

LMS Workshop Fall 2016

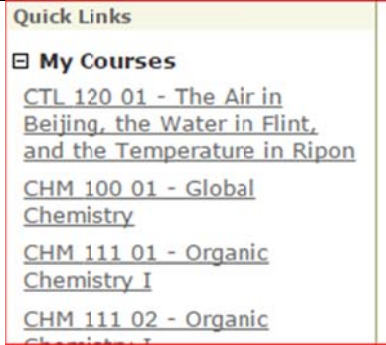




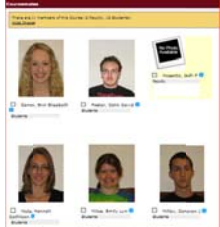
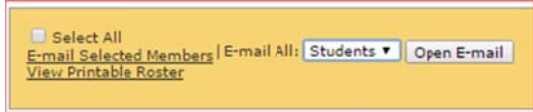
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Most popular Features of MyRipon LMS

- Posting documents (syllabi, readings, etc.)
- Posting announcements of class interest
- Off campus access to class materials
- Emailing individual or groups of students
- Tracking and grading assignments, including online assignments
- File Upload Assignments

Tips to get started

<p>Current courses appear under My Courses link on left sidebar</p> <p>Past and Future Courses appear under the Faculty tab, Office of the Registrar, All My Courses - LMS Pages</p>		
<p>Office Hours: Use Personal Info to show this information on the About this Course page</p> <p>Upload a picture of yourself: Use Personal Info: Photo</p>		
<p>Place an appealing summary of your course in the "About this Course" portlet.</p>		
<p>Use Collaboration page Coursemates to email individuals or groups of students</p>		

Content Organization Tips

Create **Sets** to organize your Handouts and Bookmarks (by topic, unit, week, etc.)

Save handouts as PDF files, then upload to Handouts

Upload your detailed syllabus as a handout

Handouts

[Add a Handout](#)

DNA Reading

[How Analytical Chemists Saved the Genome Project](#)

[History of Oligonucleotide Synthesis \(.pdf, 618K\)](#)

Database Exercise for Thurs Feb 25

Inactive

[Database Assignment #1 Handout \(.doc, 33K\)](#)

[DNA Sequence Sheet #1 \(.pdf, 1886K\)](#)

[DNA Sequence Sheet #2 \(.pdf, 1629K\)](#)

Syllabus January 2016

[Syllabus Jan 2016 \(.doc, 547K\)](#)

Bookmarks

[Add a Bookmark](#)

Current events

[Sen. Orrin Hatch's biggest campaign contributors](#)
It turns out that I'd chosen the wrong option for my first search, and when that was ch Amgen and Pfizer showed up in the top 20.

[Just-released text of the Trans-Pacific Partnership agreement](#)

[In Pacific Trade Deal, Vietnam Agrees to U.S. Terms on Labor Rights \(NYTimes.com\)](#)

Skills

[Economics graph skills pre-test](#)
If you have any doubts at all about your graph-related mathematical skills, please go to and take the pre-test. If your score is below 22/26, I recommend that you read and an Appendix to Krugman & Wells' chapter 2, but also in the math review associated with th feedback window here seems to not work, but you can find the math "tune-up" pages at <http://cls.syr.edu/mathtuneup/>. Your Elementary Models or Calculus I course textbo less focused on economic examples.

Use the **Coursework** page to **create and grade** assignments

Three coursework formats: **Upload, Test, Basic**

Decide whether you will organize coursework by **Unit or type**

Class Notes & Journal [Click to close](#)

[Edit due dates](#)

Assignment	Due Date	Unit	Type
Class Notes & Journal 1	Sunday 9/11, 8:00 AM	Unit 1: Cohesion, Trust, Games, Beginning Improv	Uploaded Class Notes
Class Notes & Journal 2	Thursday 10/13, 8:00 AM	Unit 3: Building Scenes	Uploaded Class Notes
Class Notes & Journal 3	Tuesday 11/15, 8:00 AM	Unit 4: Longform Structures	Uploaded Class Notes
Class Notes & Journal 4	Sunday 12/4, 8:00 AM	Unit 4: Longform Structures	Uploaded Class Notes

