Organizing Course Content and Information

This document includes general overviews for using course organization tools in Canvas. Each tool includes information on reasons to use the tool, instructions for using the tool (with screen shots), and details from applicable sections of the OEI Rubric (from the “Distinguished to Exemplary” categories) as well as accreditation guidelines for learning outcomes in order to inform best practices.

Sections (hyperlinked within the document)

**Files** (equivalent to Files and Documents, Images, and Media in Moodle)

**Home Page** (no equivalent in Moodle)

**Modules** (no equivalent in Moodle)

**Outcomes** (no equivalent in Moodle)

**Pages** (equivalent to Wikis in Moodle)

**Syllabus** (no equivalent in Moodle)
<table>
<thead>
<tr>
<th>Home Page</th>
<th>Choosing a Home Page</th>
<th>OEI Rubric</th>
</tr>
</thead>
</table>
| - Choose the page students will see immediately when accessing the course  
- Select from a variety of formats  
- Change the home page throughout the academic term based on student needs and course and campus information | - Select the Choose Home Page button on the right-hand side of the screen.  
- Choose the type of Home Page (see pages 1 - 3 for screen shots of each)  
- Click Save | - Navigation is intuitive and content flows in a logical progression  
- Content is presented using a variety of appropriate mechanisms  
- Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included  
- Contact information for the instructor is easy to find and includes multiple forms of communication  
- Institutional policies, materials, and forms relevant for learner success (for example plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back  
- Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion  
- Links to institutional services such as the library, or writing center, are clearly labeled and easy to find |

### Pages Front Page
This option includes many possibilities for providing information that can include:
- Instructor contact information
- Welcome message(s)
- Course information
- Weekly updates
- Campus resources and support
- Course content

*See Home pages quick-start guide for more samples and details on how to set up the page.*

### Pages Front Page Samples - can be designed to fit your preference and needs (more in the Canvas Front Page document)

| General Navigation Information | Blue text is linked to a Canvas Module when in the course. |
| Navigating this Course | Office Hours  
MWF 1:00 – 2:30 p.m.  
Weekly Topics  
1. Demand for Education  
2. Production in Education  
3. Supply/Demand Analysis in Education  
4. Teacher Quality  
5. Accountability |

Support for an online course

[Teaching Technology Guides]
[Canvas Drop-in Labs]
[Canvas Sample Courses]
[Get help and support]
[Tutorials]
[Canvas Training]
[Canvas Sample Courses]
Assignments List

- **Formal Assignments**
  - Personal Essay Assignment - Rough Draft
    - Week 2: Aug 21 - 27
    - Due: Aug 27
    - Not available
    - 15 pts
  - Personal Essay Final Draft
    - Week 3: Aug 28 - Sep 3
    - Due: Sep 3
    - Not available
    - 30 pts

- **Writing Activities**
  - Troublesomes #1 - 3 Quiz
    - Week 1: Aug 15
    - Not available
    - Due: Aug 19
    - 11 pts
  - Personal Essay Brainstorming
    - Week 1: Aug 15
    - Not available
    - Due: Aug 27
  - Troublesomes #4 - 6 Quiz
    - Week 2: Aug 21 - 27
    - Due: Aug 27
    - 4 pts
  - Personal Writing Evaluation: Person...
    - Week 3: Aug 28 - Sep 3
    - Not available
    - Due: Sep 3
    - 5 pts
  - Troublesomes #9
    - Not available
    - Due: Sep 3
    - 5 pts

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Syllabus

**ENGL 001 College Composition-EM-Dev/OL**

Before completing the assignments, make sure to complete the work indicated in the modules.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Aug 15, 2016</td>
<td>First Day of Class</td>
</tr>
<tr>
<td>Fri Aug 19, 2016</td>
<td>Troublesomes #1 - 3 Quiz</td>
</tr>
<tr>
<td>Sat Aug 20, 2016</td>
<td>Week 1: Introductions and Syllabus Questions</td>
</tr>
<tr>
<td></td>
<td>Writing Group Protocol Activity</td>
</tr>
<tr>
<td>Sat Aug 27, 2016</td>
<td>Personal Essay Assignment - Rough Draft</td>
</tr>
<tr>
<td></td>
<td>Personal Essay Brainstorming</td>
</tr>
<tr>
<td></td>
<td>Troublesomes #4 - 6 Quiz</td>
</tr>
<tr>
<td></td>
<td>Week 2: August 21 - 27 What makes writing good or bad? - Discussion</td>
</tr>
<tr>
<td></td>
<td>Ethnography Subculture Class Brainstorm</td>
</tr>
<tr>
<td></td>
<td>Week 3: Approach to Research</td>
</tr>
</tbody>
</table>

*PDF of ENGL 001 Syllabus - Moore - Fall 2016*
### Modules
- Organize content (by units, weeks, or chosen structure)
- Break up content within modules
- Repeat important content throughout the course
- Determine when students have access to certain content
- Create modules for students to access throughout the entire course
- Design prerequisite activities for students to complete prior to starting a module
- Track student progress in the course

