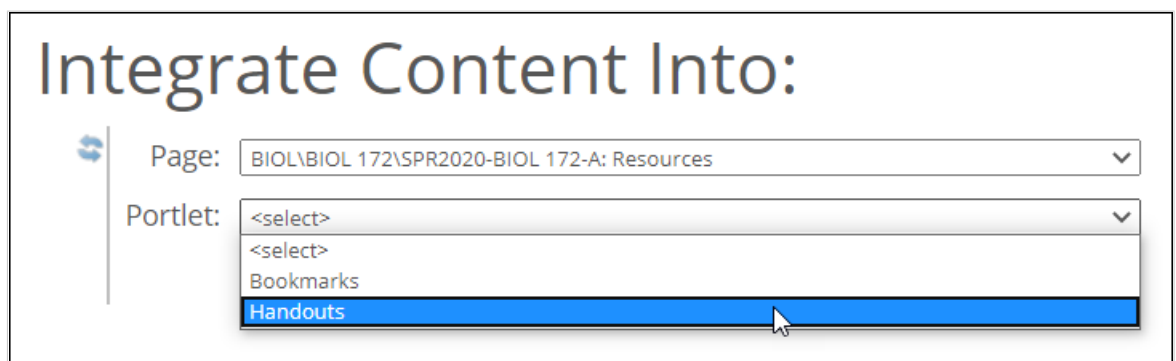
3. Select the items that you want to integrate into a feature. You will be allowed to transfer items to only one feature instance at a time—so don't select items that are supposed to go to different places.
4. In the **Integrate Content Into:** area of the screen, make the following selections:
  - a. Use the **Page** drop-down list to choose the page you want to import to. Generally, you will see the following choices:
    - Each page in the current course context. Choices are displayed in the following format: **Department \ Course \ Course Section: Page**.
    - Each page in your My Pages context. For example: **My Pages: File Cabinet**.



The screenshot shows the 'Integrate Content Into:' interface. On the left, there is a blue icon and labels for 'Page:' and 'Portlet:'. The 'Page:' dropdown menu is open, displaying a list of options. The first option is '<Select>'. Below it are several course-related pages: 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Resources' (highlighted in blue), 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Coursework', 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Discussion Forum', 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Forums', 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Free-form Content', 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Overview', 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Syllabus', 'My Pages: File Cabinet', and 'My Pages: Main Page'.

If the CCI feature instance happens to be located outside of your course context, you will see different destinations.

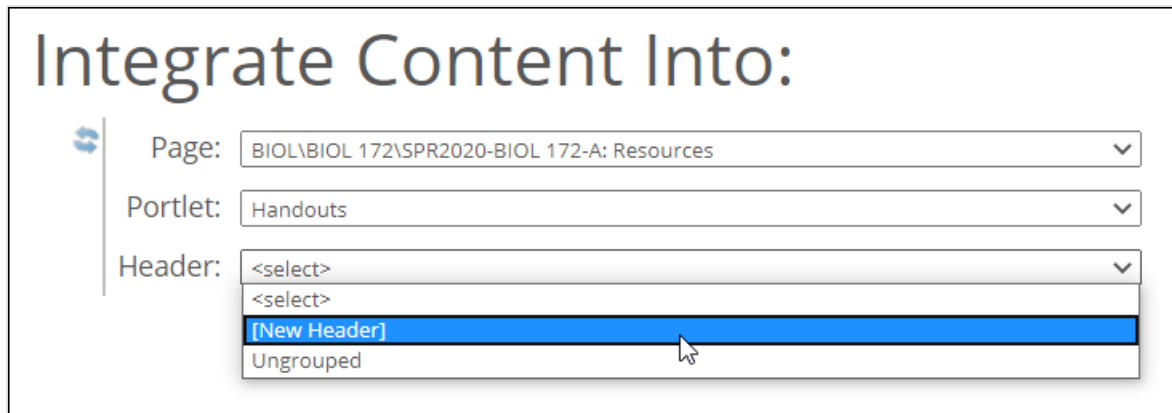
- b. Use the **Feature** drop-down list to choose the feature instance you want to integrate content into.



The screenshot shows the 'Integrate Content Into:' interface. The 'Page:' dropdown menu is closed and shows 'BIOL\BIOL 172\SPR2020-BIOL 172-A: Resources'. The 'Portlet:' dropdown menu is open, displaying a list of options. The first two options are '<select>'. Below them are 'Bookmarks' and 'Handouts' (highlighted in blue).

If you are integrating into an instance of the Bookmarks or Handouts feature, the system displays a **Header** or **Folder** drop-down list. This list describes the sets or categories that exist in the feature

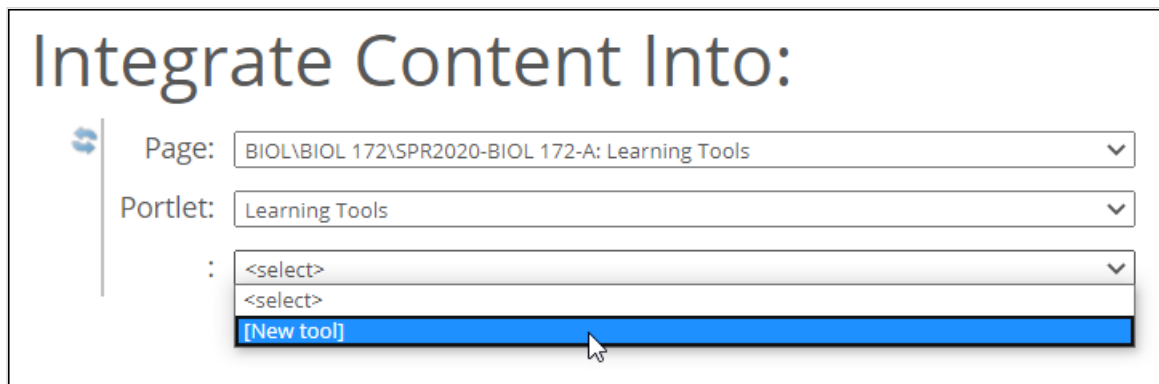
instance you chose. Choose the area that the content belongs in. If you select **[New Header]**, you'll create a new set or category to put the item into.



If you are integrating the content into a feature in your File Cabinet page, you will see choices labeled **{root}** and **[new folder]**. If you select **{root}**, the item will go to the top level of items in the File Cabinet tab you selected. If you select **[new folder]**, you'll create a new folder to put the item into.

If you want to integrate into a Learning Tools feature instance, note that it must not be currently hosting tool—the Learning Tools feature must be empty. If the feature is not empty, it will not show up in the drop-down list.

After you select an empty Learning Tools feature, the system adds a **Tool** drop-down list to the screen. In this list, choose **New tool**.

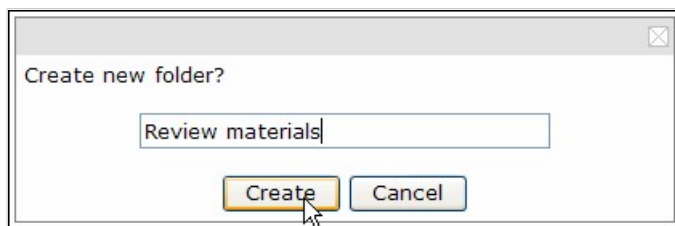


If you need help working with the Learning Tools feature, note that the Jenzabar support site (<http://www.myjenzabar.net/ics/>) hosts a recorded demo on how to use the feature. If you do not have access to MyJenzabar, talk to your system administrator about getting access to this demo.)

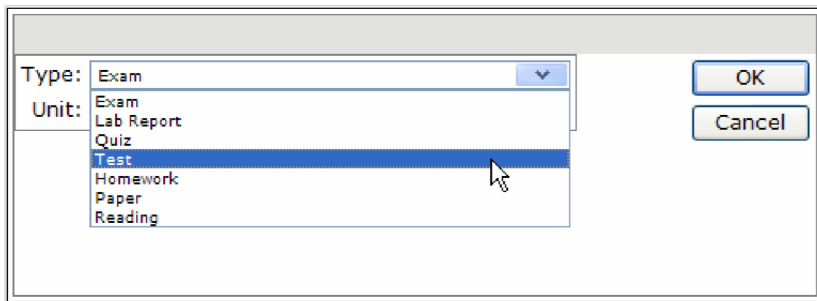


Password-protected items cannot be integrated into the File Cabinet.

5. Click **Process**.
6. If you selected **[new header]** or **[new folder]**, the system displays a dialog asking you to name the new set or category. Enter the name and click **Create**.



7. If you are integrating content into the Coursework feature, the system displays a dialog asking you to select a Unit and Type that describes the item. Make these selections and click **OK**.



The system displays a status bar as it processes your request. When the process is complete, the system displays a dialog box that says **Deselect selected items?**

8. Do one of the following:
  - If you want to keep the items selected so that you can integrate them into another feature instance, click **No**.
  - If you are done working with the items you selected, click **Yes**.

The system again displays the CCI feature instance.

9. Navigate to the feature instance to which you just integrated content and make sure that it displays as you intended.

## Managing the display of items in the feature

Once you have uploaded material into the CCI feature, as described in [Bringing material into a CCI feature instance \(page 499\)](#), the material is available for browsing to anyone who has permission to display the page.

Assuming you are not ready to remove the content, you might want to hide items, as described in the procedure below. This procedure also explains how to display an item you previously marked as hidden, and how to rename an item.

As an alternative to hiding specific items, you may want to review the permissions for the page and restrict access to it. You can also simply remove the content, as described in [Remove content from a CCI feature instance \(page 505\)](#).

Note that the browse view of the CCI feature allows users to display password-protected items without entering a password—so these items might be ones that you want to hide, depending on which roles have the ability to display the page.

To manage the display of items in the CCI feature instance:

1. Log in to the portal, and display the appropriate CCI feature instance.
2. Click the **Manage Content** link.

The system displays the **Admin All Content** screen, which lists all of the individual items that are part of the course cartridge. For help understanding the icons on the screen, see [Understanding the administrative screen \(page 501\)](#), or just run your cursor over the icon to display a pop-up hint.
3. If you want to rename any item, complete the following steps:
  - a. Click the name of the item.

The system displays a pop-up menu with four choices.
  - b. Select **Retitle**.

The system makes the title modifiable, and updates the screen to include **Save**, **Cancel**, and **Reset** buttons.

- c. Modify the name as necessary and click **Save**.
4. If you want to hide any item, complete the following steps:
  - a. Click the name of the item.  
The system displays a pop-up menu with four choices.
  - b. Select **Hide/Show**.  
The system updates the screen, labeling it as \*hidden\*.
5. If you want to display an item that you previous marked as hidden:
  - a. Click the name of the item.  
The system displays a pop-up menu with four choices.
  - b. Select **Hide/Show**.  
The system updates the screen, and the item is no longer labeled \*hidden\*.
6. Navigate back to the main view of the feature instance to make sure it now displays as you intended.

## Remove content from a CCI feature instance

An instance of the CCI feature can hold material from only one course cartridge at a time. If you want to remove content from an instance of the CCI feature, use the procedure below.

1. Navigate to the CCI feature instance and click the **Manage Content** link.  
The system displays the **Course Cartridge Import - Admin** screen.
2. Click the **Remove Cartridge** link, which is at the bottom right corner of the screen.  
The system displays a dialog stating that removing the cartridge cannot be undone.
3. Click **OK**.  
The system again displays the main screen of the feature instance, this time with a dialog stating that it contains no content.

## Managing permissions

If appropriate, you can give other roles the ability to manage an instance of the CCI feature. Users need management privileges in order to access to the **Manage Content** link, which is necessary for completing most of the procedures described in this chapter.

To give a role management privileges:

1. Navigate to the appropriate CCI feature instance.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Locate the role that should be granted permission to post readings, and take one of the following steps:
  - If the role is highlighted in green, this means the role already has permission to view the page. Click the role to display a dialog that lists the permissions available in each of the features found on the page.
  - If the role is shaded gray, this means the role does not have access to view the page. You must first grant the role access to the page before you grant permissions. To do so, click the role and

then click the **Hidden** toggle button to change it to **Visible**. Now that the role can view the page, the screen refreshes to list the permissions available in each of the features found on the page.

5. Make sure that every role responsible for managing this instance of the CCI feature has the **Content Management Access** permission. To grant a role this permission, click the toggle button to change the setting to **Yes**..

## Part 6: Pages, subsections and roles

This section describes how to manage roles and pages within a context, and related tasks.

# Managing the layout of a context

This chapter explains how to refine the layout of your course context, or any other context that you might have permission to manage, by adding and modifying subsections, pages and features.

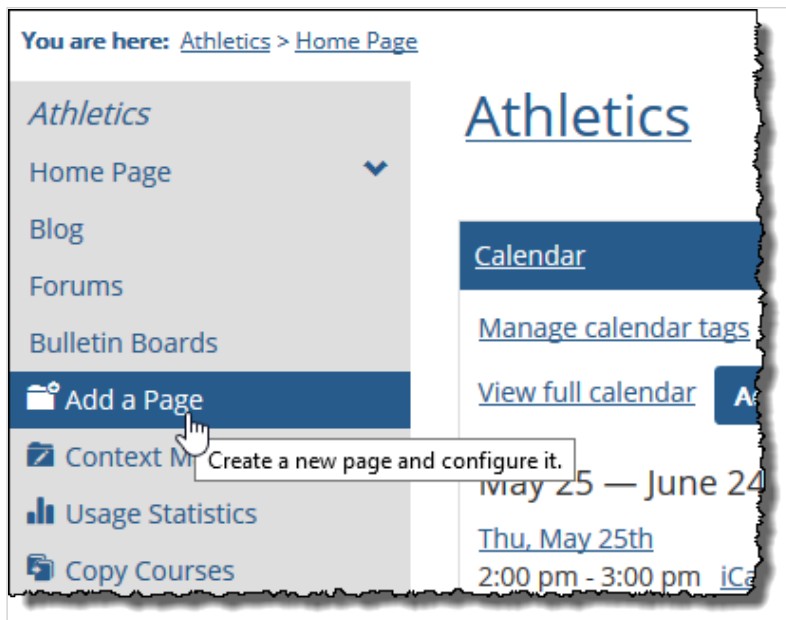
## Working with pages

You may want to add pages to your course context or any of its subsections. You may also need to rename pages, delete them and so forth. This section covers all these tasks and more, as follows:

- [Create a page \(page 508\)](#)
- [Rename a page \(page 509\)](#)
- [Make a page the home page \(page 509\)](#)
- [Working with features \(page 510\)](#)
- [Add a feature instance to a page \(page 510\)](#)
- [Rename a feature instance \(page 511\)](#)
- [Delete a feature instance \(page 511\)](#)
- [Modifying a page's layout \(page 512\)](#)
- [Modify the column layout \(page 512\)](#)
- [Rearrange feature instances \(page 512\)](#)

## Create a page

1. Log in to the portal and navigate to the appropriate course section or subsection.
2. In the sidebar, click **Add a Page**.



The **Create a new page** screen displays.

3. Select a feature to include on your new page. (Every new page must have at least one feature. You may add additional features after creating the page, as described in [Add a feature instance to a page \(page 510\)](#).)



The system creates and displays your page. **Note:** The system gives the page a default name based on the feature you selected. You can change this name by from the **Options** screen. For more information see [Rename a page \(page 509\)](#).



By default the feature title bar will not appear when only one feature is on a page. You can override this setting by selecting the **Show feature title bar in addition to page title bar** check box on the **Options** screen.

Your new page now appears in the sidebar.

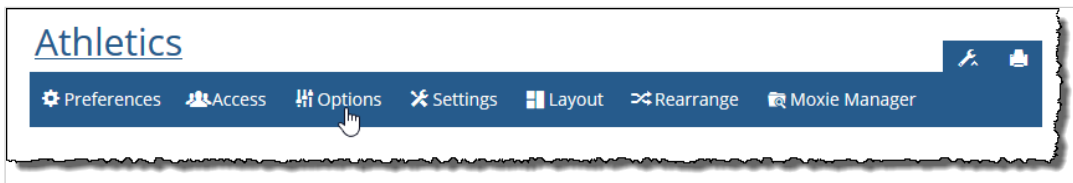
## Rename a page

If you want to rename a page, take the following steps.



When you rename a page, the system will automatically update the page's URL to reflect the change. This could result in external links to the page being broken and existing bookmarks no longer working.

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page you want to rename.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Options** link in the admin bar.



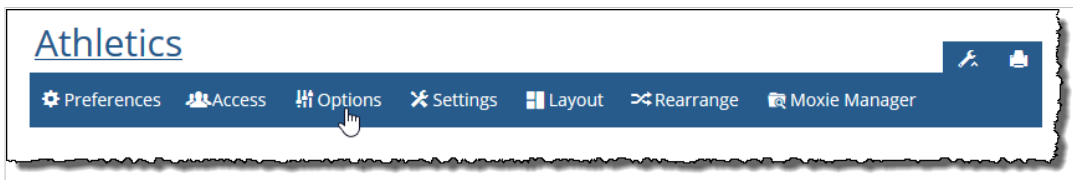
The system displays the **Options** screen.

4. In the **Rename the page** field, enter the new name. You may need to scroll down to see this field.
5. Click **Use this name**.  
The system changes the name of the page and refreshes the screen.

## Make a page the home page

If you want to make a page the home page displayed when users select the parent tab or subsection, use the following procedure.

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page that you want to make a home page.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Options** link in the admin bar.



The **Options** screen displays.

4. Click the **Make this the home page** link.  
The system makes the page the home page and refreshes the screen.

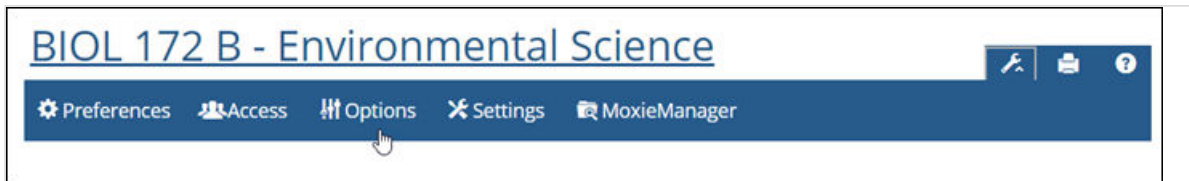
## Working with features

In order for page to be useful, you have to add content—that is, one or more features—to it. This section describes how to add, rename and delete features.

### Add a feature instance to a page

Use this procedure to place features on a page. Note that there can be no more than 10 features on a page.

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page where you want the feature to be displayed.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Options** link in the admin bar.



The system displays the **Options** screen, which lists all features currently on the page.

4. Click **Add a new feature to this page**.



The **Add a new feature to this page** link will not appear if the page already contains the maximum number (10) of features allowed. In this case, you either must delete one or more of the existing features, or add the feature to a different page.

The system does one of the following:

- Displays a list of features. This list includes all the features that are available to be added. If this occurs, continue to step 4.
- Displays a dialog stating that there are no features available to be added to this tab. In this case, complete the following steps:
  1. Click the user icon and select **Site Manager** from the drop-down menu.
  2. Click the **Tabs** tab.
  3. In the list of tabs, locate the tab to which you're attempting to add a feature, and click the corresponding pencil icon.
  4. Select the features that you want to add.
  5. Click **Save**, then return to Step 1 of this procedure.
- Select the feature that you want to add to the page.



If you do not see the name of the feature you want to add, it could be because the tab is not set up to allow this feature to be added. If you want to change this, you can open the tab for editing and make changes in the area of the screen called **Features Available to Pages in this Tab**, but you must have administrative privileges to do so. If you do not have such privileges, you should contact your system administrator.

The system adds the new feature to the page and returns to the **Options** screen. The newly added feature now appears in the list of page features.

5. If appropriate, you can change the name of the new feature by clicking its name. For example, you may want to choose a name that's more tailored to the way you're going to use the feature. Note

that the name will also become part of the URL to this feature. If you change the name of any feature, on the **Options** screen, the name you chose is listed first, and the feature type is listed in parentheses.

For more information on changing the name of a feature, see [Rename a feature instance \(page 511\)](#).

Note that the feature's name is displayed at the top of the feature, in the sidebar and in breadcrumbs.

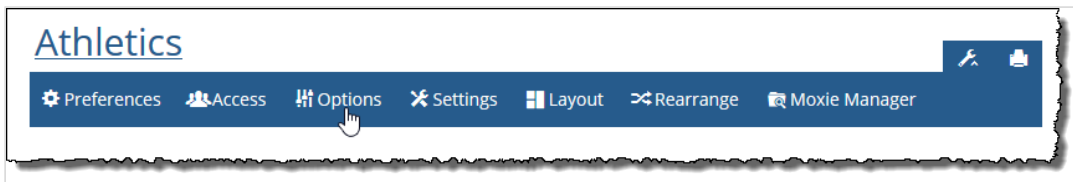
## Rename a feature instance

Use the following procedure to rename a feature. Note that a feature's name is displayed not only at the top of the feature, but also in the sidebar and in breadcrumbs, so you should choose a meaningful name.



When you rename a feature, the system will automatically update the feature's URL to reflect the change. This could result in external links to the feature being broken and existing bookmarks no longer working.

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page hosting the feature you want to rename.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Options** link in the admin bar.



The system displays the **Options** screen, which lists all features currently on the page.

4. Click the name of the feature you want to rename.  
The system displays a dialog that lets you rename the feature.
5. In the **Rename the Feature** field, enter the new name.
6. Click **Use this name**.  
The system changes the name of the feature and refreshes the dialog.
7. Click **Close this window** to close the dialog.

## Delete a feature instance

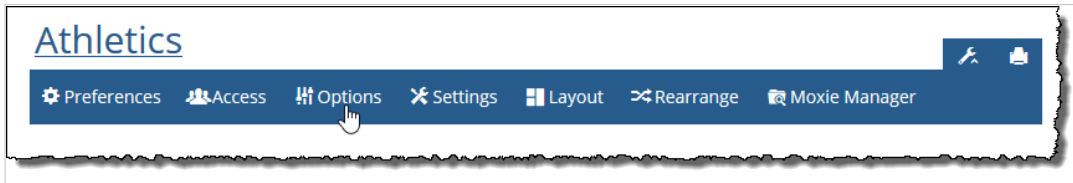
Use the following procedure to delete a feature instance. Note that most feature instances contain unique content that is also deleted when you delete the feature instance.



When you delete a feature, you delete all content created that is specific to the feature, plus all shortcuts to the feature. So do not proceed unless you are certain you don't need this content.

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page hosting the feature instance you want to delete.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.

- Click the **Options** link in the admin bar.



The system displays the **Options** screen, which lists all features currently on the page.

- Click the name of the feature you want to delete.  
The system displays a dialog that lets you delete the feature.
- Click **Delete *feature name***.  
The system displays a dialog asking whether you are sure you want to delete the feature.
- If you are sure you want to delete the feature, click **Delete the *feature name* feature**.

## Modifying a page's layout

When you modify a page's layout, you have the ability to make two types of changes:

### Modify the column layout

Each page uses one of several preconfigured column layouts. These preconfigured layouts let you choose the number and relative size of the columns the page will use.

- Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page whose layout you want to modify.
- Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
- Click the **Layout** link in the admin bar.  
The system displays the **Layout** screen, which lists all available page layouts. Options are as follows.

Name of layout option	Description
<b>One Column</b>	Features are stacked vertically in a single column.
<b>Side by side with header</b>	Side by side, but with a full-width header across the top.
<b>Side by side</b>	Features are arranged into two even columns.
<b>Blog style</b>	Features are arranged in a wide content column and a thin supplement column.
<b>Blog style with header</b>	Blog style, but with a full-width header across the top.
<b>Dashboard style</b>	Features are arranged into any of three equal columns.
<b>Newspaper style #1</b>	Features are arranged in a wide content column on the left or one of two thin supplement columns.
<b>Newspaper style #2</b>	Features are arranged in a wide content column on the left or one of two thin supplement columns.
<b>Use an existing CSS Class to create a custom layout</b>	Use this to specify your own CSS class for page layout. To do so, enter a name for the custom layout and click <b>Use this</b> .