Live Theatre Attendance [Click to close](#)

[Edit due dates](#)

Assignment	Due Date	Unit	Type
Waiting for Godot	Saturday 10/8, 10:00 PM	Unit 3: Building Scenes	Live Theatre Attendance
She Kills Monsters Attendance	Saturday 11/12, 10:00 PM	Unit 4: Longform Structures	Live Theatre Attendance

Participation [Click to close](#)

[Edit due dates](#)

Assignment	Due Date	Unit	Type
Attendance	Friday 12/16, 12:00 AM	not unit oriented	Participation
Attitude, Commitment, Ensemble	Friday 12/16, 12:00 AM	not unit oriented	Participation

Grade assignments using **Coursework**

Coursework

[Access](#) [Options](#) [Settings](#)

Term Proj: Presentable Draft of Sum, Anal & Map
Papers/Project in Unit V: European Medieval Theatre & Drama

due 11/18/2014, Closed [Download all files](#) [Edit all grades](#) [More](#)

Student	Files	Grade	Edit Grade
[blacked out]	2	46.5/50, A (93%)	<input type="text" value="46.5"/>
[blacked out]	2	36.25/50, C (72.5%)	<input type="text" value="36.25"/>
[blacked out]	0	0/50, F (0%)	<input type="text" value="0"/>
[blacked out]	0	0/50, F (0%)	<input type="text" value="0"/>
[blacked out]	2	49.5/50, A (99%)	<input type="text" value="49.5"/>
[blacked out]	1	42.5/50, B (85%)	<input type="text" value="42.5"/>
[blacked out]	3	44.5/50, B+ (89%)	<input type="text" value="44.5"/>
[blacked out]	3	48.5/50, A (97%)	<input type="text" value="48.5"/>
[blacked out]	3	35/50, C- (70%)	<input type="text" value="35"/>
[blacked out]	1	49.5/50, A (99%)	<input type="text" value="49.5"/>

Scored out of 50 points

How to Format Grades
You can enter grades in several ways:

- Points Earned** (e.g. "4" if the total point value is 5)
- A letter grade** (e.g. "B")
- A percent** (e.g. "95%")
- Full credit** ("=") -- An equals sign that will award full credit

Gradebook Tips

Weight how the assignments contribute to the course grade using **Gradebook**

Your current weighting method:
All assignments weighted manually

Final Grade Weighting
Use this screen to view and adjust the weights of the different categories and assignments that make up your course grade.
What is final grade weighting?

Assignment	Points	Weight
Attendance	50	6%
Attitude, Commitment, Ensemble	100	13%
Class Notes & Journal 1	10	5%
Class Notes & Journal 2	10	5%
Class Notes & Journal 3	10	5%
How To Succeed Attendance	10	2%
Private Eyes Attendance	10	2%
Quiz 1	10	5%
Quiz 2	20	5%
Quiz 3	30	7%
Skills Evaluation	100	20%
Skills Evaluation II	100	25%
This is your current grade breakdown	460	100%

Your current weighting method:
The Type Method

Final Grade Weighting
Use this screen to view and adjust the weights of the different categories and assignments that make up your course grade.
What is final grade weighting?

Overall Grade Breakdown
To make a change, just enter new weights in the weight boxes.

Type	Weight
Exam 1	8%
Exams 2 & 3	24%
Final Exam	26%
Other assignment (paper, presentation, etc.)	10%
Participation	10%
Problems	16%
Quiz	6%
This is your current grade breakdown	100%
Extra Credit Types	
Evaluations	+1%
<i>These types are treated differently because they only contain extra credit assignments.</i>	+1%

Gradebook displays graded assignments to students or to the instructor

The Full ECO 212 (ECO 212-01) Gradebook

[Back to scrolling Gradebook view](#) | **Exam 1** | **Exams 2 & 3**

Student	Final Grade	Type Grade	Exam 1	Type Grade
[blurred]	C+ (78.06%)	B (84%)	84/100, B (84%)	B (85.83%)
[blurred]	A- (92.76%)	A- (90%)	90/100, A- (90%)	A- (92.75%)
[blurred]	B+ (87.02%)	C+ (77%)	77/100, C+ (77%)	B+ (89.08%)
[blurred]	C (75.58%)	C (73%)	73/100, C (73%)	C (74.67%)
[blurred]	B+ (87.79%)	D- (62%)	62/100, D- (62%)	B+ (87.83%)
[blurred]	B+ (89.2%)	B (84%)	84/100, B (84%)	B+ (88%)