### Adding a Module
- Select [Modules](#) from the menu on the left-hand side of the page
- Click [+] Module on the upper right-hand side of the page
- Fill in the **Module Name** — this becomes a heading for a module

#### Edit Module Settings

<table>
<thead>
<tr>
<th>Week 1 - August 15 - 20 Introduction to the Course and Personal Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lock until</strong></td>
</tr>
<tr>
<td>Aug 15, 2016 at 12am</td>
</tr>
<tr>
<td>Mon Aug 15, 2016</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>[ Select Module ]</td>
</tr>
<tr>
<td><strong>Add prerequisite</strong></td>
</tr>
<tr>
<td><strong>Requirements</strong></td>
</tr>
<tr>
<td>1. Students must complete all of these requirements</td>
</tr>
<tr>
<td>2. Students must move through requirements in sequential order</td>
</tr>
<tr>
<td>3. Students must complete one of these requirements</td>
</tr>
<tr>
<td>View Item</td>
</tr>
</tbody>
</table>

- Click **Lock Until** and select a date for students to have access to the module —OR—
- Leave **Lock Until** blank so students can access the module throughout the entire course
- Select a prerequisite module (if desired)
- Add a requirement for students to complete prior to beginning the module (if desired)
- Click **Update Module**
- Click [!] to publish the module ( ![ means published)
Adding Items to a Module

- Click the + on the far right-hand side of the screen on the same line as the module name
- Select the item to add from the drop down –OR–
- Create a new item by selecting New … in the box beneath the drop down
- Determine the level the module item should be indented
- Click Add Item
- Click on the item title to edit the item
- Click ☑️ to publish the item ( ☑️ means published)

Organizing Modules

- Move modules by dragging them to a desired location using the –OR–
- Move modules by selecting Move to … and identifying the new location
- Decrease indent, increase indent, edit, or remove the module using the dropdown
- Collapse the module by clicking on the module heading

*Note, per federal guidelines, student engagement/participation in the class must include actively completing activities and assignments (posting to discussions, completing quizzes, submitting, assignments, etc.). Logging in to the course is not considered participating. For more information, please see page 5-60 of the Federal Student Aid Handbook - Volume 5.*
**Pages (Same as Wikis in Moodle)**
- Develop content and resources (as part of a module, or as a reference for specific assignments)
- Include text, video, links, files, etc.
- Identify who can edit the page
- Offer students a place to collaborate
- View historical changes to the page throughout a course
- Determine when students have access to individual pages (pages within specific modules will become available when the module is available)

**OEI Rubric**
- Objectives are clearly written at the appropriate level and reflect desired outcomes
- Objectives are written in measurable outcomes (students know what they are expected to be able to do)
- It is clear how the instructional strategies will enable students to reach course objectives
- Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia etc.)
- CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)
- Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included
- Course design includes guidance for learners to work with content in meaningful ways
- Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided
- Tools available within the CMS are used to facilitate learning by engaging students with course content
- Technologies are used creatively in ways that transcend traditional, teacher-centered instruction
- There are plentiful opportunities for interaction, as appropriate
- Student-to-student interactions are required as part of the course
- Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building
- Instructions are written clearly and with exemplary detail to ensure understanding
- Links are located within the course where learners will use the software (i.e., near the materials requiring its use)

**Adding a Page**
- Select **Pages** from the menu on the left-hand side of the page
- Click + **Page** on the upper right-hand side of the page
- Create a name for the page
- Add text, links; develop a recording or video by selecting from the toolbar; insert content into the page from other areas of Canvas

- Identify who can edit the page using the **Options** dropdown menu
- Indicate whether users should be notified of changes
- Click **Save** if editing still needs to be completed; click **Save & Publish** if the page is ready for student view ( indicates published in the pages list)

*Note: Pages can only be organized by date created, date edited, or title*
### Syllabus

- Canvas automatically provides:
  - A comprehensive, chronological list of all course activities formatted (graded assignments in bold-face, and events in standard text)
  - A calendar highlighted with due dates
- Instructors can:
  - Embed a link to the syllabus document and any course files, links or other materials
  - Describe the purpose of the syllabus page
  - Provide instructor contact information, class guidelines, other course information

*Note: It is not recommended for instructors to copy and paste their syllabus into the text box*

### Adding Information to Syllabus

- Select **Syllabus** from the menu on the left-hand side of the page
- Click on the right-hand side of the page
- Add text, links; develop a recording or video by selecting from the toolbar; insert content into the page from other areas of Canvas

![Course Syllabus](image)

- Click **Update Syllabus**

Note: Do not enter instructional modules, assignments, quizzes, and discussions (anything with a start or end date) into the Syllabus. Canvas automatically fills these into the Syllabus when they are created.