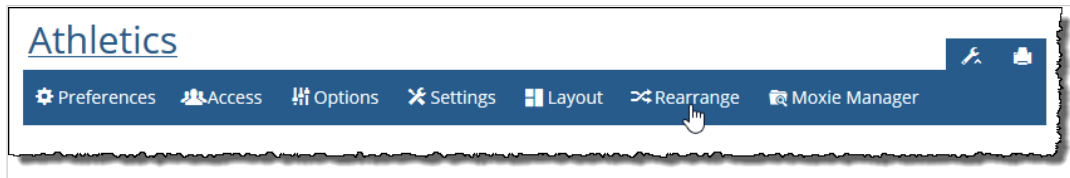
- Click **Save**.

### Rearrange feature instances

When you rearrange features on a page, you can move them up or down or from one column to another.

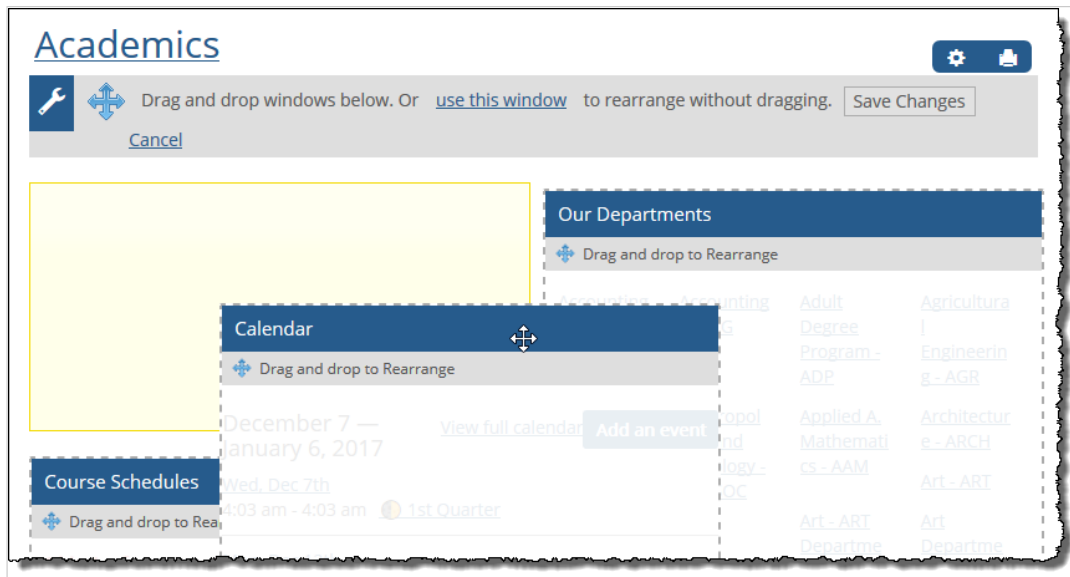
- Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page whose features you want to arrange.

- Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
- Click the **Rearrange** link in the admin bar.

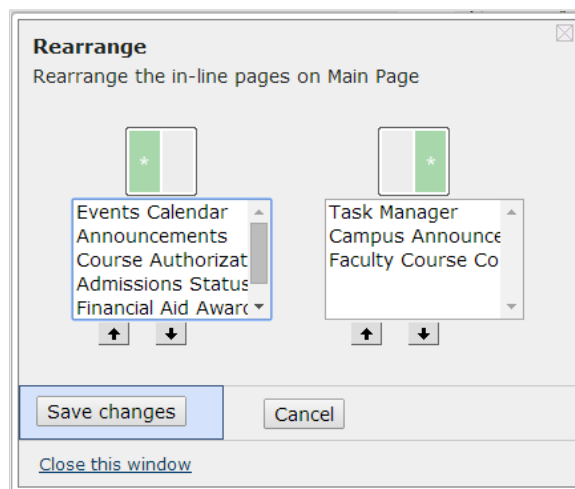


The page refreshes, and the features on the page appear grayed out with dotted borders to indicate that you can now drag and drop them into new locations.

- Rearrange the features by dragging and dropping them to the desired locations. As you drag a feature, a yellow box will appear to indicate where the feature will be dropped when you release the mouse button.



Alternatively, you can rearrange the features by clicking the **use this window** link. The **Rearrange** dialog displays. To move a feature to a different column, click the feature name and then click the column to which you want to move it. To move a feature up or down, click its name and then use the up or down arrows. Click **Save changes** when you are done.

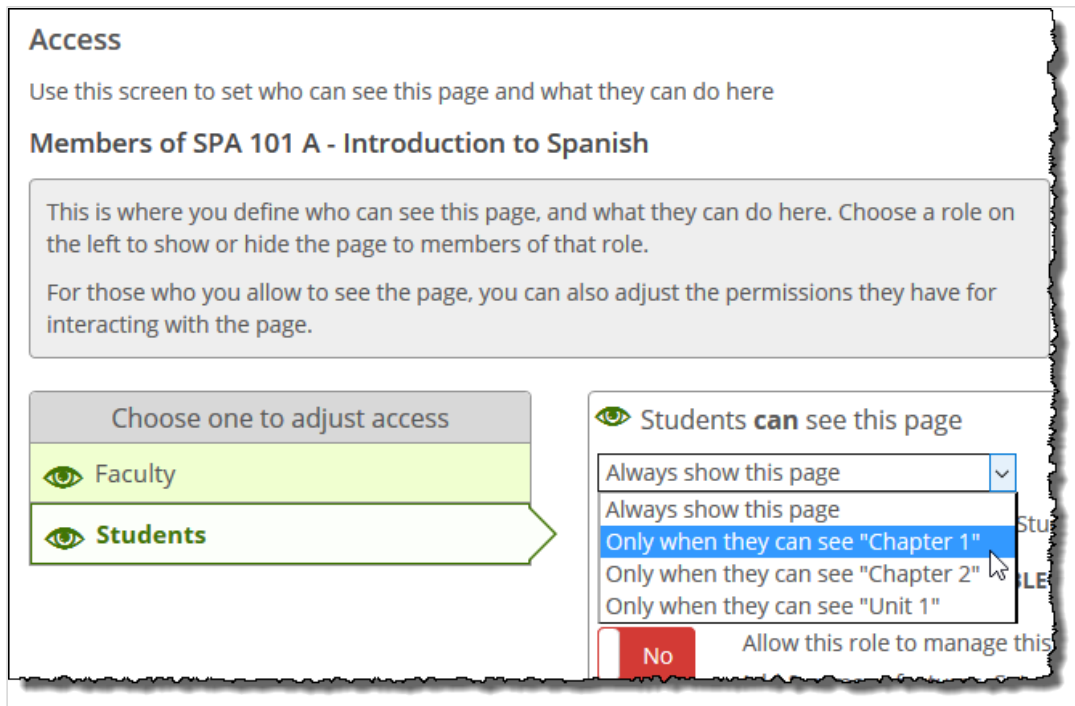


5. Click **Finished rearranging**.

## Hide a page from students if a unit is not visible

As explained in [Hide a unit from students who cannot see its assignments \(page 49\)](#), you can choose to hide a unit from students for whom none of the unit's assignments are visible. You can also choose to hide particular pages from students who are unable to see a certain unit via a setting on the **Access** screen.

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page whose features you want to arrange.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** screen, which lists all the roles defined for this context as well as all the global roles.
4. Click the **Students** role.
5. Click the drop-down list that appears to the right, and select one of the **Only when they can see unit name** options.



**Access**



Use this screen to set who can see this page and what they can do here


**Members of SPA 101 A - Introduction to Spanish**

This is where you define who can see this page, and what they can do here. Choose a role on the left to show or hide the page to members of that role.

For those who you allow to see the page, you can also adjust the permissions they have for interacting with the page.

Choose one to adjust access

-  Faculty
-  **Students**

 **Students can see this page**

- Always show this page
- Always show this page
- Only when they can see "Chapter 1"**
- Only when they can see "Chapter 2"
- Only when they can see "Unit 1"

☐ No ☐ Allow this role to manage this

Students will now be able to view the page only if the selected unit is visible to them in Coursework and other features.

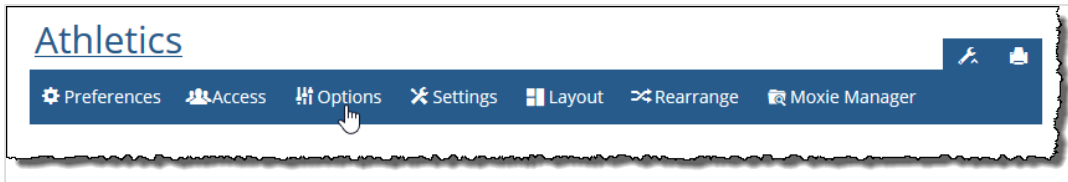
## Delete a page

If you need to delete a page, use the following procedure. Note that if a page is the default for its parent tab or subsection, it cannot be deleted. Further, when you delete a page, you also delete all features on that page, as well as the content they contain.



When you delete a page, you delete all of its features and their content. So do not proceed unless you are certain you don't need this content.

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the page you want to delete.
2. Click the **Options** link in the admin bar.



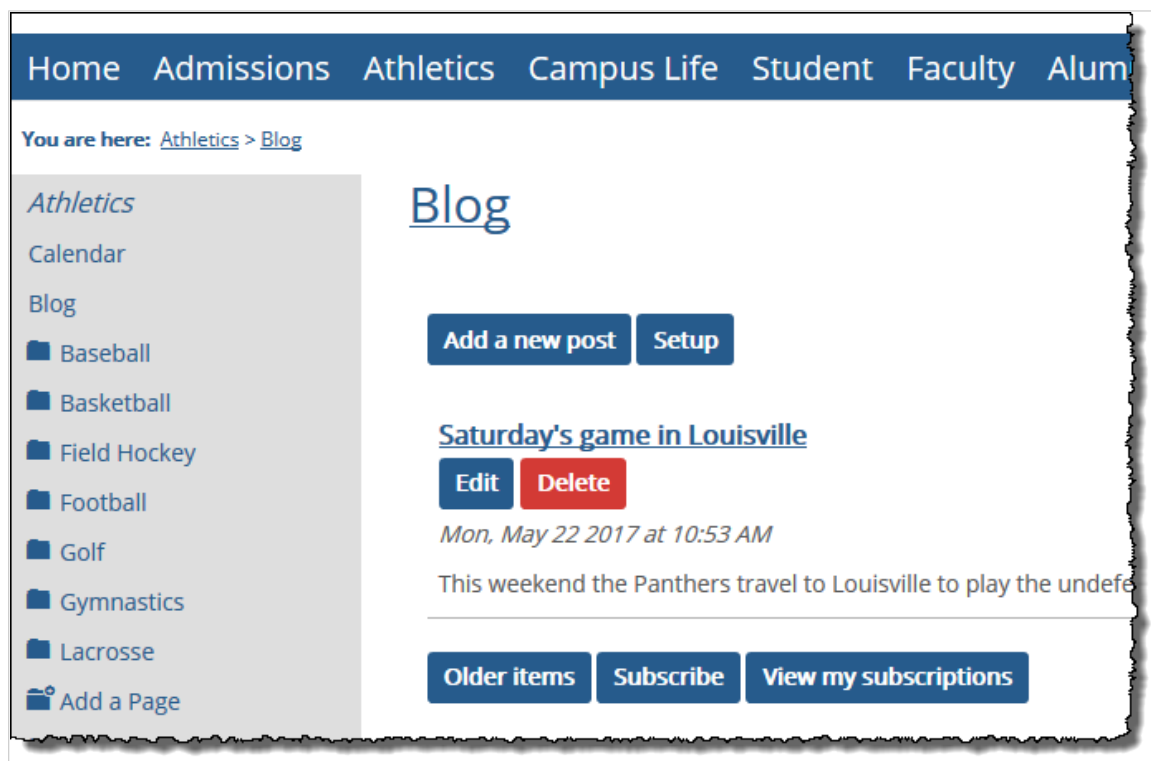
The **Options** screen displays.

3. Click the **Delete this page** button at the bottom of the page.
4. If you are sure you want to delete the page, click **Delete the page name page**.

## Working with subsections

A subsection is a subset of pages with a tab or context (or a subset of another subsection). It is essentially a collection of one or more pages, which might be grouped together because they all deal with the same subject or because they are intended for a particular group of people. You can configure a separate set of permissions for a subsection, so that only certain roles are allowed to display it. For example, if you had a few pages intended just for other faculty members, you might want to set up a subsection intended just for them.

By default, subsections are represented in the sidebar as folder icons, though if appropriate you can hide the icons (which also serve as links).



This section explains the following tasks:

- [Create a subsection \(page 516\)](#)
- [Rename a subsection \(page 517\)](#)

- [Delete a subsection \(page 517\)](#)

For help hiding sidebar icons from the sidebar, see [Hide or display subsection links in a sidebar \(page 518\)](#).


## Create a subsection

If you want to group multiple pages within a context, you may want to create a subsection. You can also create a subsection within a subsection.

1. Log in to the portal and navigate to your course context (and, if appropriate, to one of its existing subsections).
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.
3. Click the **Subsections** tab.  
The system displays a screen that includes a list of all the subsections that already exist on this tab (or subsection).
4. Click **Create a new subsection**.  
The system displays the **Create a new subsection** screen.
5. In the **Name** field, type a name. This name will be displayed in the sidebar, if the host tab or subsection is configured to display subsection icons in the sidebar (see [“Hiding or displaying subsection links in a sidebar” on page 699 \(page 518\)](#) for more information). It will also be displayed in breadcrumbs. For these reasons, you should choose a meaningful name.



Note that the name will also become part of the URL, and once the subsection is created, you will not be able to change the URL (even if you change the name).



6. Click **Save**.  
The system creates your new subsection and a default page for the subsection. It also displays the **Subsections** tab of the Context Manager, this time with your new subsection listed.  
If the host tab (or subsection) is configured to display subsections in the sidebar, the new subsection will now show up there as well.



## Rename a subsection

If you need to rename a subsection, use this procedure. Note that when you do this, the URL is not renamed. The system will always use the URL that was created along with the subsection.

1. Log in to the portal and navigate to the appropriate course section.
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.
3. Click the **Subsections** tab.  
The system displays a screen that includes a list of all the subsections in this context.
4. Locate the subsection you want to rename. Click the corresponding pencil icon.  
The system displays a screen that lets you rename the subsection.
5. In the **Name** field, modify the text as appropriate.
6. Click **Rename**.  
The system changes the name of your subsection.

## Delete a subsection

If you need to delete a subsection, use this procedure. Note that when you delete a subsection, you also delete all the pages and feature instances it contains.



When you delete a subsection, you also delete all content associated with that subsection—including all child subsections, all pages, and the associated feature instances. So do not delete a subsection unless you are certain you don't need any of this content.

1. Log in to the portal and navigate to the appropriate course section.
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.
3. Click the **Subsections** tab.  
The system displays a screen that includes a list of all the subsections that exist on this tab (or subsection).
4. Locate the subsection you want to delete. Click the corresponding trash-barrel icon.  
The system displays a dialog asking whether you are sure you want to delete the subsection.
5. If you want to delete the subsection and all its content, click **Yes, Delete**.

## Specify the default page for a course section

When a user selects any tab or subsection, the system displays the “default page” for that tab or subsection. However, you can make any page the default page.

The default page is slightly different from other pages in that its name is not displayed at the top of the page. Rather, the name of the tab or subsection is displayed. The name of the page, however, *is* displayed in the breadcrumbs and in the sidebar. For this reason, we suggest a name that is meaningful and yet not so important that the page wouldn't make sense if the user didn't see it. “Home” is often a good name for a default page.

1. Log in to the portal and navigate to the appropriate course section.
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.
3. Click the **Pages** tab.

The system displays a screen that includes a list of all the pages that exist on this tab. Note that this list includes only pages, not any child subsections that might exist. Similarly, if a page is part of a child subsection, it will not be displayed here.

4. Use the radio buttons at the left to select a default page.  
The system makes the page you selected the default.



An alternative method for specifying the default page is described in [Delete a page \(page 514\)](#).

## Working with sidebars

Both your course contexts and their subsections have sidebars—panes that are designed to display links to the child elements of the course or subsection. You have a variety of options for making sure that sidebars are as helpful as possible to your users. This section describes those options:

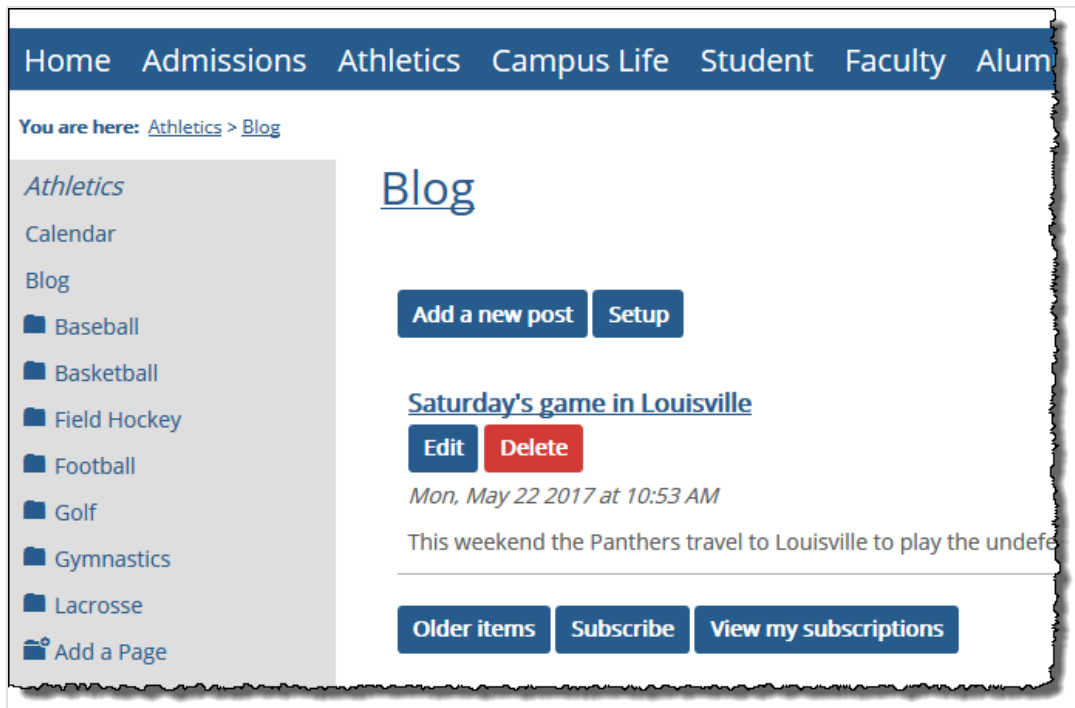
- [Hide or display subsection links in a sidebar \(page 518\)](#)
- [Reorder subsection links in a sidebar \(page 519\)](#)
- [Reorder page links in a sidebar \(page 519\)](#)

### Hide or display subsection links in a sidebar

By default, links to subsections are displayed in the sidebar of their host course or subsection. However, you can hide the links. If you do this, just remember that you'll either need to create another method of letting users navigate to the subsections or else manually provide the URL to the people who need it.

Note that when you hide or display subsection links in a sidebar, you do so for all subsections in that course or subsection. You cannot hide or display one subsection link only.

1. Log in to the portal and navigate to the appropriate course or subsection.  
If the links are currently displayed, you will see them in the sidebar. By default, they are presented as folder icons.



2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.
3. Click the **Subsections** tab.  
The system displays a list of all the subsections that exist in this context.
4. As appropriate, select or deselect the **Display Subsections in Sidebar** check box.  
The screen refreshes.
5. Click **Exit**.  
If you chose to display the subsections, the folder icons are now listed in the sidebar of the appropriate course or subsection. If you chose to hide them, they are no longer displayed.

## Reorder subsection links in a sidebar

When displayed in a sidebar, subsections are by default displayed in the same order in which they were created. However, you can change this.

1. Log in to the portal and navigate to the appropriate course section or subsection.
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.
3. Click the **Subsections** tab.  
The system displays a list of all the subsections that exist in this context. The order of the subsections is indicated by the numbers assigned to them in the **Order** column.

Order	Name	Actions
1	Baseball	
2	Basketball	
3	Football	
4	Gymnastics	
5	Lacrosse	

☒ Display sub-sections in the sidebar

[Save](#) [Create a new sub-section](#) [Exit](#)

4. Specify the new order by changing the numbers in the **Order** column.
5. Click **Save**.

## Reorder page links in a sidebar

When displayed in a sidebar, the system places pages in the same order that they were created in. However, you can change this.

1. Log in to the portal and navigate to the parent tab or subsection whose pages you want to reorder.
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.

3. Select the **Pages** tab.

The system displays a list of all the pages that exist in this context. The order of the pages is indicated by the numbers assigned to them in the **Order** column.

Context Manager			
<a href="#">Properties</a> <a href="#">Pages</a> <a href="#">Sub-Sections</a> <a href="#">Permissions</a>			
Default page	Order	Name	Actions
<input checked="" type="radio"/>	<input type="text" value="0"/>	Home Page	
<input type="radio"/>	<input type="text" value="1"/>	Blog	
<input type="radio"/>	<input type="text" value="2"/>	Forums	
<input type="radio"/>	<input type="text" value="3"/>	Bulletin Boards	

[Save](#) [Create a new page](#) [Exit](#)

4. Specify the new order by changing the numbers in the **Order** column.
5. Click **Save**.

# Creating and maintaining roles

This chapter explains how to create and maintain roles for use in a course section or another context.

## Key concepts

In order to take certain actions in the portal, users must belong to roles. Each user inherits the privileges that are associated with the different roles that he or she belongs to.

## About roles

The system allows for two different types of roles: **context-specific roles** and **base roles**.

### Context-specific roles

Each context-specific role exists solely in one particular context. Put another way, a role that was created in one context has no effect in other contexts (and usually is not even evident in other contexts). It exists only for use in the context where it was created.

For each of your course contexts, there is a context-specific Faculty role and a context-specific Students role, which are automatically created and populated based on who is assigned to teach the course, and who is enrolled in the course.

Additionally, for your course (or for any other context that you manage), you may want to create custom roles for different groups of people, such as guest speakers, teaching assistants, and others. Essentially, you create a role if there is a group of people who should have a set of privileges that differs from that of existing roles. As part of the process of creating a role, you can add users to it, and you can also go back and modify the list of users later. At any time after the role is created, you can grant privileges to it.

Note that a course's Faculty and Students roles behave slightly differently than context-specific roles that you create, with the main difference being how users are added to these roles. For details, see [About the context-specific Faculty and Students roles \(page 521\)](#).

If you are managing a Campus Group, then each group context has a context-specific Leader and Member role, which also are handled differently from custom roles. For details on Campus Group roles, see [Campus Groups Directory \(page 353\)](#).

### Base roles

Base roles—also called global roles—exist throughout the system. Any context manager or administrator can grant privileges to these roles, but only a member of the Administrators role can create a base role.

Note that there is global Faculty role and a global Students role, which are different from the context-specific Faculty and Students role. The global roles are intended to include all faculty and students at your institution. The global roles are probably used for things like letting administrators make announcements to all faculty and students in the school, and they do not necessarily give a user any permissions within your course context.

Users do not have to belong to the global Faculty and Students roles in order to be added to a context-specific Faculty or context-specific Students role.

### About the context-specific Faculty and Students roles

Every course section has a context-specific Faculty role and a context-specific Students role. These roles behave differently from custom context-specific roles in the following ways:

- You cannot modify the names of these roles.
- You cannot add users to these roles in the same way as you would to custom roles.

The way you add users varies depending on the type of course you're dealing with, as described in [Faculty and enrolled students \(page 522\)](#).

With students, you also have one other option for adding users, which is described in [Non-roster students \(page 522\)](#).

## Faculty and enrolled students

In general, members of the Faculty and Students roles are defined outside of the course context. The way this is done varies depending on the type of course:

- With portal-only course sections, you can add faculty member and students using Course Creator. This process is described in [Creating portal-only courses \(page 540\)](#).
- With course sections defined in the ERP system, the only way to add new faculty members and actively enrolled students is to do so within the ERP system. Once the DIS runs, the user(s) will be added to the role.

## Non-roster students

With both portal-only classes and ERP classes, you also have another option—you can add a student as a **non-roster student**. Doing this adds the user to the context-specific role and also gives the user full student-level access to the context's pages and features. This is an important feature because there is no other way to give users the ability to take tests and view their progress on grade sheets (other than actually enrolling the student in the course, as described in [Faculty and enrolled students \(page 522\)](#) ).