### OEI Rubric

- Content is made available or “chunked” into manageable segments (i.e., presented in distinct learning units or modules)
- Contact information for the instructor is easy to find and includes multiple forms of communication (for example, email, phone, chat, etc.)
- Expected response time for email replies (or other communication tool) is included
- The instructor’s role within the course is explained (for example, instructor participation in discussions and activities, role – if any – in tech support, etc.)
- The instructor’s methods of collecting and returning work are clearly explained
- The instructor plans to participate actively in communication activities, including providing feedback to students
- The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.
- Guidelines explaining required levels of participation (i.e. quantity of interactions) are provided
- The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.
- Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning module)
### Files
(Same as Files and Documents, Images, and Media in Moodle)
- Upload course files, readings, syllabi, pictures, etc.
- Create folders to organize course materials
- Determine when students have access to certain files
- Hide irrelevant files from student view
- Place specific files in various areas of the course
- Offer resources for students to reference throughout the course
- Create specific file collections for groups of students

### OEI Rubric
- Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included
- A rubric or equivalent grading document is included to explain how participation will be evaluated
- Rubrics and/or described criteria for desired outcomes are provided (models of 'good work' may be shown, for example)
- Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find
- Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion

### Creating a File
- Select File from the menu on the left-hand side of the page
- Click in the upper right-hand corner of the page
- Select the document(s) you would like to upload and click Open

### Creating a Folder
- Select File from the menu on the left-hand side of the page
- Click in the upper right-hand corner of the page
- Create a name for the folder under Name and press Enter
- Drag and drop files from your computer into the folder —OR—
- Click on the folder's name and then click Upload and select the document to add to the folder

### Restricting Files
- Click to the right of the file or folder name
- Select the type of restriction (enter dates if scheduling availability for students)
- Click Update

### Organizing Files
- Drag and drop the file or folder to another folder (move multiple files by holding the control or command key and clicking the files) —OR—
- Hover over the file name and the settings icon will appear
- Select the setting option for the file
- Choose Move if you want to place the file into a folder
- Select the appropriate folder from the popup menu

*Note: Files can only be moved among folders. All files and folders are organized alphabetically.*
### Outcomes
- Track student progress and mastery of learning
- Import SLOs into the course
- Align specific assessments and rubrics with the outcome
- Compile data on student progress toward the outcome
- Identify students who need more support in specific areas

### Best Practices for Learning Outcomes
- Reflect the fundamental concept(s) of the course that students should be able to demonstrate/do at the end of the course
- Written in a way that students can understand and explain
- At least one method for assessment for each outcome (some assessment methods could be “practice” for a final assessment method)
- “Practice” or formative assessments inform instruction that leads to final or summative assessments
- Outcomes reflect higher-level thinking related to an over-arching concept for the course

### Creating a Course Outcome
- Select Outcomes from the menu on the left-hand side of the page
- Click [New Outcome] at the top of the page
- Fill in the name and description (students will see Friendly Name if they have access to outcomes)
- Use the pencil and insert icons to edit and create Criterion Ratings

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Points</td>
<td>3 Points</td>
<td>0 Points</td>
<td>5 Points</td>
</tr>
</tbody>
</table>

- Indicate the Mastery at score and the Calculation Method (and Last Item if applicable)
- Click Save

### Deleting, Editing, or Moving a Course Outcome
- Select Outcomes from the menu on the left-hand side of the page
- Click on the outcome to be deleted
- Select Delete Outcome, Edit Outcome, or Move Outcome

*Note: Outcomes can only be edited or deleted as long as they have not been used to assess a student.*

### Adding a Course Outcome to a Question Bank
- Select Quizzes from the menu on the left-hand side of the page
- Click the Settings Icon and select Manage Question Banks
- Select the appropriate question bank
- Choose [Align Outcome] from the menu on the right-hand side of the page
- Select the appropriate outcome
- Click Import and OK

### Adding a Course Outcome to a Rubric
- Select Outcomes from the menu on the left-hand side of the page
- Click [Manage Rubrics] in the upper right-hand side of the page
- Select the appropriate rubric from the list, or click [Add Rubric]
- Click Find Outcome
- Select the appropriate outcome from the list and click Import, OK in the prompt, and Update Rubric
- Align the outcome by placing the rubric with appropriate activities, assessments, and assignments

### Viewing Individual Student Progress
- Follow the directions for Viewing Items Aligned with a Course Outcome
- Scroll down to Outcome Artifacts and view details of student responses
  - OR
- Select People from the menu on the left-hand side of the page
- Click on the individual student’s name
- Choose Outcomes for [student’s name] from the sidebar on the right-hand side of the page
- View the list of attempts, scores, average, and student artifacts
- Click Show All Artifacts to access assignments submitted to specific outcomes

### Viewing Items Aligned with a Course Outcome
- Select Outcomes from the menu on the left-hand side of the page
- Click the outcome from the outcome list and the outcome name
- View a list of Aligned Items