Another feature of the context-specific Students role that varies from the Faculty role is that you are able to view a list of all people associated with the Students role—current and former members, roster and non-roster students—within Context Manager.

For details on these features, see [Working with student roles \(page 526\)](#).

## Working with custom roles

This section explains how to create and manage custom context-specific roles.

### Create a role

Use this procedure to create a role for any of the following:

- Your course context.
- Any other context that you manage, such as a Campus Group context.
- Any subsection that you manage.



When you create a role for a context, the role will **not** be available for use within the child subsections of the context you are working in (if any exist). Similarly, if you create a role within a particular subsection, it will not be available outside of that subsection.

You can create a context-specific role from either of the following places:

- Context Manager

- **Access** screen

The following two procedures explain how to add a context-specific role from both of these locations.

To create a context-specific role from the Context Manager:

1. Log in to the portal and navigate to the course context or subsection where you want to create a role. For example, if you want the role to be available to the main pages in your course section, such as Attendance, Coursework, and the Gradebook, you could navigate to any one of those pages, or to the default page for the course section. If you want to create a role for use in a subsection, just navigate to any page in the subsection.
2. Click **Course Manager**.  
The system displays the **Context Manager** page, with the **Properties** tab selected.
3. Click **Permissions**.  
The system displays the **Permissions** page.
4. Click **Add context role**.

The screenshot shows the 'Context Manager' interface. At the top, there's a blue header with the title 'Context Manager'. Below it, a navigation bar contains tabs: 'Properties', 'Pages', 'Sub-Sections', 'Permissions' (which is selected), 'Course Export', and 'Email Log'. Under the 'Permissions' tab, there's a link 'Manage non-roster students and faculty'. The main content area is divided into two columns. The left column shows the 'Context : BIOL 172 B - Environmental Science' and 'Role : Administrators'. It contains four sections: 'Context admin' (with a 'Yes' button), 'Overview' (with 'Can admin', 'Can view', and 'No access' buttons), 'Roster' (with a 'Yes' button), and 'Coursework' (with a 'Yes' button). The right column shows a list of roles: 'Faculty', 'Guest Faculty', and 'Students'. Below this list is a green button labeled '+ Add context role', which is highlighted by a red arrow.

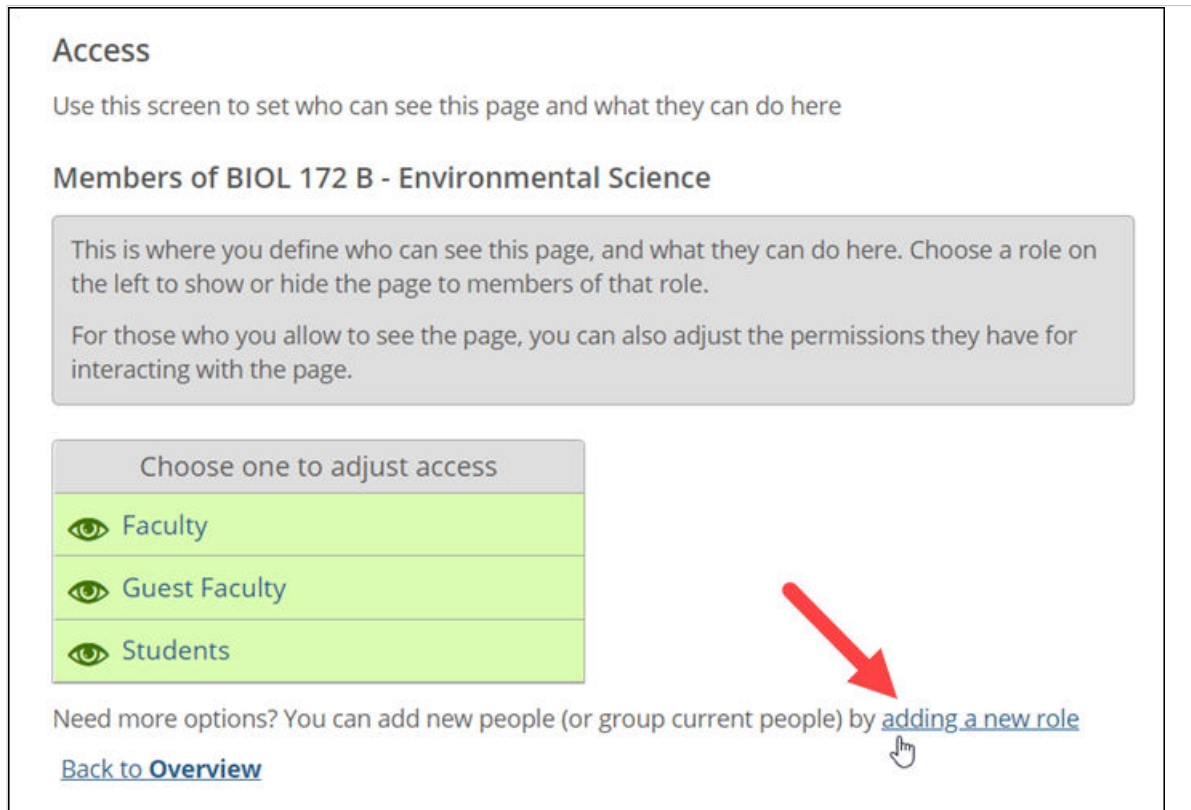
The system displays a form.

5. In the **Role name** field, enter a name.
6. If you want any existing roles (and their users) to be automatically assigned to this role, use the available check boxes to select the roles. Note that you may select either from the global roles or from any other context-specific roles that you might have created, both here and in other contexts.
7. If you want to add individual users to the role, complete the following steps:
  - a. Click **Add individual users**.  
A drop-down selector displays.
  - b. In the left column, click the users you wish to add to the role. Note that you can use the **Filter by** field and the drop-down list of roles to filter the names that show up in the left column. The users that you select are added to the right column.
8. Click **Save**.

To create a context-specific role from the Access screen:

1. Log in to the portal and navigate to the course context or subsection where you want to create a role. For example, if you want the role to be available to the main pages in your course section, such as Attendance, Coursework, and the Gradebook, you could navigate to any one of those pages, or to the default page for the course section. If you want to create a role for use in a subsection, just navigate to any page in the subsection.

2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** screen, which lists all the roles defined for this context as well as all the global roles.
4. Click the **adding a new role** link.



The system displays the **Access – Add a new role** screen.

5. In the **Role name** field, enter a name.  
As you enter the name, the system performs a check to make sure the entered name contains no illegal characters.
6. Do either or both of the following:
  - If you want to add individual users to the role, click the link labeled **Choose the individual members of role name** and use the popup to select users. If you need help with this, see [Select users with the people chooser \(page 551\)](#).
  - If you want any existing roles (and their users) to be automatically assigned to this role, click the **Choose other roles to be included in role name** link and then use the available check boxes to select the roles. Note that you may select either from the global roles or from any other context-specific roles that you might have created, both here and in other contexts. Click **OK** when you are finished.
7. Click **Save**.  
The system creates your role and again displays the **Access** screen, which now displays the new role in the list of roles. You can now define permissions for the role, as explained in [Managing page and context permissions \(page 532\)](#). Note that in the future, to add any additional users (or to remove users) from this role, you will need to modify the role, as described in [Modify a custom role \(page 525\)](#).



## Modify a custom role

At times you may need to modify a custom role. For example, you may want to change either of the following:

- The name of the role.
- Add or remove users from the role.

To do either of these things, use the procedure below.



If you are looking for information on how to add users to a Faculty or Students role, see [About the context-specific Faculty and Students roles \(page 521\)](#). If you are looking for information on how to add users to a Group or Leaders role, see [Campus Groups Directory \(page 353\)](#).

To modify a custom context-specific role:

1. Log in to the portal and navigate to the appropriate context.
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected.
3. Click **Permissions**.  
The system displays the **Permissions** screen, which lists all the roles in the system on the right and the permissions for the currently selected role on the left.
4. From the list of roles on the right, select the context-specific role you wish to edit.  
Permissions for the selected role display on the left.
5. In the **Context role** box, click the **Edit** button.

The screenshot shows the 'Context Manager' interface. At the top, it displays 'Context : ENG 101 A - Introduction to English Literature' and 'Role : Context Role 1'. Below this, there are two main sections. The left section, titled 'Context role', contains the text 'Context Role 1 is context role for the ENG 101 A - Introduction to English Literature context' and two buttons: 'Edit' (highlighted with a mouse cursor) and 'Delete'. The right section, titled 'Context admin', contains the text 'Role Context Role 1 is not the ENG 101 A - Introduction to English Literature context' and a 'Yes' button.

A form displays.

6. If appropriate, use the **Role name** field to modify the name of the role.
7. If desired, select or deselect any roles that you want to add or remove from the role you are currently editing.
8. If appropriate, select (or remove) individual users from the role as follows:
  - a. Click **Add individual users**.  
A drop-down selector displays.
  - b. Add users to the role by clicking their names in the left column, or remove users from the role by clicking their names in the right column. Note that you can use the **Filter by** field and the drop-down list of roles to filter the names that show up in the left column.

- c. Click **Save**.

To modify a custom context-specific role from the Access screen:

1. Log in to the portal as a member of the Administrators role or as someone with **Can Admin** privileges for the appropriate context. Navigate to the context.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** screen, which lists all the roles defined for this context as well as all the global roles.
4. Click the context-specific role that you wish to modify.  
The system displays the permissions available in each of the features found on the page.
5. Click the **View or change the members of role name role** link at the bottom of the list of permissions.  
The system displays the **Access – Edit Role Name** screen.
6. If appropriate, use the **Role name** field to modify the name of the role.
7. If you want to add individual users to the role, complete the following steps:
  - a. Click **Choose the individual members of role name** link.  
The system opens a new dialog titled **Add or remove members**.
  - b. In the left column, locate the user(s) you want to add to the role and click their name(s) to move them to the column on the right.



You can filter names displayed in the left column by entering text in the **Filter by** text box and/or by selecting a role from the drop-down list.

- c. When you have added all the appropriate users to the right column, click **OK**. The system again displays the **Access - Add a new role** screen.
8. If you want to assign any existing roles (and their members) to this role, complete the following steps:
  - a. Click the **Choose other roles to be included in role name** link.  
The system displays the **Add or remove members** dialog. Any context-specific roles are shown at the top of the dialog, and global roles appear in the lower portion.
  - b. Select the roles you wish to add to the new role. To select all roles, select the **Everyone in JICS** check box.
  - c. To include guests in the new role, select the **Include guests** check box.
  - d. Click **OK** when you are done.
9. Click **Save**.  
The system updates the role and again displays the **Access** screen.

## Working with student roles

This section explains how to do the following:

- Display a list of all enrolled student and all non-roster students, including those that have been withdrawn.
- Add and remove non-roster students.

## About non-roster students

There may be times when you want to allow a student who is not enrolled in a class to have full access to the course context. You do this by making the user a non-roster student. A non-roster student will have all of the following:

- A link to the course context under the **My Courses** label (in the **Quick Links** section of the sidebar).
- Full student access to the Coursework and Gradebook features, including the ability to take tests and have a gradesheet.
- Permissions to view all other resources within the course context—all other pages, features and materials.

For an ERP course, these users are treated as enrolled students in all ways except that their grades for the course are never sent to the ERP system. Also, on the **Context Manager > Permissions** tab, they are labeled as non-roster students.

For a portal-only course, there is nothing to distinguish non-roster students from enrolled students, except that on the **Context Manager > Permissions** tab, they are labeled as non-roster students.

You can add any user (but not a guest) as a non-roster student. In other words, the person has to have a valid JICS account but does not have to be a member of the global Students role or any other role. From a technical standpoint, what happens when you designate the user as non-roster student is that he or she is added to the context-specific Students role for the course context.

Non-roster students are managed through the Context Manager's **Permissions** tab.



If you want to give someone access to the course context, but not give them the ability to take tests, you should consider adding the user to a custom role that is configured with the appropriate access.

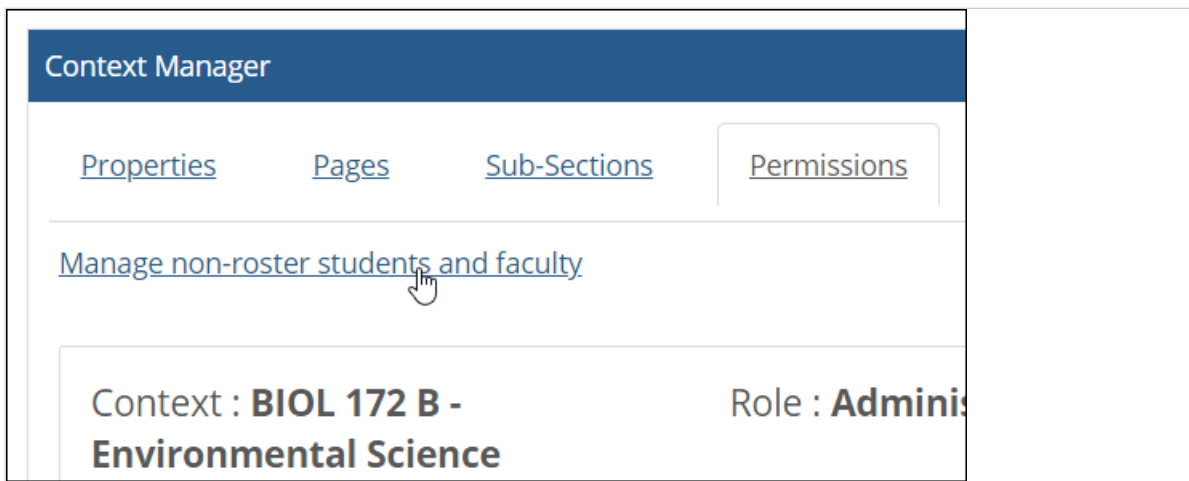
## View a list of all students and faculty

If desired, you can view a list of all students and faculty for a course section, including:

- All enrolled students (roster students).
- All non-roster students.
- All students who have withdrawn from the class, whether they were enrolled or non-roster students.
- Regular and guest faculty

To view a list of all students and faculty:

1. Log in to the portal and navigate to the appropriate course context.
2. Click **Course Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected.
3. Select **Permissions**.  
The system displays the **Permissions** tab.
4. Click **Manage non-roster students and faculty**.



The system displays a screen that lists all roster students, as well as any withdrawn students and any non-roster students that have been added.

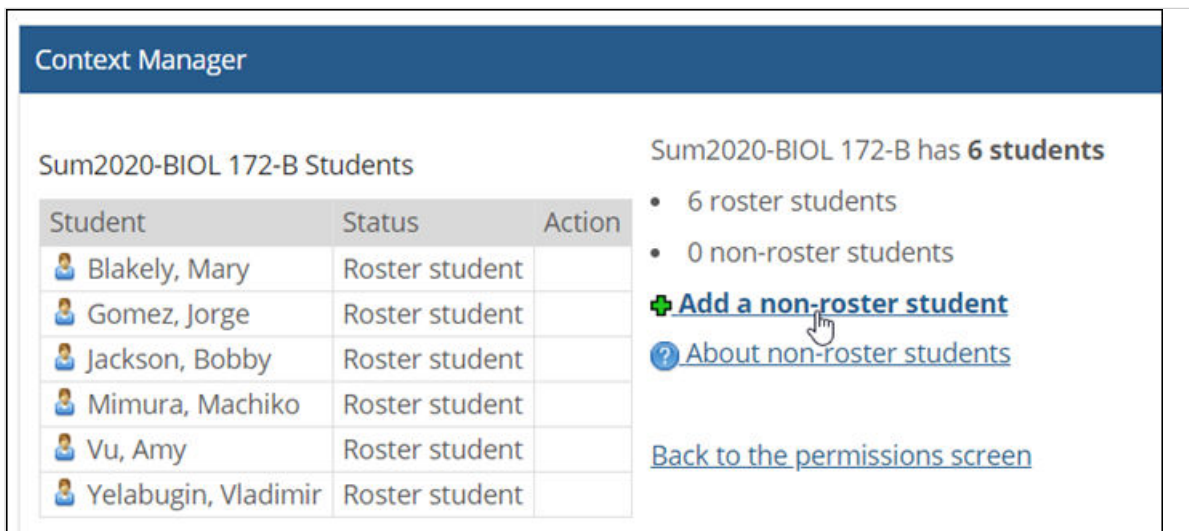
## Add a non-roster student

Use this procedure to make a user a non-roster student. From a technical standpoint, what this process does is add the user to the context-specific Students role for the course. For details on how this process will affect the user's experience, see [About non-roster students \(page 527\)](#).



If you have users with any sort of grading and content-management permissions in the Coursework or Gradebook features, these users should never be added as non-roster students, because doing so will remove any extra permissions that you want them to have in those features.

1. Navigate to the **Permissions** screen that shows all students in the course, as described in [View a list of all students and faculty \(page 527\)](#).
2. Click **Add a non-roster student**.



The system displays a pop-up labeled **Add a non-roster student**. This pop-up lets you do either of the following:

- Select a role and all of its members.
- Click **Add Individual Users** to display a second pop-up that lets you select specific people.
- Use the pop-up(s) to select either a role or an individual user (or users). If you need help with this, see [Select users with the people chooser \(page 551\)](#).

3. In the **Add a non-roster student** pop-up, click **Save**.  
The system adds the non-roster student to the course. The student's name is now displayed on the **Context Manager > Permissions** screen, with the status **Non-roster**, and the user should now be able to access the course context.

## Remove a non-roster student

Use this procedure to remove a non-roster student from a course, which ends their ability to access the course context.

1. Navigate to the **Permissions** screen that shows all students in the course, as described in [View a list of all students and faculty \(page 527\)](#).
2. In the list of students, locate the one you want to remove from the course.
3. Click the corresponding **Remove** link.  
The system removes the student from the course—but note that the student's name with a status of **Non-roster, Withdrawn**. The student will no longer see the link to this course under **My Courses**, and will not be able to display the course's content.  
In the faculty view of the Coursework and Gradebook features, the student's work and scores are still saved, but they are moved to a section labeled **Withdrawn students**.  
If you need to reactivate this user's student status, you can do so. For details, see [Reactivate a withdrawn non-roster student \(page 529\)](#).

## Reactivate a withdrawn non-roster student

If you have removed a non-roster student from a course and you want to add the user back, you can do so. When you do this, the student's Coursework (if any) will be restored for him or her to view. The student's overall grade sheet will also display as it last did for the student before being removed.

1. Navigate to the **Permissions** screen that shows all students in the course, as described in [View a list of all students and faculty \(page 527\)](#).
2. In the list of students, locate the one you want to reactivate.
3. Click the corresponding **Reactivate** link.  
The system adds the student back to the course the course. If the student previously had received grades for any assignments, then within the Faculty view of the Coursework and Gradebook features, the system moves the student's records from the withdrawn students' section back to the list of active students.

## Working with guest faculty

This section explains how to add and remove guest faculty members within a course.

### About guest faculty

The guest faculty feature allows you to let faculty who are not on the official course roster participate in all of the online aspects of the course. This is helpful if you have guest lecturers, department heads auditing the course or educational technologists copying courses on behalf of faculty.

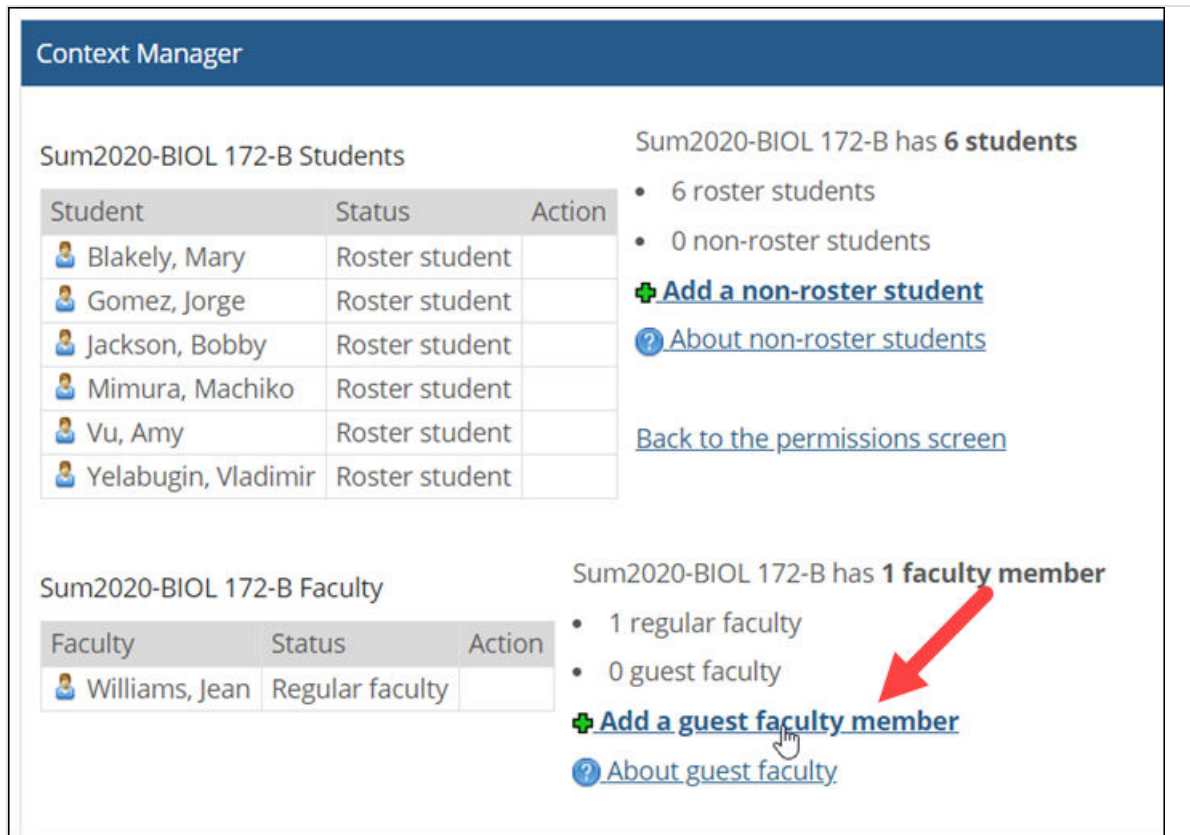
By default, guest faculty can create and grade coursework, administer the gradebook and take advantage of all other faculty permissions. If necessary, you can remove certain permissions for guest faculty by editing the Guest Faculty role (which controls all guest faculty permissions) from the **Access** screen.

All guest faculty will have the course listed in their **My Courses** quick links section in the sidebar.

## Add a guest faculty member

To add guest faculty, use the **Add a guest faculty member** link on the **Context Manager > Permissions** screen. The system will display a popup that gives you two options for adding guest faculty to the course:

1. Navigate to the **Permissions** screen that shows all students in the course, as described in [View a list of all students and faculty \(page 527\)](#).
2. Click **Add a guest faculty member**.



The screenshot shows the 'Context Manager' interface for the course 'Sum2020-BIOL 172-B'. It is divided into two main sections: 'Students' and 'Faculty'.

**Students Section:**

- Header: Sum2020-BIOL 172-B Students
- Summary: Sum2020-BIOL 172-B has 6 students
- Details: 6 roster students, 0 non-roster students
- Buttons: [Add a non-roster student](#), [About non-roster students](#), [Back to the permissions screen](#)
- Table:

Student	Status	Action
Blakely, Mary	Roster student	
Gomez, Jorge	Roster student	
Jackson, Bobby	Roster student	
Mimura, Machiko	Roster student	
Vu, Amy	Roster student	
Yelabugin, Vladimir	Roster student	

**Faculty Section:**

- Header: Sum2020-BIOL 172-B Faculty
- Summary: Sum2020-BIOL 172-B has 1 faculty member
- Details: 1 regular faculty, 0 guest faculty
- Buttons: [Add a guest faculty member](#) (highlighted with a red arrow), [About guest faculty](#)
- Table:

Faculty	Status	Action
Williams, Jean	Regular faculty	

The system displays a pop-up labeled **Add a guest faculty member**. This pop-up that lets you do either of the following:

- Click **Add Individual Users** to display a second pop-up that lets you select specific people.
  - Click **Choose from roles in all my courses** to display all your current courses and add all the faculty from one of those courses all at once. This option is especially useful if you are combining different sections of a course into a single online course area.
3. Use the pop-up(s) to select either a role from a current course or an individual user (or users). If you need help with this, see [Select users with the people chooser \(page 551\)](#).
  4. In the **Add a guest faculty member** pop-up, click **Save**.

The system adds the guest faculty member to the course. The faculty member's name is now displayed on the **Context Manager > Permissions** screen, with the status **Guest faculty**, and the user should now be able to access the course context.

## Remove guest faculty

If you need to remove a guest faculty, you can do so using the **Remove** link by their name on the full student and faculty list.

1. Navigate to the **Permissions** screen that shows all students and faculty in the course, as described in [View a list of all students and faculty \(page 527\)](#).

2. In the list of faculty, locate the guest faculty member you want to remove from the course.
3. Click the corresponding **Remove** link.

Context Manager

Sum2020-BIOL 172-B Students

Student	Status	Action
Blakely, Mary	Roster student	
Gomez, Jorge	Roster student	
Jackson, Bobby	Roster student	
Mimura, Machiko	Roster student	
Vu, Amy	Roster student	
Yelabugin, Vladimir	Roster student	

Sum2020-BIOL 172-B has 6 students

- 6 roster students
- 0 non-roster students

[+ Add a non-roster student](#)  
[? About non-roster students](#)  
[Back to the permissions screen](#)

Sum2020-BIOL 172-B Faculty

Faculty	Status	Action
ABRAM, DEANN	Guest faculty	<a href="#">Remove</a>
Williams, Jean	Regular faculty	

Sum2020-BIOL 172-B has 2 faculty members

- 1 regular faculty
- 1 guest faculty

[+ Add a guest faculty member](#)  
[? About guest faculty](#)

The system removes the guest faculty from the course. The faculty member will no longer see the link to this course under **My Courses**, and will not be able to display the course's content.



# Managing page and context permissions

This chapter explains how you can manage access to pages and to subsections and how to give another role permission to help you administer your course context, along with related topics.

## Key concepts

To give privileges to your users, you assign them to roles, and they inherit the roles associated with those privileges.

## Automatically assigned privileges

In some cases, roles are automatically associated with privileges. For example, in the default setup of the portal, the following are true:

- Members of the Faculty role have the **Can Admin** privilege in their own course contexts.
- Members of the Students role can view several pages of the contexts for course sections that they are enrolled in.
- In the Forums feature, by default, members of the Users role can publish posts and reply to posts.

## Manually assigned privileges

This chapter describes the privileges that you may want to grant to the various roles, including permission to:

- View pages.
- View links to subsections.
- Managing a course section or a subsection.
- Permission to view and manage features, or to take specific actions within features.

This chapter deals with the first few bullet points, but not the last.

The last bullet point is not covered in this chapter, because the specifics of feature permissions vary depending on the type of feature. For help with this, view the chapter or section for the feature for which you need to assign privileges.

## Let a role view pages and context links

You may have pages in your portal that should be viewable by some roles, but not others. For example, you might have a series of pages intended only for your teaching assistants. You would manage this by creating a Teaching Assistants role and granting it access to the page.

If the page is part of a subsection, note that when you grant the role permission to display the page, you also grant the role permission to display the sidebar link to the subsection—though when they click this link, they will see only those pages that you specifically have given them access to view. This assumes that the user has permission to view the tab.

If the user does *not* have permission to view the tab, you may need to provide members of the role with a link to the subsection or pages that you want them to have. For example, if a subsection is nested within a tab, just giving the role permission to view a page within the subsection will not make the tab display for the user. So in that case you may need to provide members of the role with a link to the subsection or pages that you want them to have.



To let a role view a page:

1. Log in to the portal and navigate to the page for which you want to set permissions.
2. Click the wrench icon in the upper-right corner of the page.  
The admin bar displays.
3. Click the **Access** link in the admin bar.  
The system displays the **Access** page, which lists all the roles defined for this context as well as all the global roles. Roles that have access to the page are highlighted in green. Roles that do not have access to the page are shaded gray.
4. Click the role to which you want to give permission to view the page.  
The system displays a dialog asking you to verify that the page is meant (and ready) to be viewed by the selected role.
5. Click the **Hidden** toggle button to change it to **Visible**.  
The system refreshes the page and saves your selection. The role you chose now has permission to view the page.

## Set course availability

The **Course Availability** setting, located on the **Properties** tab of the **Context Manager** screen, allows you to specify a start date and time and an end date and time for course availability to students. By default, a new course does not have dates and times specified for this setting, which means that the course will always be available to students.

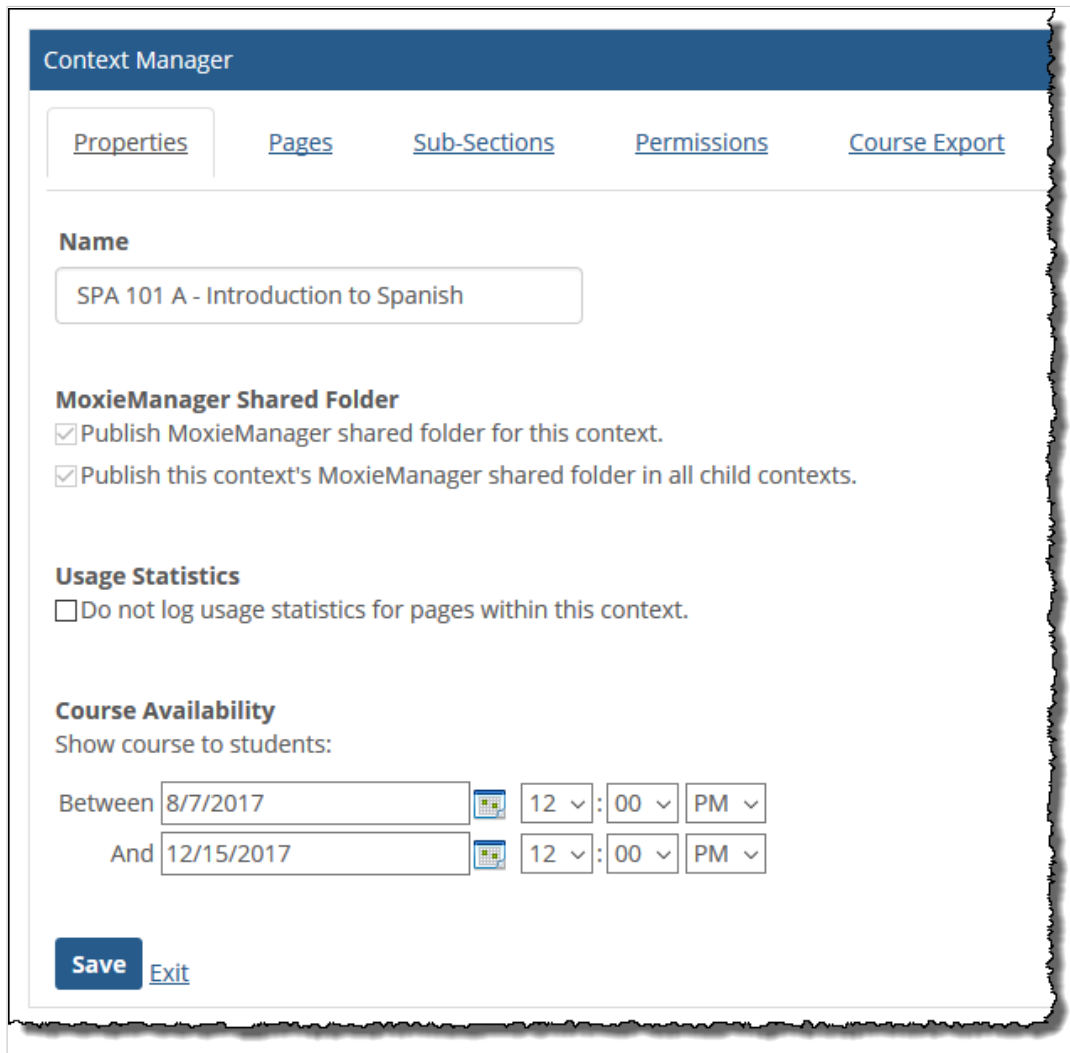
You can leave either date field blank. If you do not provide a start date, the course will become available to students as soon as it is created. If you do not provide an end date, the course will always be available to students once it becomes available.



In Jenzabar eLearning 2.2 and earlier, the **Course Availability** setting is called the **Course Embargo Date**, and it allows you to enter only a single date and time for when the course becomes available to students.

1. Log in to the portal and navigate to the course for which you want to set an embargo date.
2. Click **Context Manager**.  
The system displays the **Context Manager** screen, with the **Properties** tab selected by default.

3. Enter a start and end date and time for the **Course Availability** setting.



The screenshot shows the 'Context Manager' interface with a blue header. Below the header are five tabs: 'Properties' (selected), 'Pages', 'Sub-Sections', 'Permissions', and 'Course Export'. The 'Properties' tab is active, showing a 'Name' field with the text 'SPA 101 A - Introduction to Spanish'. Below this is the 'MoxieManager Shared Folder' section with two checked checkboxes: 'Publish MoxieManager shared folder for this context.' and 'Publish this context's MoxieManager shared folder in all child contexts.' The 'Usage Statistics' section has an unchecked checkbox: 'Do not log usage statistics for pages within this context.' The 'Course Availability' section is titled 'Show course to students:' and contains two rows of date and time pickers. The first row is labeled 'Between' and the second 'And'. Both rows show dates '8/7/2017' and '12/15/2017' respectively, with time pickers set to '12 : 00 PM'. At the bottom are 'Save' and 'Exit' buttons.

4. Click **Save**.



This setting will be copied over whenever a course is copied via the Copy Courses feature or rich-template mapping.

## Managing feature permissions

Managing access to features is done in a few ways:

- You can set permissions for individual feature instances. Depending on the type of feature, this can give the roles a wide variety of different privileges. The different permissions vary by feature and are covered in the chapters that deal with individual features in [Part 4: Additional features \(page 278\)](#).
- If you want a role to have the administrative privileges available through the admin bar—including the **Access** and **Settings** pages, you must give the role administrative privileges in the context, as described in [Let a role administer a context \(page 535\)](#).

Note that there is another level of feature permissions—these are “global” permissions. Each global permission affects all instances of a particular feature type. As a faculty member you probably do not have

the ability to work with global permissions, but if you have a user that is having trouble working with a feature, the reason might be global permissions (also called global feature operations). For help, check with your portal administrator.

## Let a role administer a context

In some cases, you might want members of another role to help you manage your course section, or perhaps one of its subsections. To set this up, you grant that role the **Can Admin** privilege for the appropriate context.

When you give a role this permission, members of the role are allowed to do the following:

- Display any direct child pages in the context. For example, if you grant a role the **Can Admin** privilege for a course context, the role can view all the pages that are direct “children” of the context, such as Attendance and Coursework.
- Display and administer all pages on all child contexts of the context, if any exist. For example, if you grant a role the **Can Admin** privilege for a course context, then that role is automatically granted the **Can Admin** privilege in all of the child contexts.
- Add pages (either directly to the context, and to any child contexts).
- Edit any existing pages.
- Add subsections.
- Administer existing subsections.
- View and administer all feature instances in the context. This includes having access to the **Settings** and **Permissions** tabs for all feature instances.
- Give permission to other roles to view and administer the tab or subsection (as well as remove the permission).

# Previewing a context as a student

If you want to preview your course context as a member of another role, you can do so using a feature called Student Emulation.

## Key concepts

Student Emulation lets you preview elements of your course context as a member of another role. For example, you can preview pages and features to see how they display for members of the Students role, or for members of any context-specific roles that have been defined.

Student Emulation is an optional feature of eLearning. The feature is present in your system only if an administrator has configured it. (For details on configuring Student Emulation, check with a portal administrator or see *Jenzabar's Internet Campus Solution: Administration Guide*.)

## Recommended uses

The following are some notes about using Student Emulation.

## General navigation

While in Emulation mode, you can navigate through an entire course context as a student (or as a member of another role). Emulation will continue even if you leave the course context and return to it. Emulation will automatically be turned off and the system will revert to the faculty view if you take any of the following actions:

- Click the button to leave emulation within that course context
- Emulate as another role in a different course context
- Log out of JICS

Most of what you see in Emulation mode is exactly what a student would see. However, note the following:

- When viewing the Attendance feature in Emulation mode, the feature will indicate that you were present every day.
- If you are in Emulation mode and go to the Gradebook, the feature will show a gradesheet for you. This gradesheet will show only grades for assignments that you completed in Emulation mode.
- When viewing the Task Manager feature, the feature will hide controls such as the **Save** and **Edit** buttons, because you cannot use them while in Emulation mode.

## Previewing Coursework

You may want to preview the Coursework feature to ensure that the list of assignments display for students as you intend.

Note that you can page through online assignments using the student view, to make sure they display as you intend. You can also complete assignments—both online and file-exchange assignments—while in Emulation mode. While in the student view, you can also review your results (if the assignment is configured to allow this).

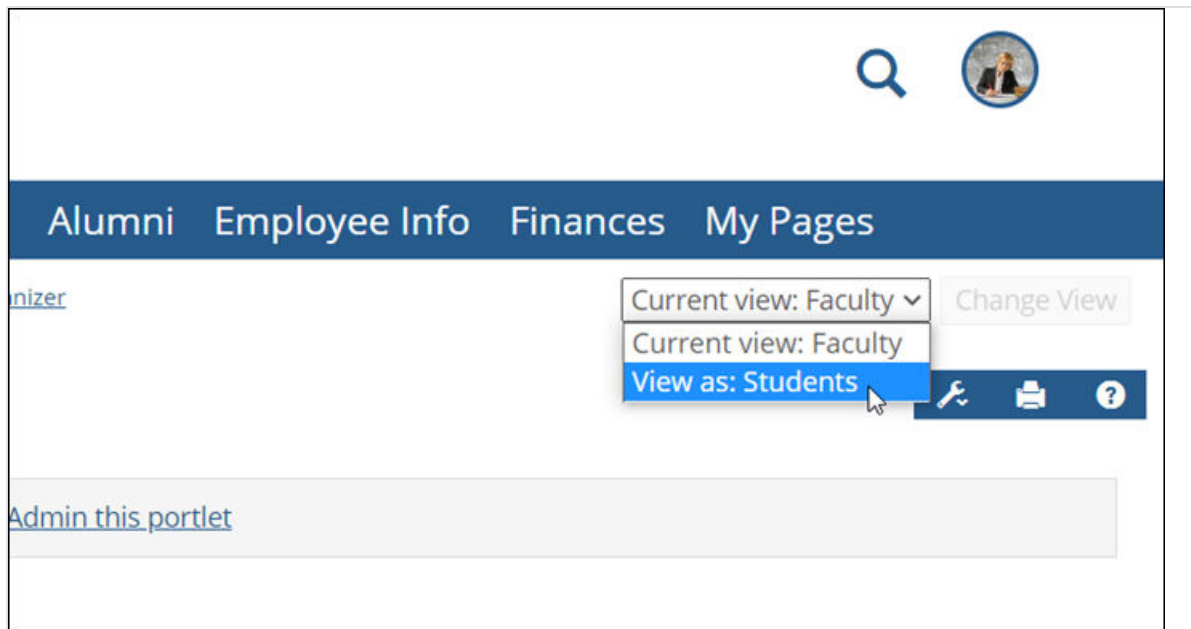
If you complete an assignment in Emulation mode, note that when you are back in the faculty view and you display the **Assignment Info** screen, the results from your test-taking will be grouped under a heading labeled **Results from Student Emulation**.

Similarly, the grades you receive will not be treated as real grades in the **Assignment Stats** area of the screen. That is, the Emulated grades will not affect the average score displayed for the class, nor the high and low scores.

## Change your view

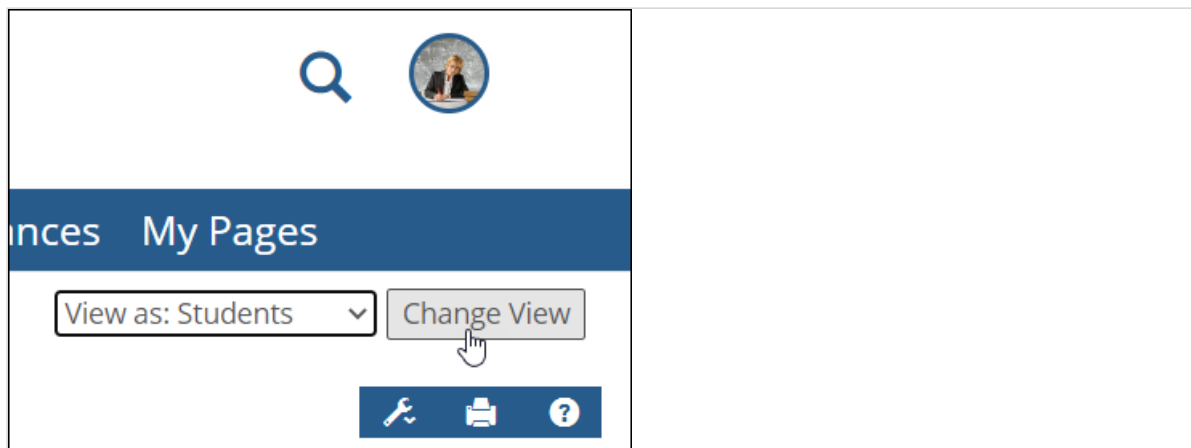
When Student Emulation is active, you can use it to preview any page in your course context as a member of another role.

1. Open the appropriate course context, as described in [Navigate to a course context \(page 15\)](#).
2. Navigate to the page that you want to preview.
3. Locate the **Student Emulation** drop-down list, which is in the upper-right corner of the page.



If you are a member of the Administrators role, the **Current view** option will say **Current view: Course Administrator**, rather than **Current View: Faculty**.

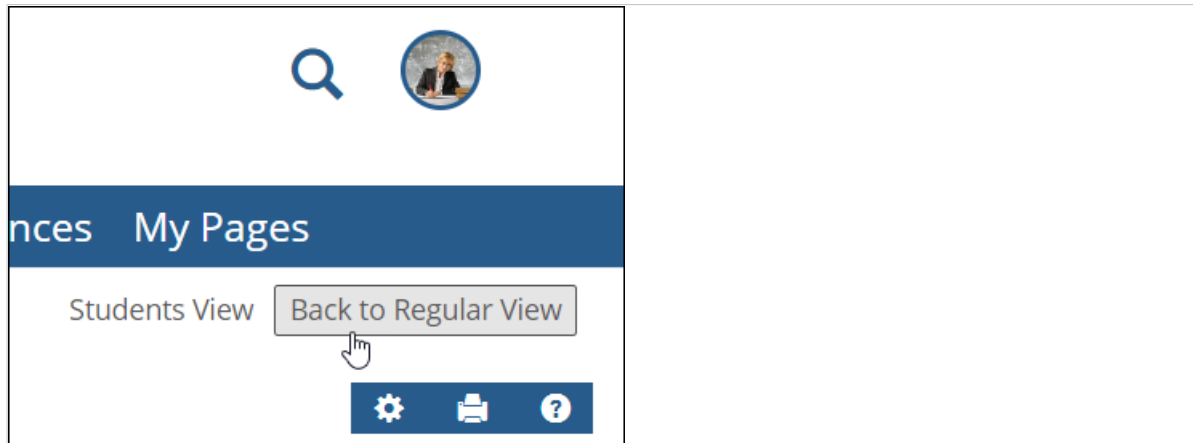
4. Use the drop-down list to choose the role whose view you want to see. The page updates to include a button to the right of the drop-down list.
5. Click **Change View**.



The page updates to display as it would for a member of the role you chose. If you had maximized a feature just prior to changing views, note that the preview begins by showing the page with all the features on it—but you can still view the maximized feature in Emulation mode. Just maximize it again.

The system also hides the drop-down list and replaces it with labeling that shows what view you are currently displaying.

6. When you are done with the preview, click the button labeled **Back to Regular View**.



## Part 7: Appendices

This section covers topics that might be of interest in various contexts.

# Creating portal-only courses

If you have access to the Course Creator feature, you can use it to create portal-only courses, course sections, terms, and departments.

## Key concepts

The Course Creator feature lets you do the following:

- Create portal-only courses—courses that exist independently of your ERP system. This feature can be useful if, for example, you want to create a not-for-credit course, such as a training session on how to use eLearning.
- Create sections of portal-only courses.
- Create portal-only sections of existing courses defined in your ERP system.
- Create portal-only departments and terms.
- Assign portal-only courses to departments that exist in the ERP system *or* to portal-only departments.
- Assign portal-only course sections to terms that exist in the ERP system *or* to portal-only terms.

In this chapter, the four items that can exist either in “portal-only” form or within the ERP system—courses, course sections, departments and terms—are sometimes referred to as **elements**.

Before being able to use the Course Creator feature, you must add it to your course context (if an administrator has not already done this, or placed it elsewhere in the portal). You may also want to double-check that your portal administrator has given the Faculty role the **Can Manage Courses** global feature operation for the Course Creator feature.

## All Course Creator feature instances behave identically

All Course Creator feature instances host the same data. That is, throughout your system, any occurrence of the Course Creator feature can be used to manage any portal-only course, section, department, or term that might be defined. Similarly, there are no instance-specific permissions associated with Course Creator. Every occurrence of the feature in your system should behave in exactly the same manner.

## Default view versus the maximized view

This section describes the default view versus the maximized view of the Course Creator feature.

### Default view

The default view of the feature shows controls you can use to create portal-only courses and portal-only course sections. It also includes a link labeled **View Current Courses**—clicking this link maximizes the feature.

### Maximized view

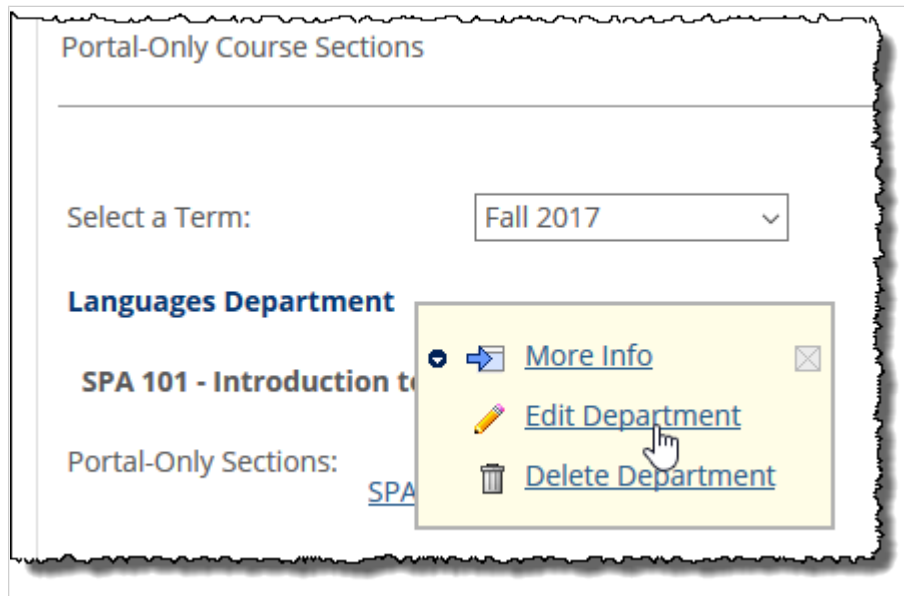
When you maximize the Course Creator feature, the feature by default displays the following:

- In the upper part of the feature, a series of controls that let you work with portal-only courses, course sections, departments, and terms.
- In the main body of the feature, a list of departments, courses, and course sections. In some ways, this view varies based on how you set the **Select a Term** drop-down list. Essentially, the list includes:
- An alphabetical list of departments. The following departments are listed:



- ERP departments that are associated with portal-only course sections that takes place in the currently selected term.
- All portal-only departments (*regardless* of whether they are associated with portal-only course sections in the selected term—all are listed).
- Under each listed department, the feature lists any course associated with a portal-only course section that takes place in the currently selected term and, under the course, the appropriate course section(s) are listed.

If you are allowed to take any actions on any of the elements listed, the system marks the item with a downward-arrow icon. You can click the icon to display a pop-up box that lists actions you can take.



## Planning

As noted in subsequent sections in this chapter, for each portal-only element that you can create, you must assign it a code. These codes are defined when you create the elements, and they cannot be modified later. For this reason, your school may want to define acceptable protocols for these codes before faculty members begin creating portal-only elements.

Note also that portal-only departments and courses are sometimes listed alongside those that were created in the ERP system, and this distinction may not be immediately evident in some cases. For this reason, you may want to create a protocol for codes that denotes portal-only elements as being just that—for example, you could mandate that the last two characters in each course code be “-O” for “online.”

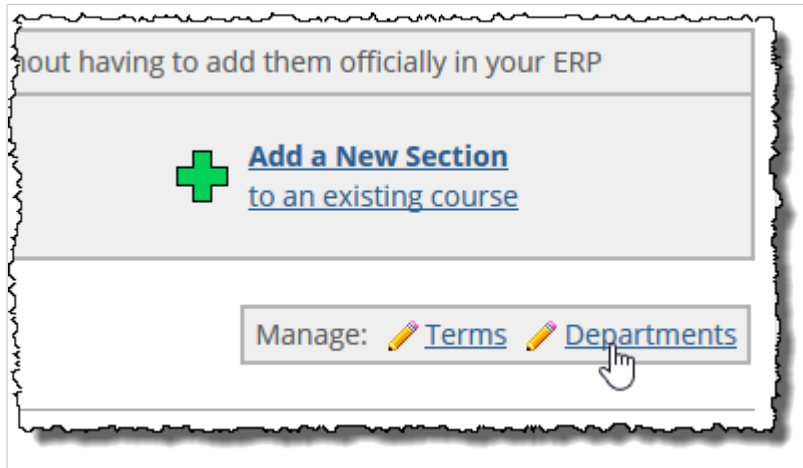
## Working with departments

If you plan to create portal-only courses, you may want to organize them into one or more portal-only departments. This section describes how to create, modify and delete portal-only departments.

### Create a portal-only department

1. Navigate to an instance of the Course Creator feature and maximize it.

2. Locate the link labeled **Departments** and click it.



The system displays the **Add a Department** screen, which lists all the portal-only departments defined in the system.

3. Click **Add a Department**.  
A form displays.
4. In the **Department Name** field, enter a name for the new department.
5. In the **Department Code** field, enter a unique code for the department. Note that once you create the department, the code cannot be changed—so be sure to enter a code that conforms to whatever naming convention your school has decided to use.
6. Click **Save**.  
The list of departments redisplay with the new department listed. The system also creates a page for the department within the Academics tab.

## Rename a department

1. Navigate to an instance of the Course Creator feature and maximize it.  
The system displays the full view of the Course Creator feature.
2. Display the **Edit Department** screen:
  - a. In the main Course Creator feature, click the **Departments** link.  
The system displays the **Add a Department** screen, which lists all the portal-only departments defined in the system.
  - b. Locate the department you want to modify and click the corresponding pencil icon.  
The system displays the **Edit Department** screen for that department.



An alternate way of displaying the **Edit Department** screen is to click the downward-arrow icon next to the name of any portal-only department, then choose the **Edit Department** option from the pop-up menu.

3. Modify the **Department Name** field as appropriate.
4. Click **Save**.

## Delete a department

When you delete a portal-only department, you also delete all courses and course sections that are assigned to the department.

To delete a department:

1. Navigate to an instance of the Course Creator feature and maximize it.  
The system displays the full view of the Course Creator feature.
2. In the main Course Creator feature, click the **Departments** link.  
The system displays the **Add a Department** screen, which lists all the portal-only departments defined in the system.
3. Locate the department you want to delete and click the corresponding trash-barrel icon.  
The system displays a dialog box asking whether you are sure you want to delete the department, along with all its courses and course sections.
4. If you are sure you want to delete the department, click **OK**.  
The system deletes the department.



An alternate way of deleting a department is to click the downward-arrow icon next to the name of the department, then select the **Delete Department** option.

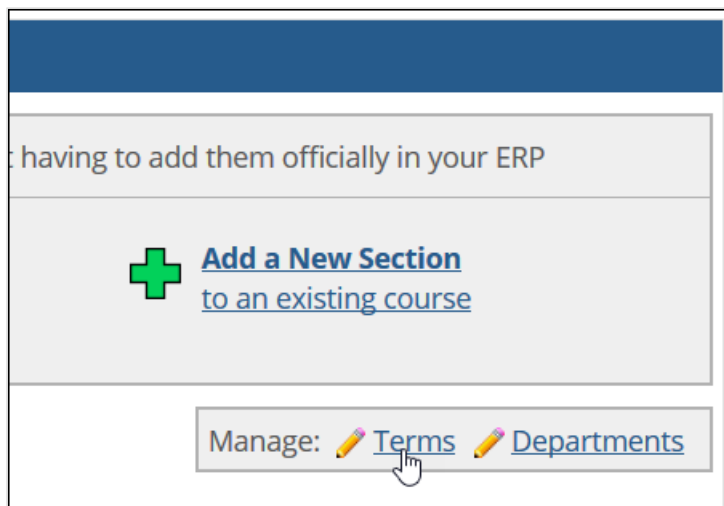
## Working with terms

When you create a course section, you must assign it to a term or subterm. You can either assign a section to a term or subterm defined within the ERP system, or you can assign it to a portal-only term or subterm. This section describes how to create and delete portal-only terms and subterms.

### Create a term

You might want to create a portal-only term if you are planning to create portal-only course sections that have nothing to do with the standard academic calendar defined in your ERP system. For example, if you are planning a course section designed to train employees hired in the second quarter, you might want to create a term named “Q2.” Note that once you create a term, you cannot modify it.

1. Navigate to an instance of the Course Creator feature and maximize it.  
The full view of the Course Creator feature displays.
2. Click the **Terms** link.



A list all portal-only terms defined in the system displays.

3. Click **Add a Term**.  
A form displays.

**Course Creator**

**Add Term**

Term Name:

Term Code:

Start Date:

End Date:

Parent Term:

Hide from Course Search: ☐

4. In the **Term Name** field, enter a name for the new term.
5. In the **Term Code** field, enter a unique code for the term. Note that once you create the department, the code—like all else about the term—cannot be changed. So be sure to enter a code that conforms to whatever naming conventions your school has decided to use.
6. Use the **Start Date** and **End Date** fields to define the term period.
7. To make the term a subterm, select a parent term from the list.
8. If necessary, you can select **Hide from Course Search** to hide the term so that it is not available for selection in the Course Creator feature. This option is useful for hiding terms created for testing purposes.
9. Click **Save**.  
The **Add a Term** screen redisplay with the new term listed.

## Delete a term



You can delete a term only if there are no course sections associated with it.

If you delete a term that is a parent to one or more subterms, the **Parent Term** field for those subterms will default to **None**.

To delete a term:

1. Navigate to an instance of the Course Creator feature and maximize it.  
The system displays the full view of the Course Creator feature.
2. Click the **Terms** link.  
The system displays the **Add a Term** screen, which lists all the portal-only terms defined in the system.
3. Locate the term you want to delete and click the corresponding trash-barrel icon. If there is no trash-barrel icon next to the term you want to delete, that means that the term is associated with one or more course sections, and it cannot be deleted.  
The system displays a dialog box asking if you are sure you want to delete the term.
4. If you are sure you want to delete the term, click **OK**.  
The system again displays the **Add a Term** screen, this time without the deleted term.

# Working with courses and sections

You create a portal-only course if you do not need any record of the course in your ERP system.

Note that each course must be associated with a department, and each course section must be associated with a term. That is, a course is a definition of a curriculum. The section is an occurrence of the course at a specific time and place. For example, a course might be “New employee orientation.” A section of that course might be “New employee orientation - MWF.”

There is no way within the Course Creator feature to display every portal-only course that you have created. The system is designed to display course sections, but not courses. For this reason, you may want to maintain a master list of portal-only courses and keep it in a secure location.

Note also that a course cannot be modified or deleted unless you have created at least one section of that course.

## Create a portal-only course

1. Navigate to an instance of the Course Creator feature.
2. Click **Add a New Course**.



The **Add a New Course** page displays.

The screenshot shows the 'Course Creator' interface with the 'Add a New Course' form. The form includes fields for 'Course Title' and 'Course Code'. A message on the right states: 'You are adding an existing Portal-Only course. If you need to, you can just add a [new section to an existing course](#).' Below these fields is a 'Department' dropdown menu with the text 'Select a Department' and a link to 'Add a Department'. The 'Course Description' field is a rich text editor with a toolbar containing options for font (Verdana), size (10pt), bold, italic, underline, text color, background color, link, unlink, image, table, link icon, and a '0 WORDS POWERED BY TINY' status bar. At the bottom are 'Add Course' and 'Cancel' buttons, followed by the instruction: 'On the next screen you will add sections to this course.'

3. In the **Course Title** field, enter a name for the course.
4. In the **Course Code** field, enter a code for the course. Note that once you create the course, the code cannot be changed—so be sure to enter a code that conforms to whatever naming conventions your school has decided to use.
5. Use the **Department** drop-down list to assign the course to a department. Note that you can choose either a portal-only department or a department that is defined in the ERP system. Once the course is created, you cannot assign it to another department, so you may want to take your time and make sure you are choosing the correct department.  
If you need to create a portal-only department at this time, you can by clicking the **Add a Department** link and filling out the resulting pop-up form.
6. In the **Description** field, add a description of the course.
7. Click **Add Course**.  
The system creates your course and displays the **Add a section** screen. As part of creating the course, the system creates a page for the course on the Academics tab and adds a link to this page from the appropriate department context.

You can either stop now and plan to add a section to your course later, or you can go ahead and add a section now by completing this procedure described in [Create a course section \(page 547\)](#). We

recommend adding at least one section now. Until you add a section to the course, you will not be able to modify or delete the course.

## Create a course section

Use this procedure to add a section to an existing course—either a portal-only course or a course that was created within your ERP system.

1. If you have not already done so, display the **Add a section** screen by completing the following steps:
  - a. Navigate to an instance of the Course Creator feature and maximize it.  
The full view of the Course Creator feature displays.
  - b. Click **Add a New Section**.  
The **Select a Course** page displays. You use this page to pick the course to which you want to add a section.
  - c. In the **Select a Course** field, enter the name of the course, or part of the course name, and then wait a moment.  
The system displays a list of courses that include the letter(s) you entered, along with their course codes. Note that this list includes both portal-only courses and courses that exist in the ERP system. If appropriate, you can filter the list using the **Department** drop-down list.
  - d. Select the course you want.  
The system displays the **Add a section** screen, with the name of the course you chose displayed at the top.
2. Use the **Term** drop-down list to choose a term for the new section.
3. In the **Section Code** field, enter a code for the section. Note that once you create the section, the code cannot be changed—so be sure to enter a code that conforms to whatever naming convention your school has decided to use.
4. You are not required to fill out any other fields at this time, though you may want to do some or all of the following:
  - Use the **Section Title** field to enter a name for the section.
  - Click the **Add Faculty** link to assign a faculty member to the section.
  - Click the **Add Students** link to assign students to the section.
5. To assign custom start and end dates for a student's enrollment in the course section, enter them in the **Open enrollment start date** and **Open enrollment end date** fields for the student.
6. To add a meeting time and location for the class, click **Add a meeting time**. Then select the days and enter the times for the class, and enter a location if desired. Click **Save** when finished.
7. Do one of the following:
  - If you are not planning to create additional sections right now, click the **Add Section** button at the bottom left of the screen ("Add section and exit").
  - If you want to add this section and create another, click the **Add Section** button in the center of the screen ("Add section and add another").

If you did not add a faculty member, the system displays a dialog asking whether you are sure you want to create the section without assigning a faculty member to it. In this case, either cancel out of the dialog box and return to step 4, or click **Yes**.

The system adds your section and, depending on which button you chose, either redisplay the **Add a section** form or displays the main Course Creator feature view.

Once a course section is created, the system creates a course context for the section. If you have assigned a faculty member to the section, the system adds a link to the course context to the faculty member's **My Courses** link list.

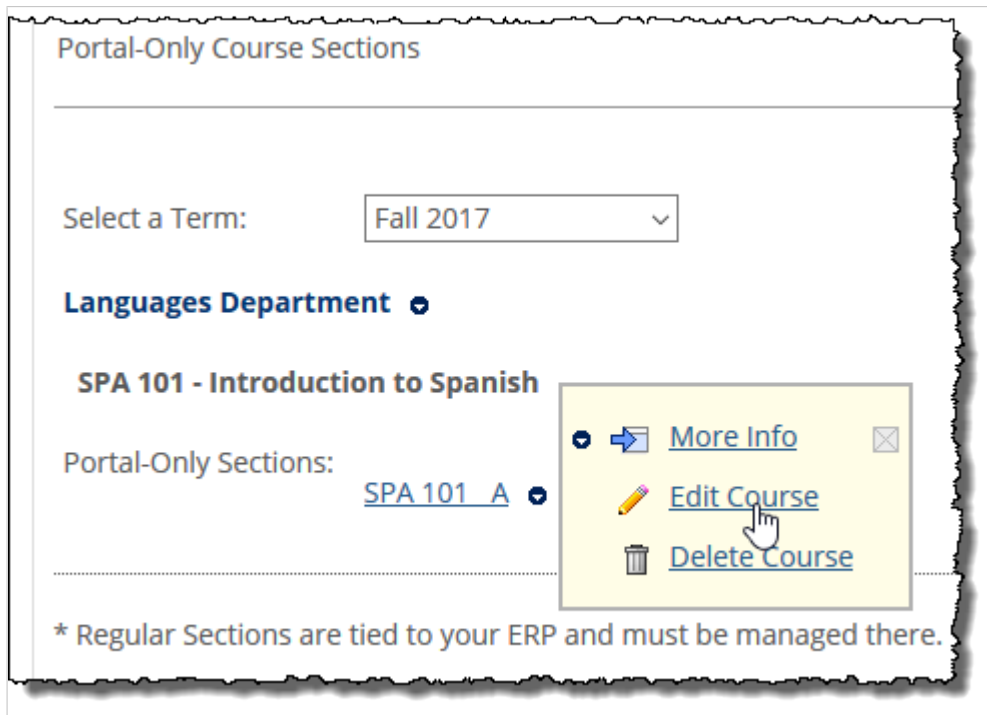
## Modify a course

After you create a course, you may want to modify the course's name or description. To do so, use this procedure.

Note that you cannot modify any aspect of a course unless you have defined a section of the course. If you need to add a course section, see [Create a course section \(page 547\)](#).

Additionally, you cannot modify the course code or re-assign the course to a different department. For these parameters, the values you defined when creating the course are permanent.

1. Navigate to an instance of the Course Creator feature and maximize it.  
The system displays the full view of the Course Creator feature.
2. Locate the course that you want to modify on the screen. If the course is not displayed, use the **Term** drop-down list to locate a term associated with a section of the course you want to modify.
3. Click on the downward-arrow next to the name of the course.  
The system displays a pop-up menu.



4. Select **Edit Course**.  
The system displays a screen labeled **Add a New Course**—which also lets you modify the course.
5. Make any changes that are appropriate.
6. Click **Save Course**.

## Modify a course section

After you create a course section, you may want to modify any of the following:

- The section's title.
- The teacher assigned to the section.
- Students enrolled in the section.
- The meeting time for the section.

To make any of these changes, use the following procedure.



Note that you cannot modify the course section code or reassign the course to a different term. For these parameters, the values you defined when creating the course section are permanent.

To modify a course section:

1. Navigate to an instance of the Course Creator feature and maximize it.  
The system displays the full view of the Course Creator feature.
2. Locate the course section that you want to modify on the screen. If the section is not displayed, use the **Term** drop-down list to modify the view until you find it.
3. Click on the name of the course section.  
The system displays the **Edit Section** screen.
4. As appropriate, modify any of the values displayed in the screen.
5. Click **Save Changes**.

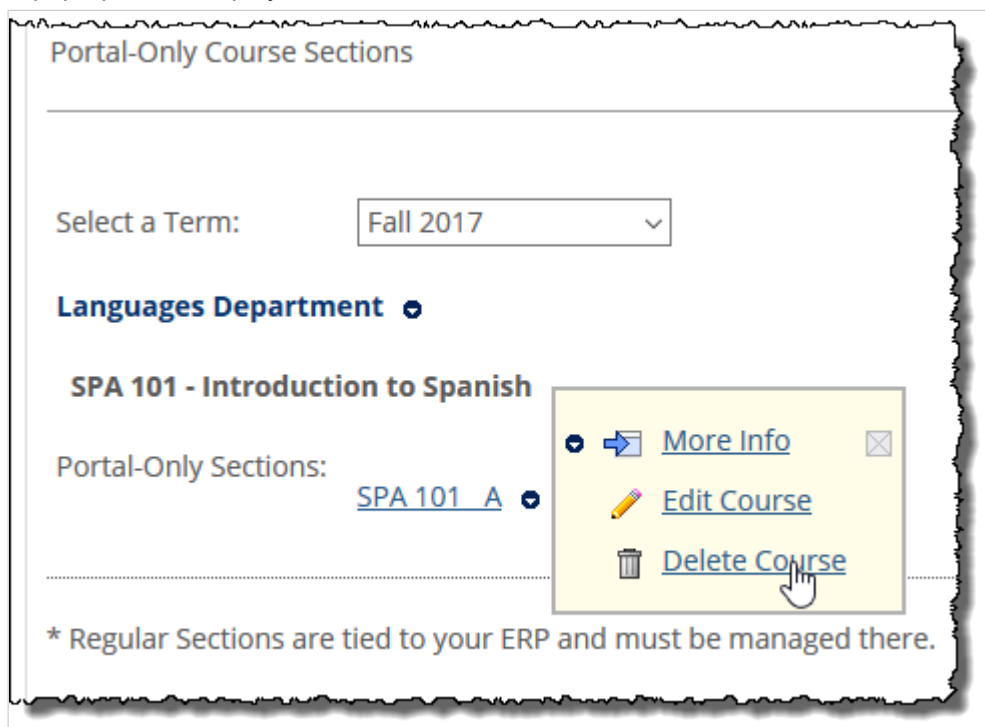
## Delete a course

At times, you may need to delete a course. Note that when you delete a course, you also delete all of its sections, and all of the data in the course contexts for those sections.

You cannot delete a course unless you have defined a section of the course. If you need to add a course section, see [Create a course section \(page 547\)](#).

To delete a course (and all of its sections):

1. Navigate to an instance of the Course Creator feature and maximize it.  
The system displays the full view of the Course Creator feature.
2. Locate the course that you want to delete. If the course is not displayed on the screen, use the **Term** drop-down list to change the view. Essentially, you need to display a term for which there is a scheduled section of the course you want to delete.
3. Click on the downward-arrow next to the course name.  
A pop-up menu displays.



4. Select **Delete Course**.  
The system displays a dialog asking if you are sure you want to delete the course and all the sections associated with it.
5. If you are sure you want to delete the course, click **OK**.

## Delete a course section

At times, you may need to delete a course section. Doing so also deletes the course context of the section and all of the data that the context contains.

1. Navigate to an instance of the Course Creator feature and maximize it.  
The full view of the Course Creator feature displays.
2. Locate the course section that you want to delete. If the section is not displayed, use the **Term** drop-down list to modify the view until you find it.
3. Click on the downward-arrow next to the name of the course section.  
A pop-up menu displays.
4. In the pop-up menu, select **Delete Section**.  
The system displays a dialog asking if you are sure you want to delete the section and all of the features and associated data, including grades and attendance information.
5. If you are sure you want to delete the section, click **OK**.

# Common features

This section describes how to use certain features and controls that occur in several places throughout the portal.

## Select users with the people chooser

The people chooser is a tool that allows you to select users in various places in the portal. For example, the people chooser will display when you decide to push an assignment to the File Cabinets of individual faculty members, allowing you to select the faculty who will receive the assignment.

**Push to Faculty File Cabinets**

☒ **Enable assignment linking**

Selecting this option will create a virtual link between the new copy you're creating in the File Cabinet and the original. This feature will allow updates from the original to be applied to the copy if chosen.

You can unlink this copy at any time on the File Cabinet page.

**Filter by**

and/or **All users**

**Click people to add them**

- + **@ANNE, WALSH**  
Students
- + **ABRAM, DEANN**  
Students
- + **ABRAM, DEBI**  
Students
- + **ABRAM, DEBRA**  
Students

« Prev [More](#) »

**Click people to remove them**

- **ABRAM, DAYLE**  
Students
- **ABRAM, DEBBRA**  
Students

[Remove All](#)

The list on the left displays all users available for selection, while the list on the right shows all users currently selected.

Following are some tips on using the people chooser:

- To select a person, simply click the person's name in the list on the left. The person will move to the list of selected people on the right.
- To deselect a person, click the person's name in the list on the right.
- To filter the list of people on the left, type a name in the **Filter by** field. You may enter a first or last name.
- You may also filter the list of people on the left by selecting a user type from the drop-down list to the right of the **Filter by** field.

- You can use the **Prev** and **More** links to navigate through the list of names on the left.
- To remove all selected people from the list on the right, click **Remove All**.

After you have completed your selections, click **Save** to save your changes and close the people chooser.

## Entering scores

This section describes those guidelines for entering scores that are uniform throughout the Coursework and Gradebook features.

### About the scoring icons

In some cases, you have the option of entering scores using the following icons:



Full credit – Clicking this gives the student the maximum point value defined for the question.



No credit – Clicking this gives the student zero points.



Partial credit, or a better-than-perfect score – Clicking this icon lets you enter any number of points that you think is appropriate.

When you select partial credit, the system displays the **Partial Grade** pop-up.

For details on values that can be entered in this pop-up, see [Values that can be entered \(page 552\)](#). Afterward, click **Save Partial Grade** to save your entry.

### Values that can be entered

In various places—including the **Partial Grade** pop-up and other screens—you have the ability to enter a grade into a text field. In these situations, you can enter any of the following:

- A point value, such as 10.
- A percentage, such as 50%.
- A letter grade, such as A.
- If you want to give full credit, the equal sign.

If you are entering a number, note that you can enter up to two decimal places.

If you enter a percentage or a letter grade, note that the system also generates a corresponding point value, and the point value will be the main value used to track the score. This is significant because if you enter an A, and you later increase the point value for whatever it is you have graded (the assignment or the question, for example), the student may no longer have an A. So just be aware that changing the point value after you have begun entering scores can bring about complications, regardless of how you entered the scores.

## Working with feedback

This section explains guidelines for leaving personalized feedback for a particular student by typing in comments that will display on screen, or uploading a file. You can do this in either of the following places:

- In the Coursework feature – on the **Student Assignment Details** screen for any assignment.
- In the Gradebook feature – on the student's grade sheet.

The student will see your feedback that next time he or she navigates to the screen where the feedback was created.

Note that this differs slightly from the steps for entering feedback on a particular question on an online test. That process is described in [Working with question-specific feedback \(page 198\)](#).

## Add a feedback comment


1. Navigate to the appropriate screen.
2. Click **Add a feedback comment**.

The screenshot shows the 'Essay Assignment' interface. At the top, it says 'Essay Assignment' and 'Homework in Unit 1'. Below that, it says 'by Vladimir Yelabugin' with an information icon and an email icon. On the left, there is a 'Enter a Grade' section with three buttons: '50/50' (green checkmark), 'Partial' (green checkmark), and '0/50' (red X). To the right of this section, it says 'Vladimir's Essay Assignment has **not been graded**.' and 'This homework is not due until Friday, August 28 at 11:55 PM'. Below the grade section, there is a speech bubble icon and a text box containing the message 'You have not entered any feedback yet.' A red arrow points from this message box down to the 'Add a feedback comment' button. Below the text box, there are two buttons: 'Add a feedback comment' (with a speech bubble icon) and 'Add a feedback file' (with a document icon). A mouse cursor is hovering over the 'Add a feedback comment' button.



A pop-up editor displays.



3. Enter your comments.
4. Click **Save**.

The system saves your comments, and the student will see these when he or she next navigates to this screen. Your name and the time you left the comments will be displayed as well.



Great job, Vladimir!

feedback from you, 8/6/2020 3:01 PM  


 [Add a feedback comment](#)  [Add a feedback file](#)


Other users authorized to view the **Student Assignment Details** screen will be able to see your comment but will not be able to modify them. (This differs from comments left in regard to a specific question on a test, which another authorized user—if one exists—could modify.)


## Add a file to feedback



If desired, you can upload a file for the student that contains your feedback or other details that you want the student to review. The student will be able to download this file from the same screen where you upload it.

1. Navigate to the appropriate screen.
2. Click **Add a feedback file**.  
The system displays a pop-up.
3. Click the **Browse** button and follow the prompts in your browser to select a file.
4. If desired, enter a name in the **Label** column. If you do not enter a label, then the name of the file will be used as a label in the **Student Assignment Details** screen.
5. Click **Save**.  
The system adds the file to the **Student Assignment Details** screen. The student will see the file when he or she next navigates to the **Student Assignment Details** screen for this assignment. Your name and the time you uploaded the file will be displayed as well.



 [Weekly Literature Discussion Notes.docx](#)

feedback from you, 8/6/2020 1:07 PM 

 [Add a feedback comment](#)  [Add a feedback file](#)

## Modifying or deleting feedback

After you add feedback, you may want to do any of the following:

- Edit or delete the comments that are displayed on screen.
- Delete a feedback file.

Note that you cannot edit a feedback file—if you need to change anything about a feedback file, you should delete the attachment and start over.

To modify or delete feedback:

1. Navigate to the appropriate screen.

2. Do one of the following:

- To delete either an on-screen comment or a file, click the corresponding trash barrel icon.



The system will display a dialog asking if you are sure you want to delete the item. Click **OK**.

- To modify a comment, click the pencil icon to display a text editor with your comments. Make whatever changes are appropriate and click **Save**.

## Email notifications

The system sends email notifications to users when feedback is created for them. This section explains the information included in these emails.

Note that email notifications are sent to the preferred email addresses for both faculty and students, although faculty can turn off notices to themselves that are triggered by activity in the Coursework feature (for details, see [Activate or deactivate your email notifications \(page 59\)](#)). You cannot turn off feedback notifications that are triggered by Gradebook, and notifications cannot be turned off for students.

If SMS messages and desktop notifications are enabled, the system will also send them to users when the emails are sent.

In general, each email sent will describe who left feedback and where the feedback was left. For more details, refer to each of the following:

- [Sender's email address \(page 555\)](#)
- [Subject line \(page 555\)](#)
- [Body text \(page 555\)](#)

### Sender's email address

The sender's email address will be the email address of the person who left feedback or made a comment, if that person has a valid address. Otherwise, the system will use your site's standard administrative do-not-reply email address.

### Subject line

The subject line will show name of the person who made the comment. If the activity took place on an assignment, the name of the assignment is also included. If the activity took place on a grade sheet, the name of the course section is included.

### Body text

The body text of the email will include the following:

- The name of the course.
- A link to the appropriate **Student Assignment Details** screen or the grade sheet.
- One of the following:

- If the email was activated because a comment was left, the text of the comment.
- If the email was activated because a file was posted, boilerplate language explaining that a file was added.


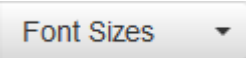




## Working with text, images, files and hyperlinks

In various places throughout eLearning, a text editor will display to allow you to enter text and insert images. For example, when you are using the Test Builder to create an online test, the following text editor allows you to create short-answer test questions.



















In addition to text-editing capabilities, this editor also provides the ability to insert images, audio, video, and other files, as well as hyperlinks to content external to eLearning.

## Text editor options

The following table explains the options you see in the text editor.

Button	Description
	<b>Font Family</b> – Change the font by clicking this box and selecting one from the drop-down menu.
	<b>Font Sizes</b> – Change the font size clicking this box and selecting one from the drop-down menu.
	<b>Bold</b> – Click to make text bold. Click again to remove bold formatting.
	<b>Italic</b> – Click to italicize text. Click again to remove italic formatting.
	<b>Underline</b> – Click to underline text. Click again to remove underlining.
	<b>Text color</b> – Click to select a text color.



Button	Description
	<b>Background color</b> – Click to select a background color.
	<b>Clear formatting</b> – Click to remove all text formatting.
	<b>Align left</b> – Click to align text to the left.
	<b>Align center</b> – Click to align text in the center.
	<b>Align right</b> – Click to align text to the right.
	<b>Justify</b> – Click to justify text so that the left and right sides of the paragraph are flush with the margins.
	<b>Bullet list</b> – Click the list icon to create a bulleted list. Click the down arrow to select a bullet style.
	<b>Numbered list</b> – Click the list icon to create a numbered list. Click the down arrow to select a number style.
	<b>Insert/edit link</b> – Click to insert or edit a hyperlink. For more information see <a href="#">Insert a hyperlink (page 563)</a> and <a href="#">Edit a hyperlink (page 565)</a> .
	<b>Remove link</b> – Click to remove a hyperlink. For more information see <a href="#">Remove a hyperlink from the text editor (page 566)</a> .
	<b>Insert/edit image</b> – Click to insert or edit an image using the MoxieManager window. For more information see <a href="#">Insert an image into the text editor (page 559)</a> .
	<b>Insert file</b> – Click to insert a file using the MoxieManager window. For more information see <a href="#">Insert a file (page 562)</a> .
	<b>Special character</b> – Click to insert a special character.
	<b>Emoticons</b> – Click to insert an emoticon.
	<b>Source code</b> – Click to edit the HTML source code for the text and other elements of the text editor.
	<b>Print</b> – Click to print the contents of the text editor.
	<b>Record Video</b> – Click to record video and insert it into the text editor.
	<b>Record Audio</b> – Click to record audio and insert it into the text editor.

## Working with images and other files

You can insert images and other files into the text editor via eLearning's integration with MoxieManager.

## About MoxieManager

MoxieManager ([www.moxiemanager.com](http://www.moxiemanager.com)) is a third-party application that allows users to manage images, documents and other files for use within the JICS portal and eLearning.

MoxieManager provides the following features:

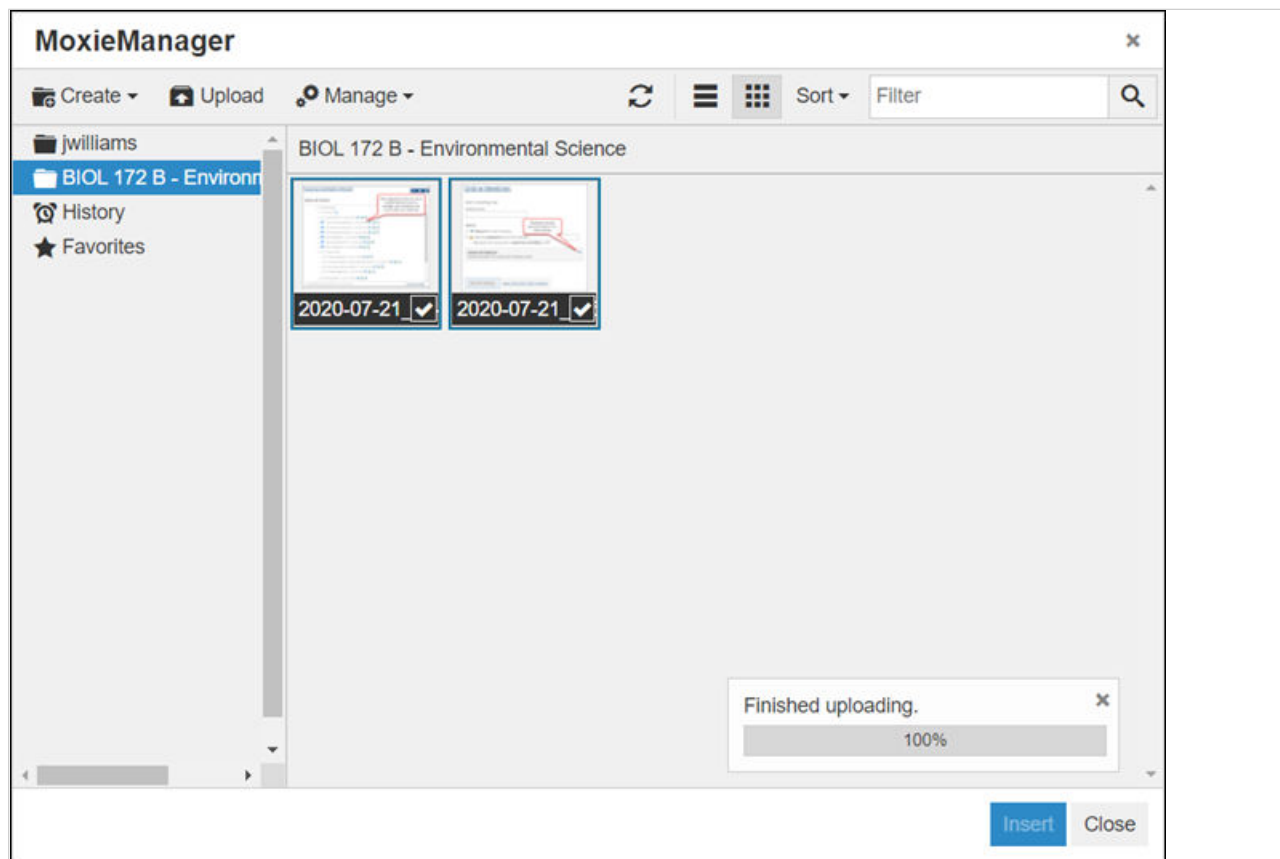
- Centralized file management – Organize your files in MoxieManager and access them from within JICS and eLearning.
- Image editing – Crop, resize and make other changes to images from within the MoxieManager window.
- Cloud files – Download files to your system from Azure, GoogleDrive, AmazonS3 or DropBox.
- Zip/Unzip – Zip and unzip files for use within the portal.

The MoxieManager window will appear when you choose to insert an image or upload a file from within a text editor. For example, if you choose to add a handout in the Handouts feature, the MoxieManager window will appear when you click **Choose File**, allowing you to select a file from your MoxieManager library to upload to the portal.

## Shared faculty folder in MoxieManager

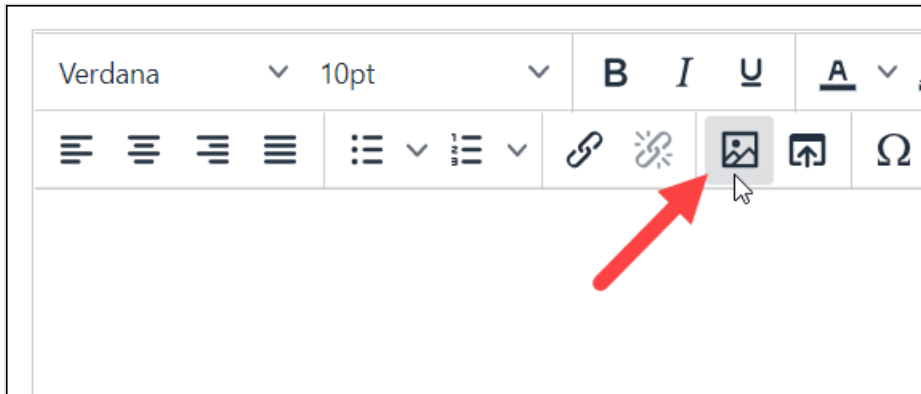
Within each course in eLearning, MoxieManager provides a shared folder for faculty who are associated with the course. The name of the shared folder is the same as the name of the course as it appears in the sidebar under **My Courses**.

All active faculty for the course will be able to upload files to this folder for sharing with each other.

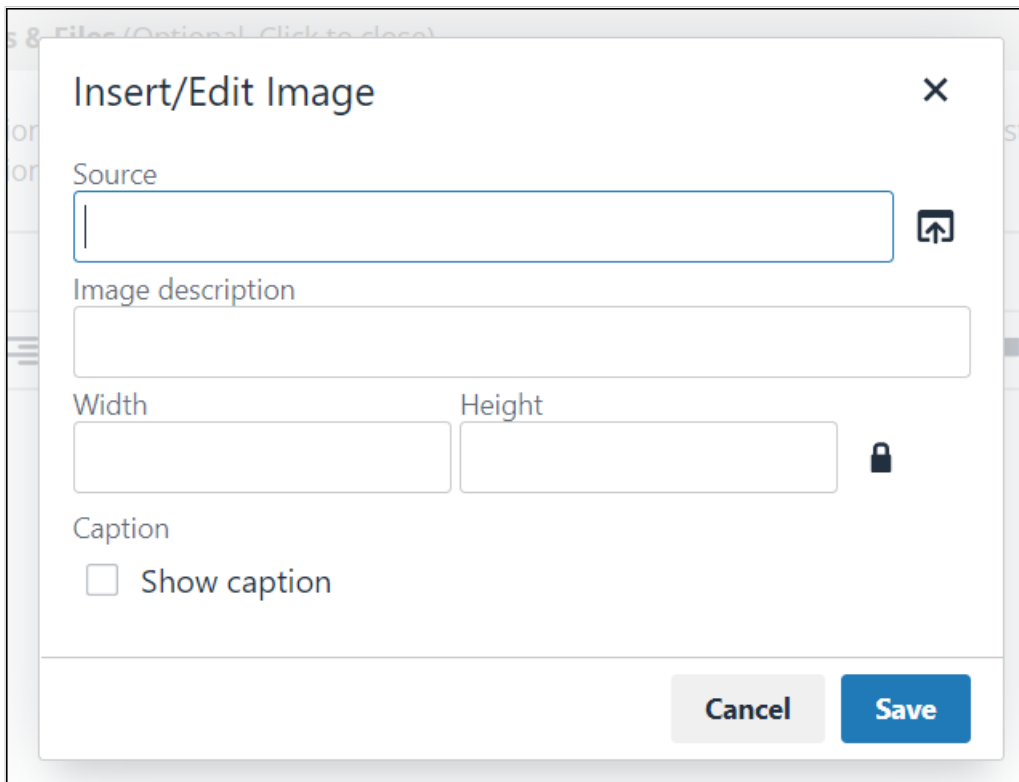


## Insert an image into the text editor

1. From the rich-text editor, click the **Insert/edit image** button.

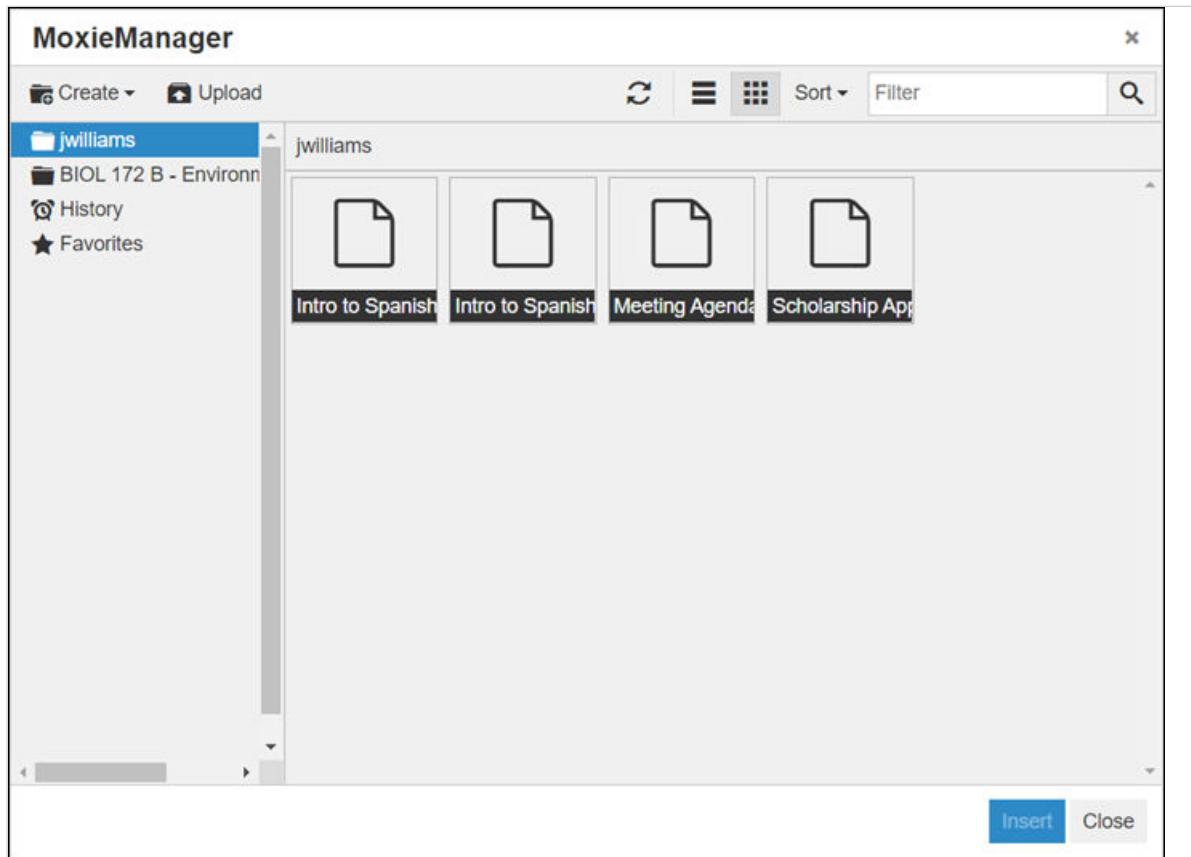


The **Insert/edit image** dialog displays.



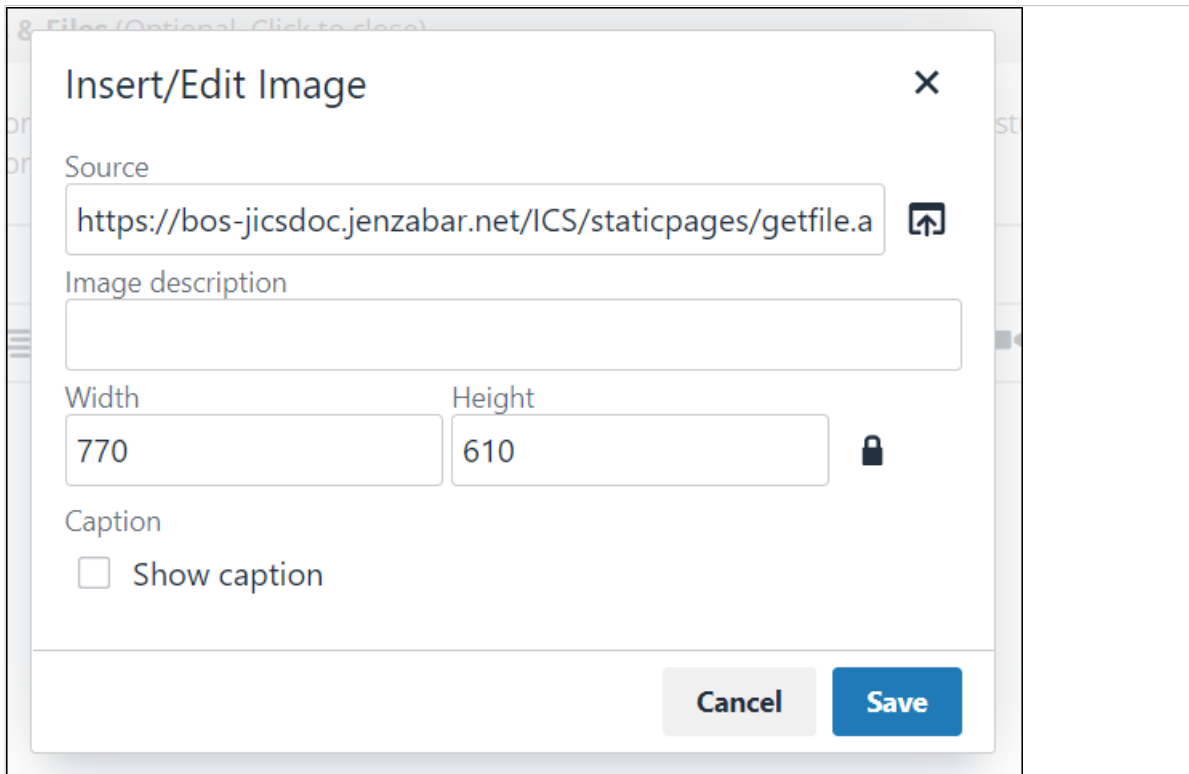
2. Click the folder icon to the right of the **Source** field.

The MoxieManager window displays.



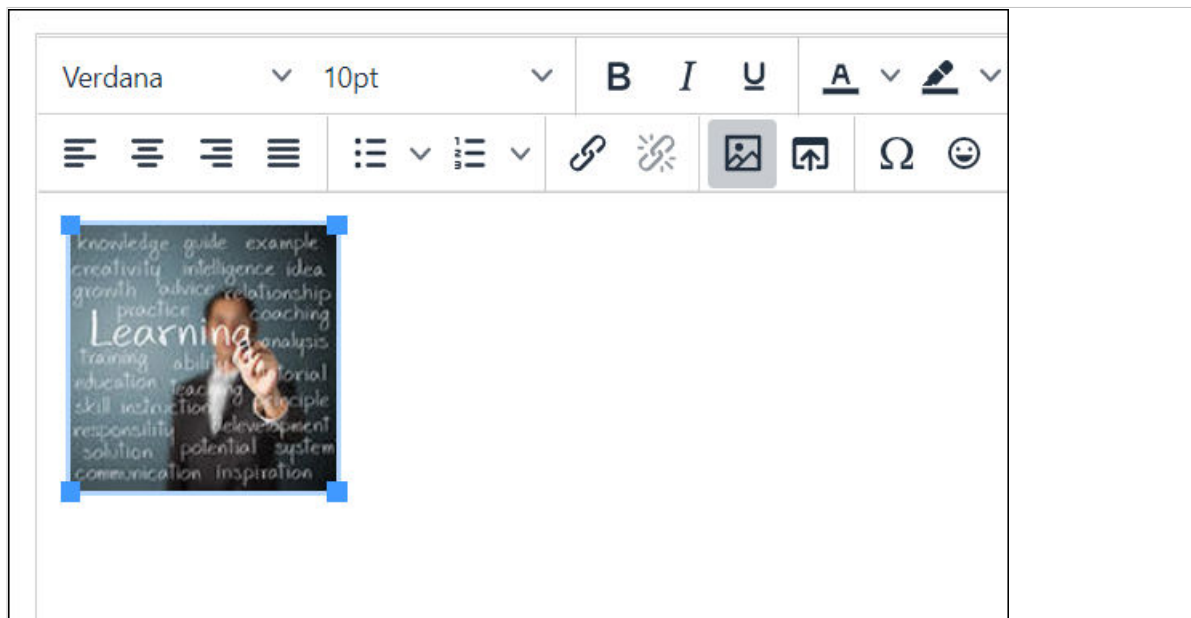
3. Using the left sidebar, navigate to the folder that contains the image you would like to insert.
4. Select the image you wish to insert.

The MoxieManager window closes, and the **Insert/edit image** dialog redisplay with the **Source** field showing the location of the selected image.



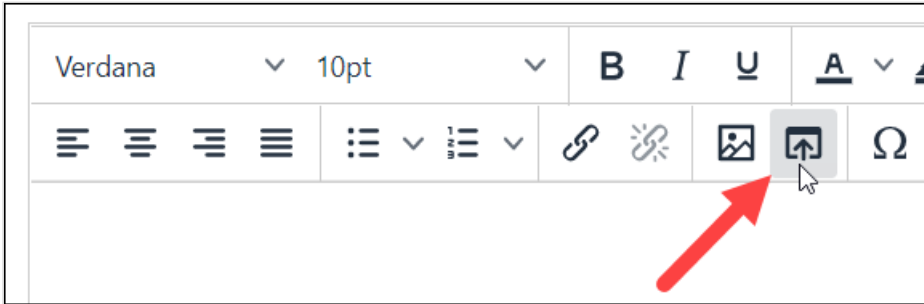
5. In the **Image description** field, enter a description if desired.
6. If necessary, change the dimensions of the image by editing the values in the **Dimensions** fields.
7. Click **OK**.

The image is inserted into the text editor.

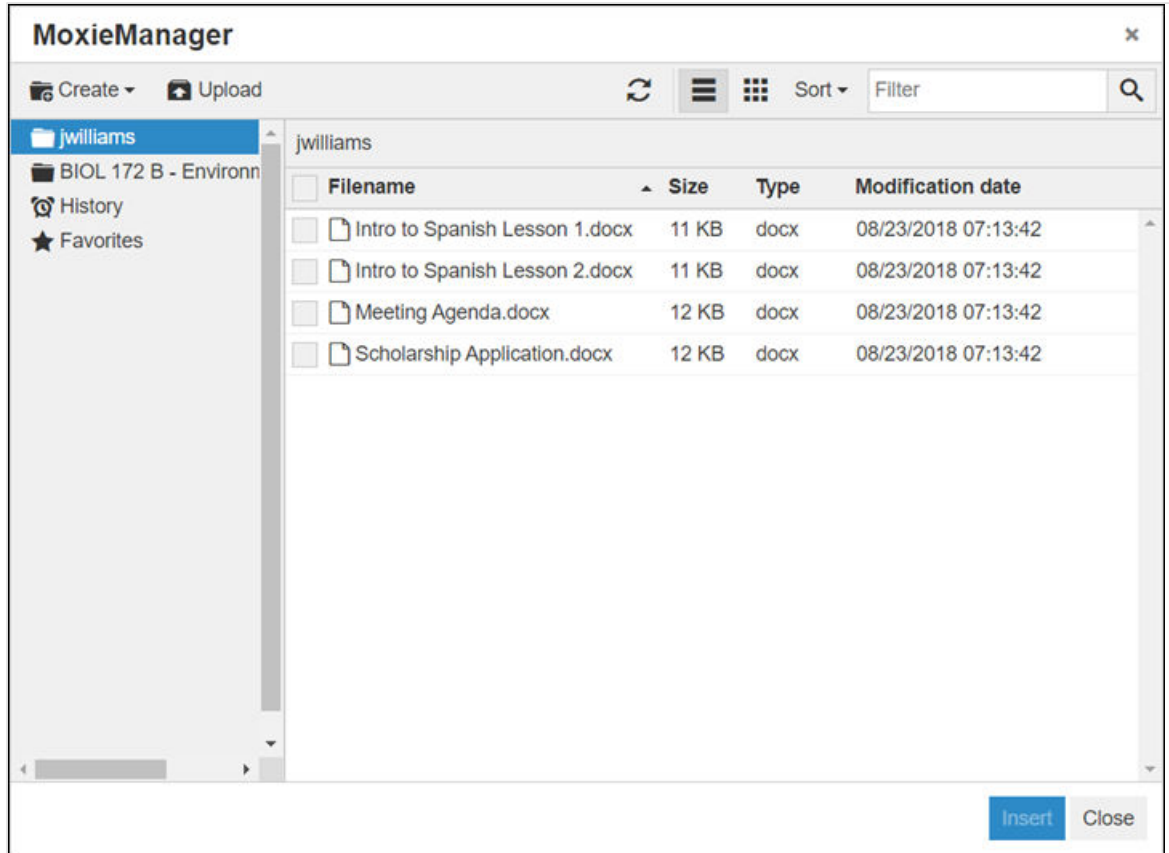


## Insert a file

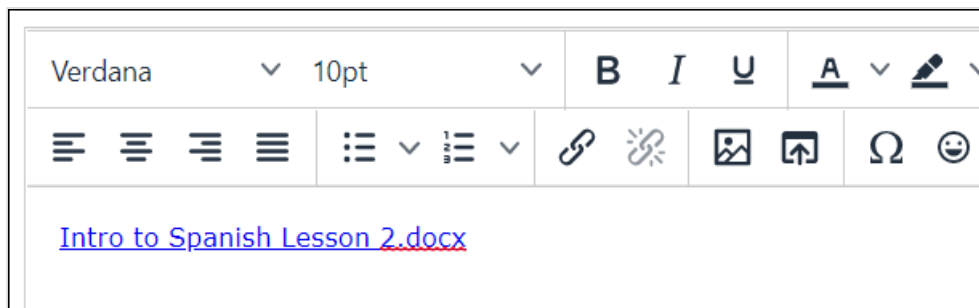
1. From the rich-text editor, click the **Insert file** button.



The MoxieManager window displays.



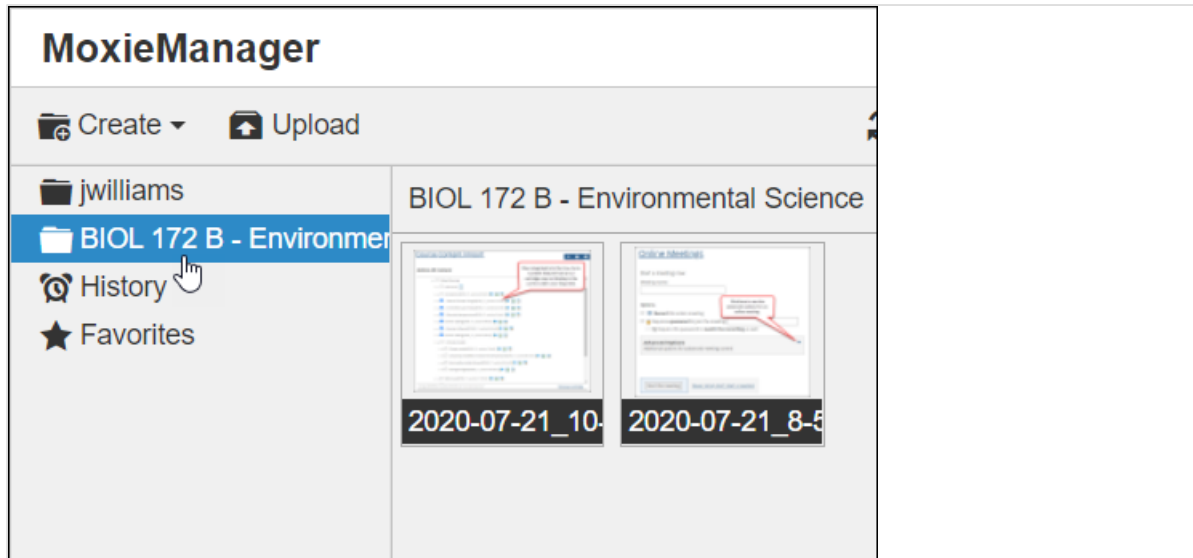
2. Using the left sidebar, navigate to the folder that contains the file you would like to insert.
  3. Select the file you wish to insert.
- The MoxieManager window closes, and a link to the selected file now appears in the text editor.



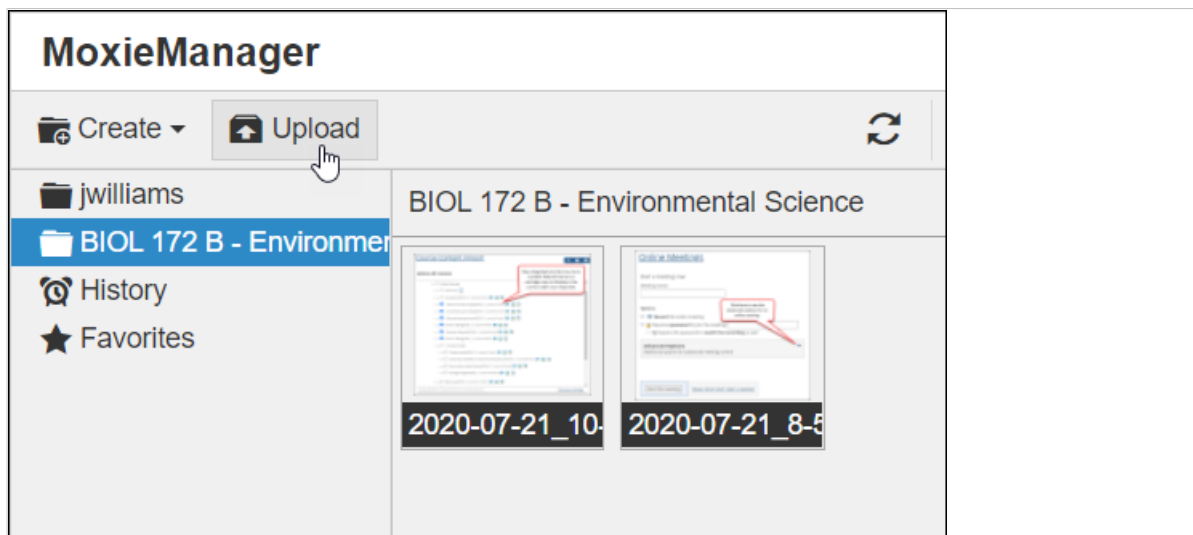
4. When you have completed your edits in the text editor, click **Save**.

## Upload an image or file to MoxieManager

1. From the MoxieManager window, select the folder to which you wish to upload an image.



2. Click **Upload**.



The system displays a dialog that allows you to select images to upload from your local machine.

3. Select one or more images and click **Open**.  
The system uploads the images to MoxieManager, and the window refreshes to display the new images.

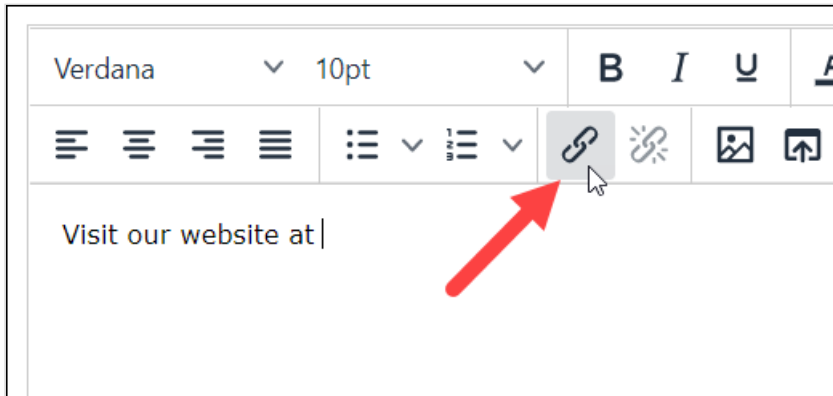
## Working with hyperlinks

The following subsections explain how to insert, edit and remove hyperlinks in the text editor.

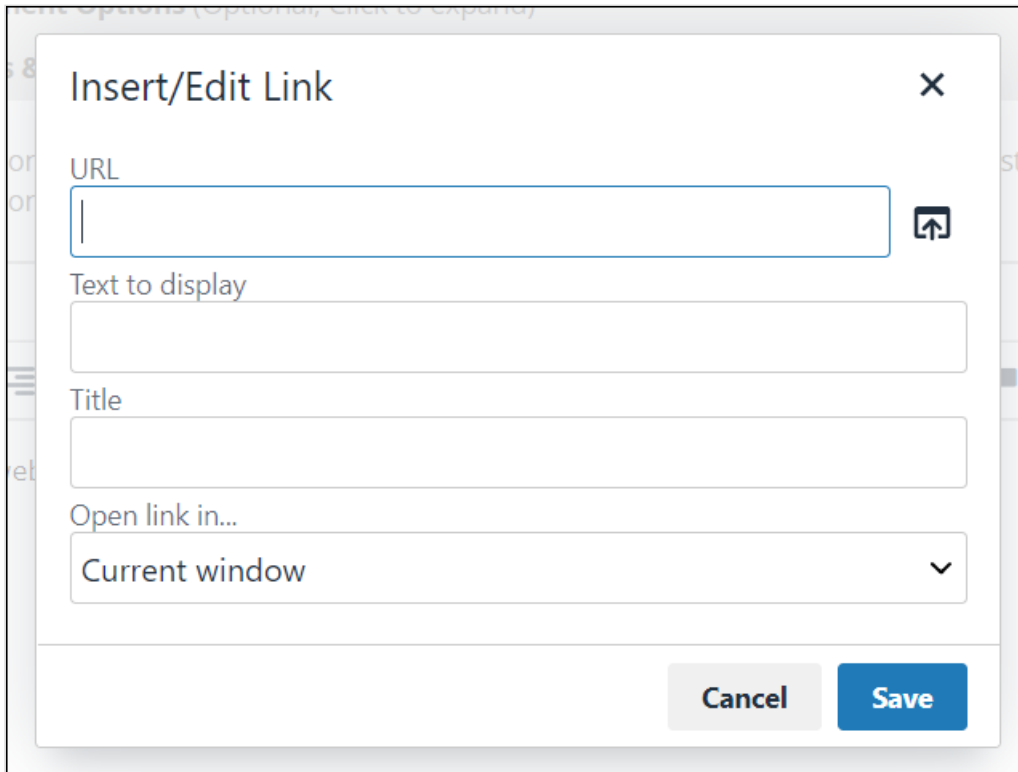
### Insert a hyperlink

1. From the text editor, select the text to which you want to add the hyperlink. If you have not yet added the text to the editor, you can skip this step, as you will be able to enter the display text in step

2. From the rich-text editor, click the **Insert/edit link** button.



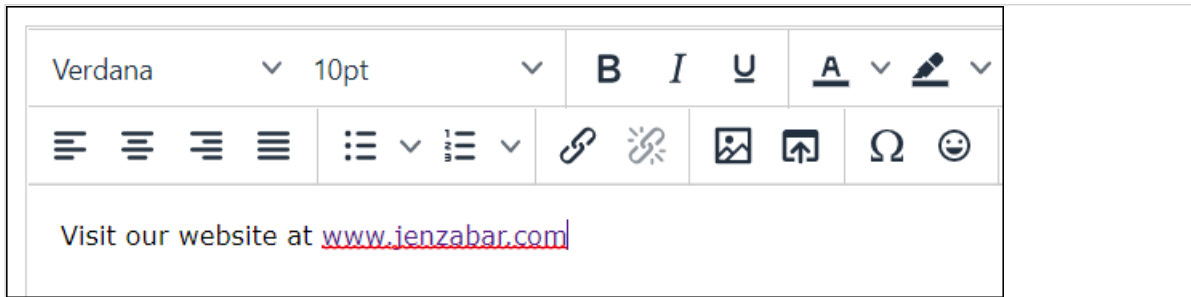
The **Insert link** dialog displays.



3. In the **URL** field, enter the URL to which you wish to link. Alternatively, you can click the folder icon to use the MoxieManager window to select an image or other file.
4. In the **Text to display** field, enter the text that you want to display for the link. If you selected the display text in step 1, this field will already be filled out.
5. In the **Title** field, enter the text that you want to display whenever the user hovers the pointer over the link.
6. If you would like for the linked page or file to display in a new window, click the **Target** field and select **New window**. Otherwise the page or file will display in the same window as eLearning when the user clicks the link.
7. Click **OK**.

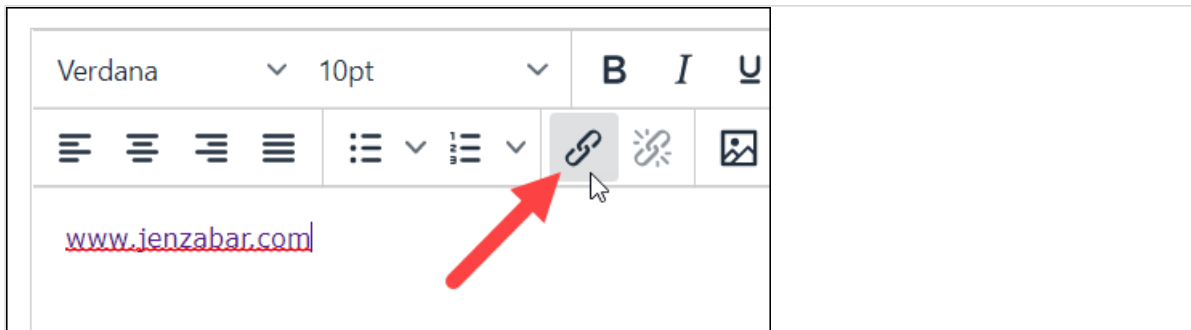


The link is inserted into the text editor.

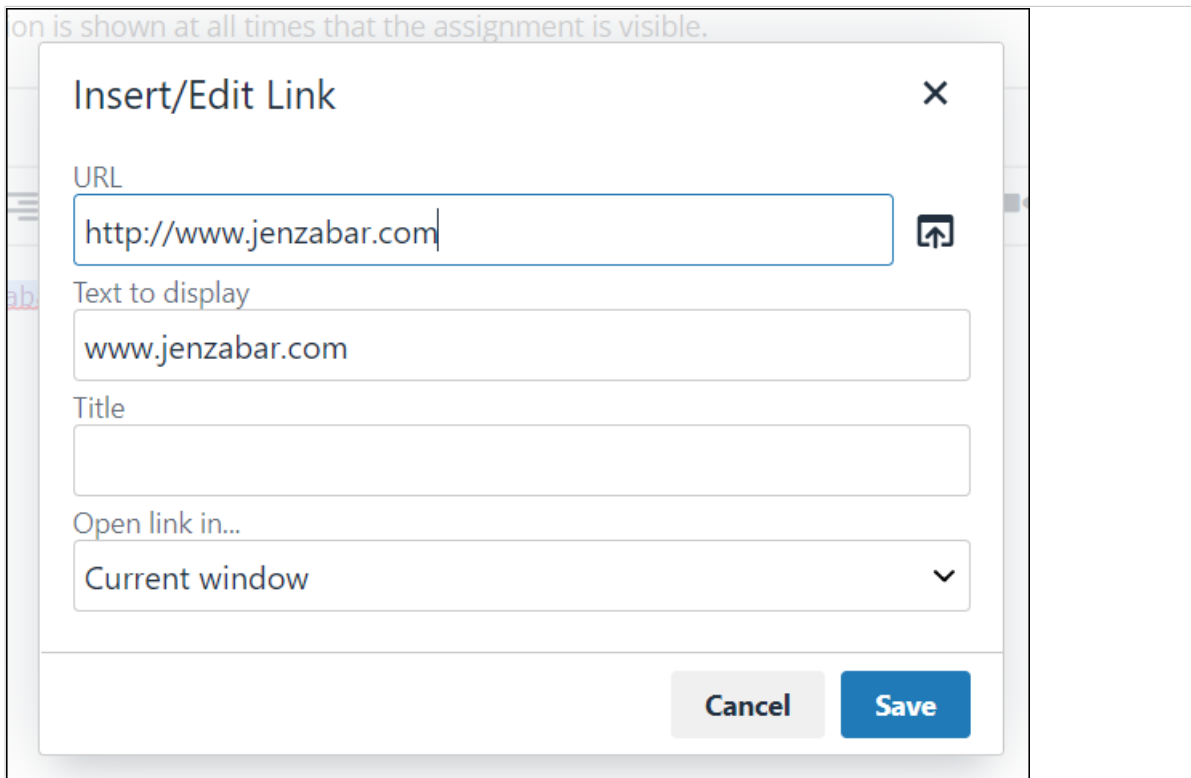


## Edit a hyperlink

1. From the rich-text editor, position the cursor within the text that contains the hyperlink.
2. Click the **Insert/edit link** button.



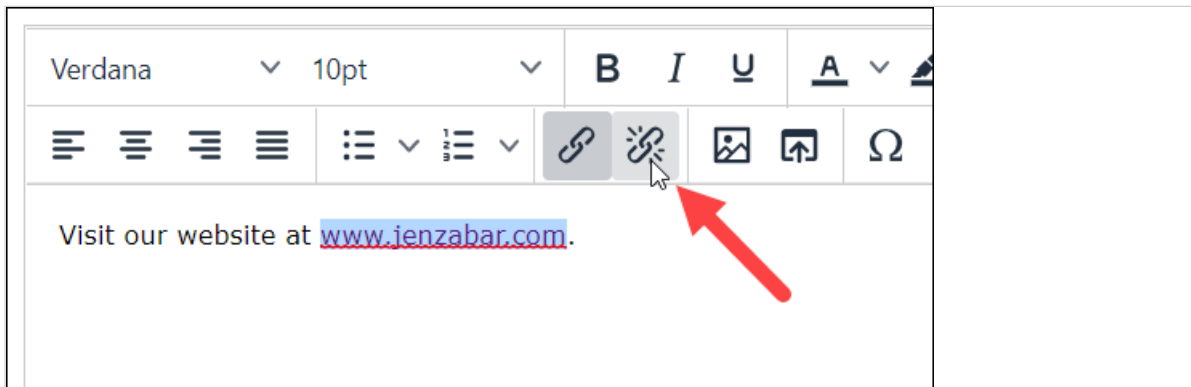
The **Insert/Edit link** dialog displays.



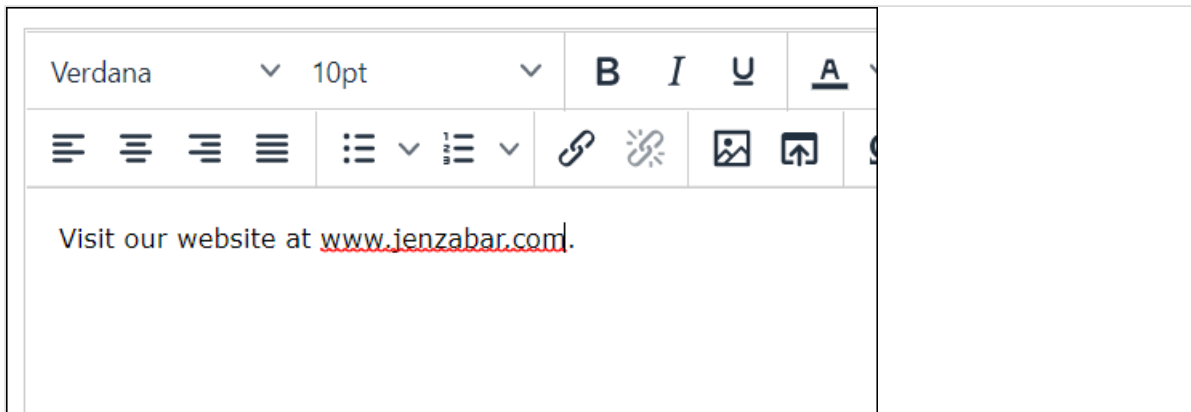
3. Make changes to the link as you see fit.
4. Click **OK**.

## Remove a hyperlink from the text editor

1. From the rich-text editor, position the cursor within the text that contains the hyperlink.
2. Click **Remove link**.



The link is removed.

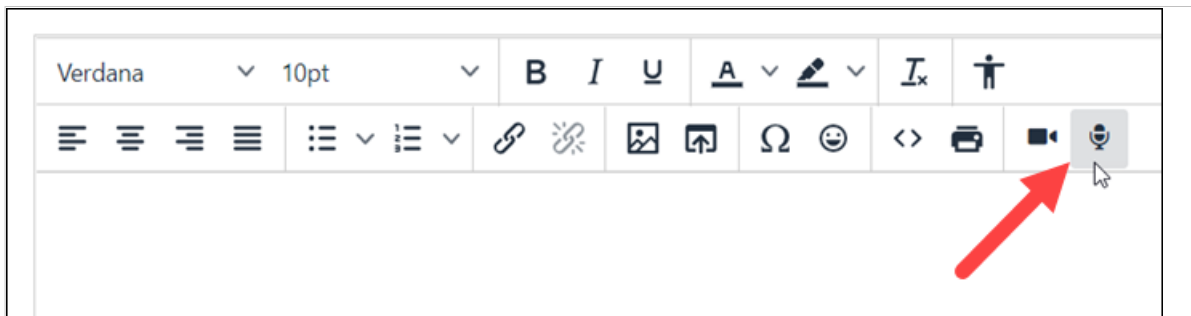


## Working with audio and video

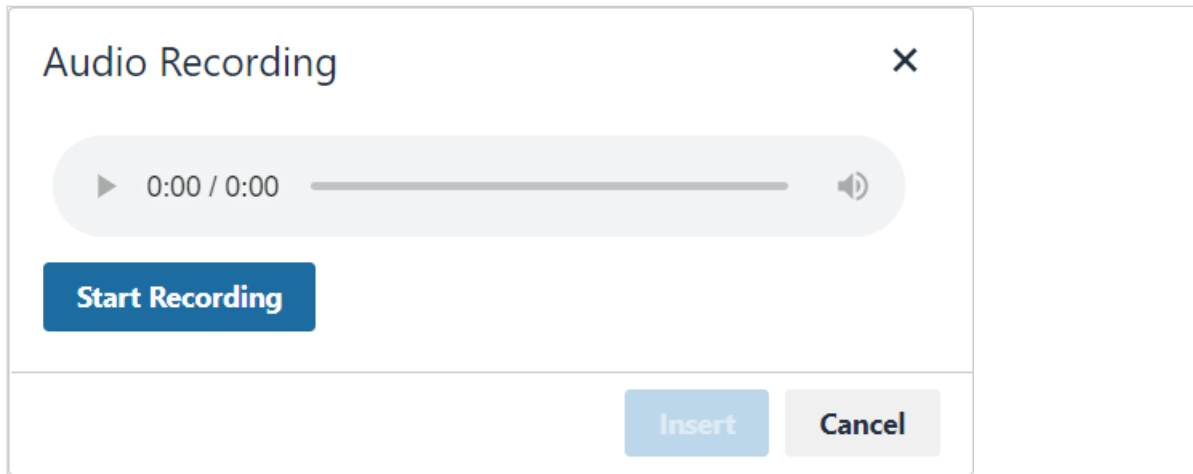
The text editor allows you to record video and audio using your camera and microphone and insert it into the editor.

### Insert audio into the text editor

1. Click **Record Audio**.

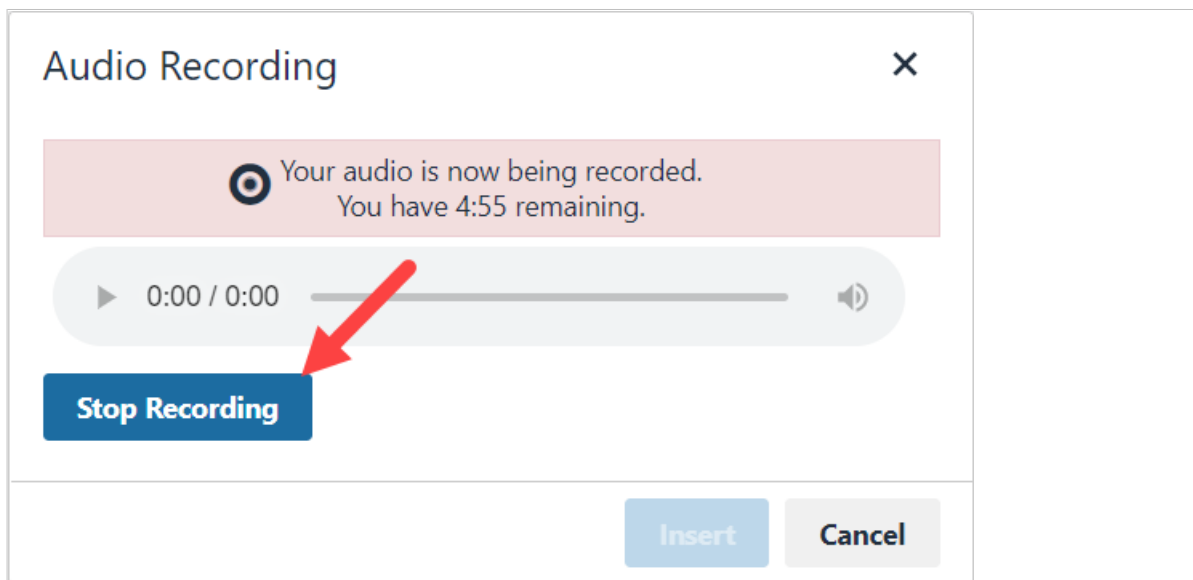



The **Audio Recording** window displays.



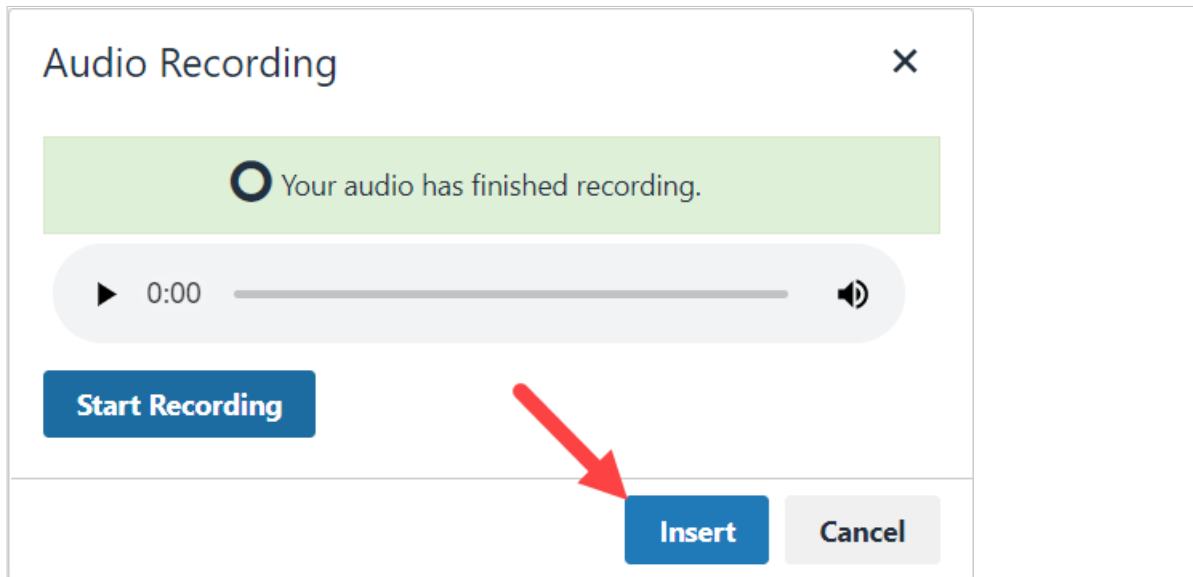
You may have to grant your browser permission to access your microphone after clicking **Insert Audio**.

2. Click **Start Recording**.  
After a brief pause, recording begins.
3. When you are finished recording, click **Stop Recording**.

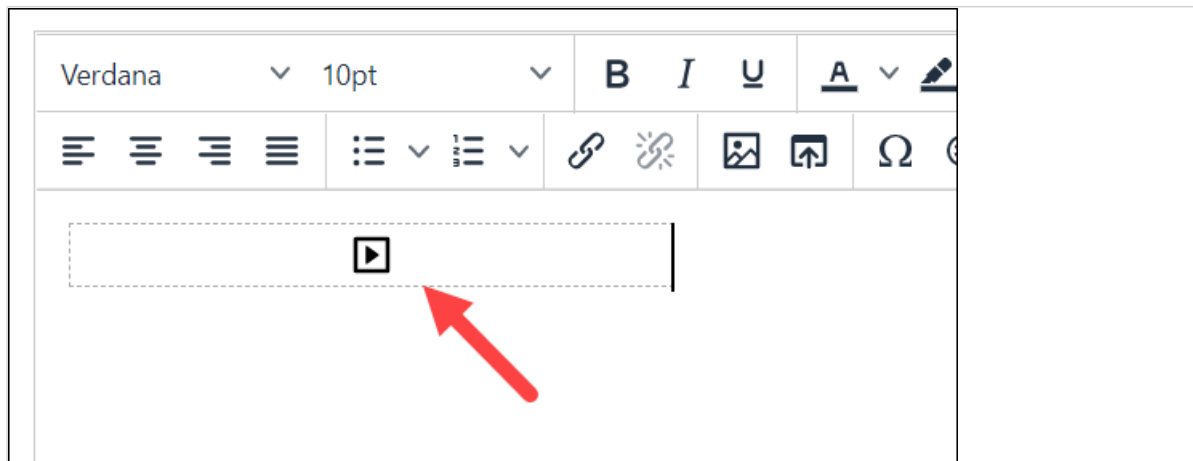


4. To preview the recording, click the **Play** button .

5. If you are happy with the recording, click **Insert**.



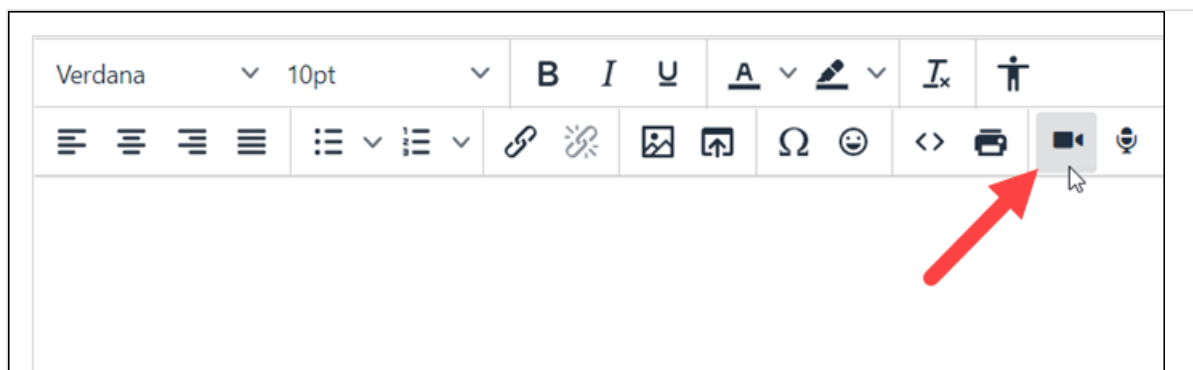
A placeholder for the audio recording is inserted into the text editor.



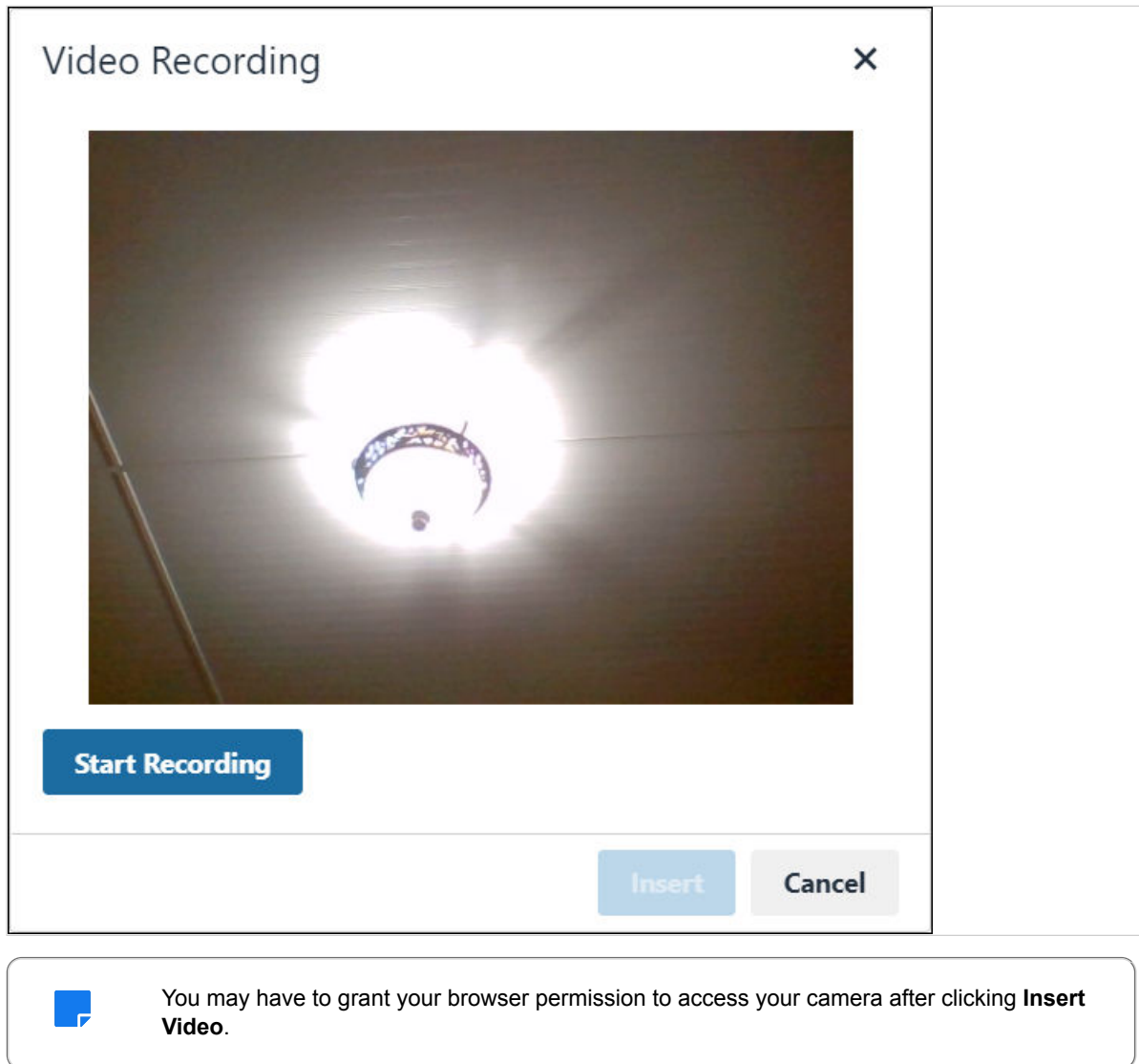
You cannot preview the audio from the text editor. You will be able to play it, however, after you save the text you are editing.

## Insert video into the text editor

1. Click **Record Video**.

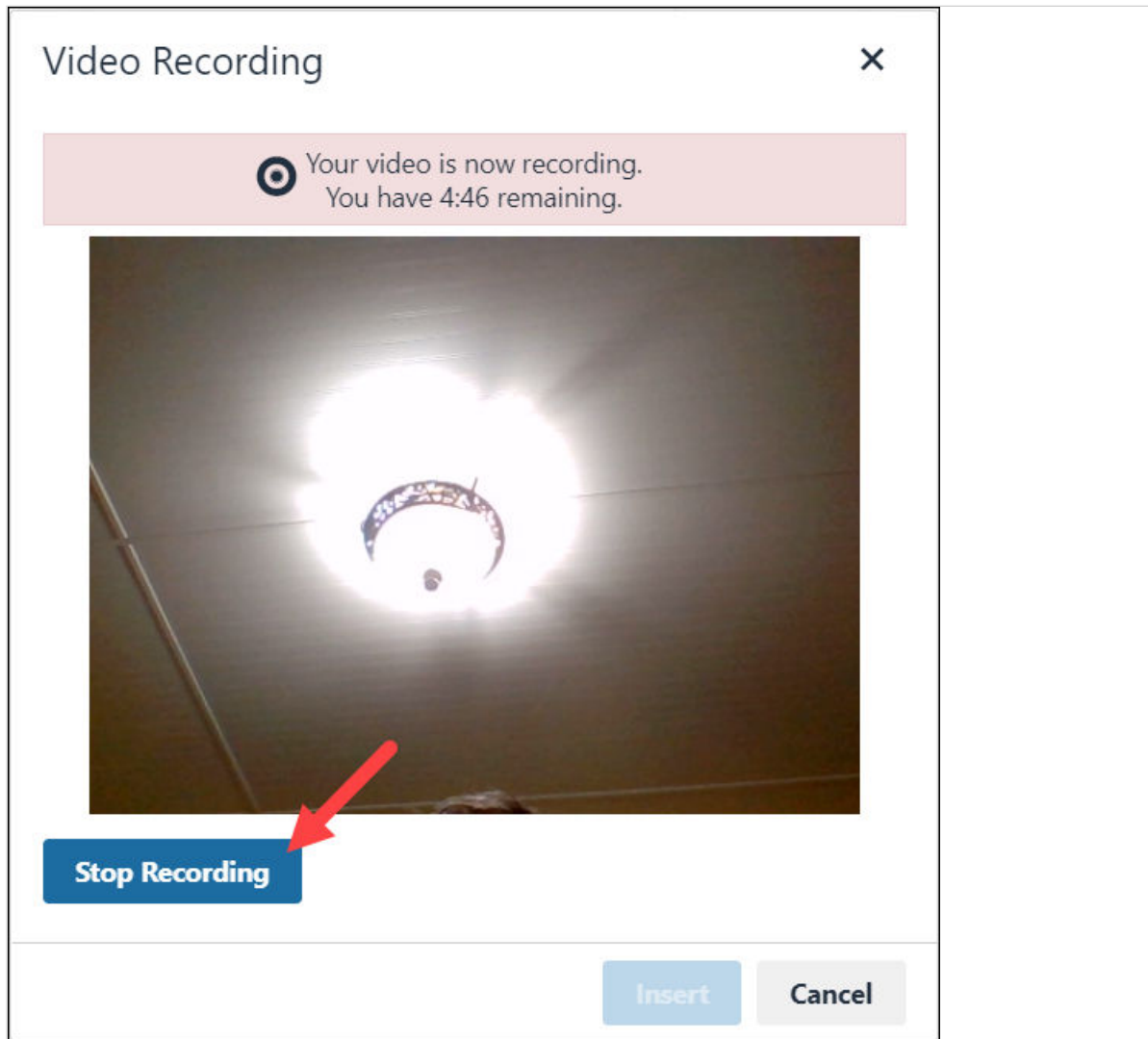



The **Video Recording** window displays.



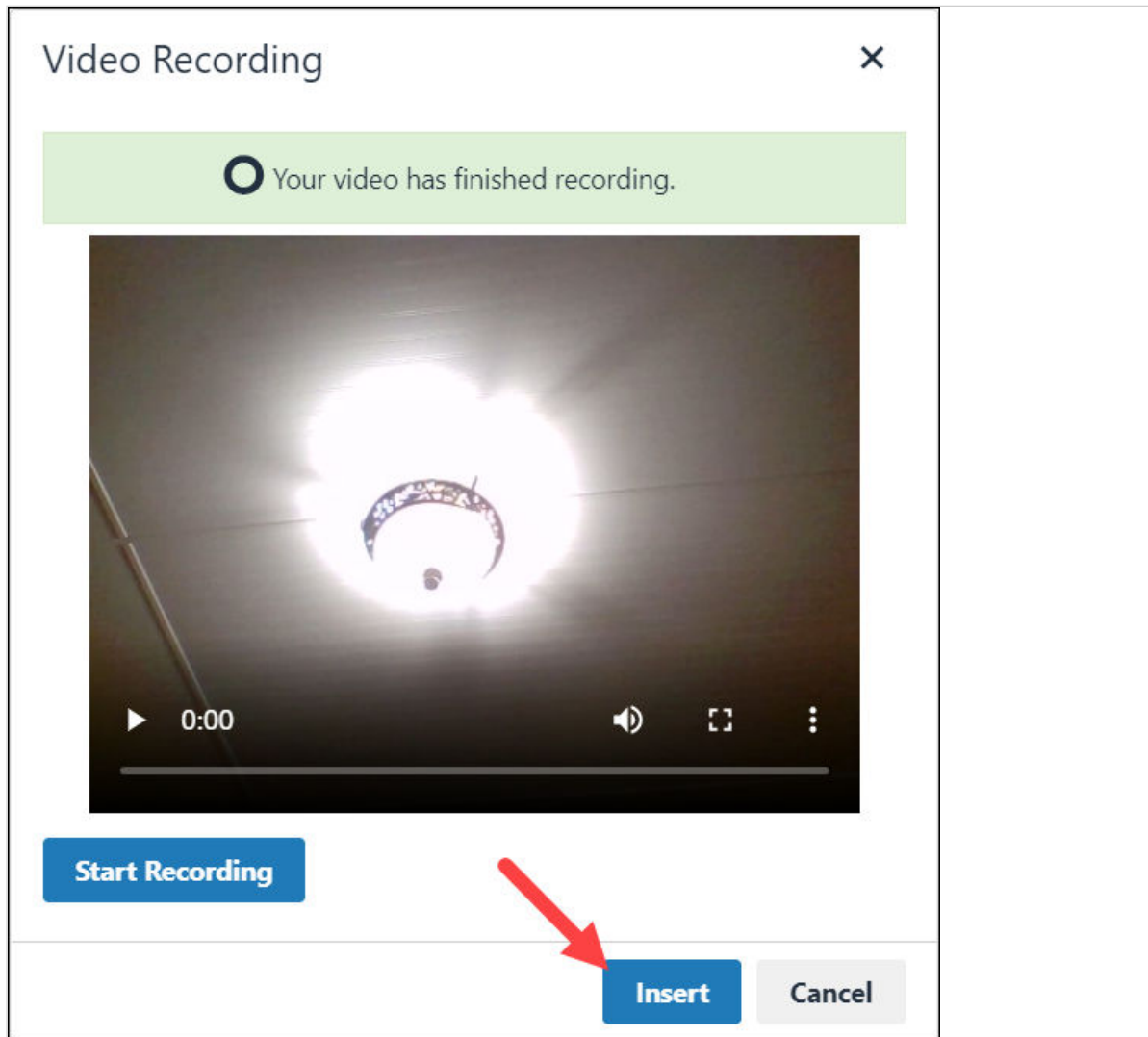
2. Click **Start Recording**.  
After a brief pause, recording begins.

3. When you are finished recording, click **Stop Recording**.

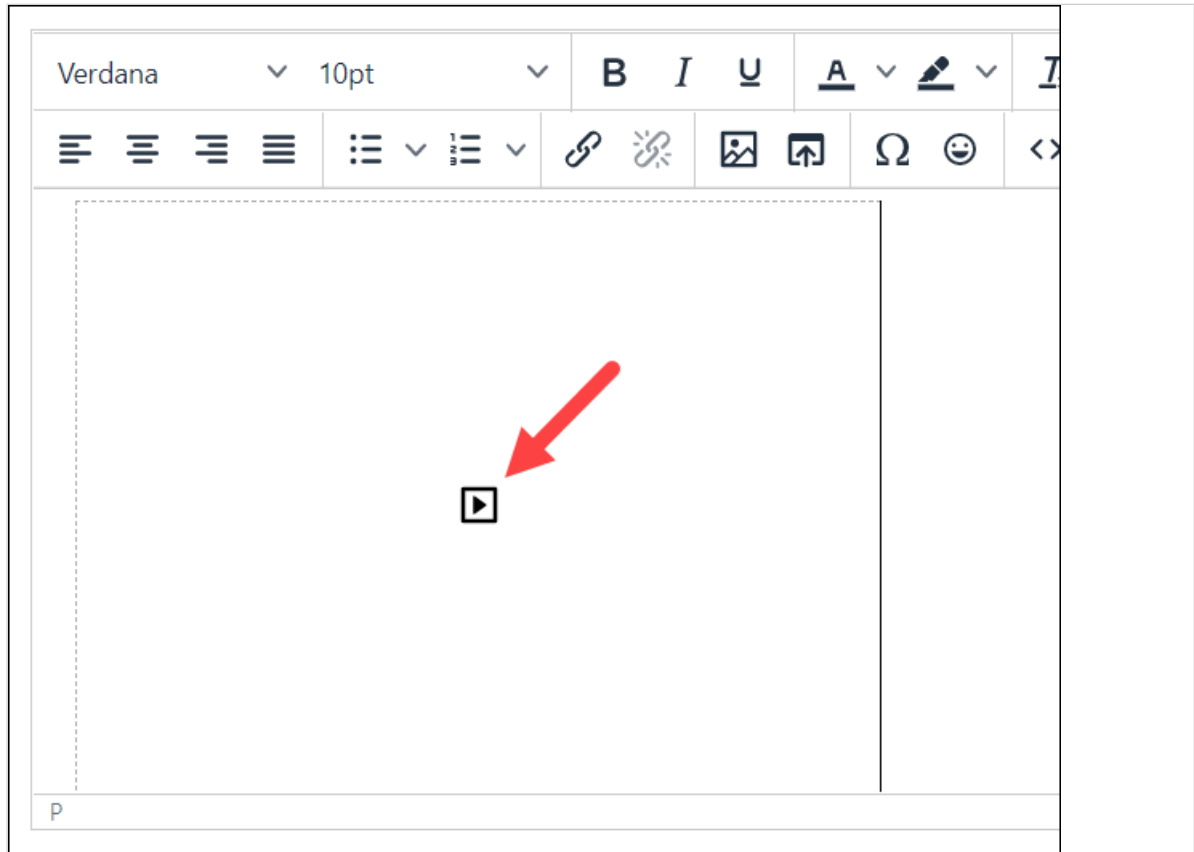


4. To preview the recording, click the **Play** button .

5. If you are happy with the recording, click **Insert**.



A placeholder for the video recording is inserted into the text editor.



You cannot preview the video from the text editor. You will be able to play it, however, after you save the text you are editing.