Instructors see grades for **everyone** in the class. Students see their **own** grades

Gradebook
Your grade sheet for ECO 212 (ECO 212-01)

A- (92.76%) This is your current grade based on the scores you have earned

[Add a comment](#)

Assignment Grades

Exam 1 Type info: 8% of final grade; 1 assignment
Type grade: **A- (90%)**

Exam 1	90/100 (90%, A-)
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Exams 2 & 3 Type info: 24% of final grade; 3 assignments
Type grade: **A- (92.75%)**

Exam 2 take-home problems - taxes	20/20 (100%, A)
Exam 2 in-class section	73/80 (91.25%, A-)
Exam 3	87/100 (87%, B+)

Final Exam Type info: 26% of final grade; 1 assignment
Type grade: **B+ (88.02%)**

Final exam	191/217 (88.02%, B+)
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Instructors can export grades to Excel

Student Info			Exam 1				Exam 2 & 3					
ID	Last	First	%	Letter	%	Let	%	Let	%	Let	%	Let
38506			78.06	C+	84	B	84	84	85.83	B	85	B
37382			92.76	A-	90	A-	90	92.75	A-	100	A	91.25
39976			87.02	B+	77	C+	77	89.08	B+	95	A	19
37386			75.58	C	73	C	73	74.67	C	90	A-	18
39975			87.79	B+	62	D-	62	87.83	B+	100	A	20
39255			89.2	B+	84	B	84	88	B	100	A	20
38184			84.18	B	85	B	85	81	B-	95	A	19
3884			88.33	B+	71	C-	71	89.25	B+	100	A	20
39780			79.36	C+	79	C+	79	71.83	C-	65	D	13
38440			83.12	B	86	B	86	75.38	C	95	A	19
39190			83.78	B	70	C-	70	80.08	B-	80	B-	16
39085			74.6	C	73	C	73	67.58	D+	95	A	19
37755			64.69	D	75	C	75	69.25	D+	80	B-	16
39316			76.35	C	64	D	64	72.08	C-	90	A	18
39373			79.72	C+	60	D-	60	81.25	B-	85	B	17
37131			71.67	C-	72	C-	72	82.5	B-	80	B-	16
36330			75.14	C	76	C	76	66.33	D	85	B	17
37152			77.89	C+	71	C-	71	74.25	C	85	B	17

Tips for File Upload Assignments

Design the assignment, including due date, instructions, etc.

Students will see a link to the assignment and instructions

Step One: General Assignment Information

The **File Upload** format
For accepting files uploaded from your students.

Change the format

Name:

Unit:

Type:

Due date: : Show this due date in the course calendar

Accept late submissions until: :

Open: Now (students can start working on this immediately)
 Later (opening date to be determined)
 On: :

Grading: out of Points

Show grade:

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

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

[Back to Main Screen](#)

Students upload the assignment before the due date

Instructors review the submission, and optionally provide feedback

Coursework

[Access](#) [Options](#) [Settings](#)

Monologue: GOTE/CA/Units
2. Primary Performances: Scene/Character Analyses in Unit III: Actor's Instrument, Pt. 1 (Monolog)

by

Amanda's final grade is **102/102, A+ (100%)** [Change this grade](#)

[Reopen the 2. primary performances: scene/character analyses](#) to let do more work on it

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

Notes

This 2. primary performances: scene/character analyses was turned in **on time** on **Friday, April 1 at 12:41 PM**

[MarcvjaniKMOndbck.doc](#)
feedback from you, 4/4/2016 7:19 PM

[Add a feedback comment](#) [Add a feedback file](#)

Here are the files has uploaded for this 2. primary performances: scene/character analyses :

[GOTE-CA-Mono-Upload-S13.doc](#) (.doc, 115K, 4/1/2016 12:40 PM)
Monologue GOTE sheet

[Download all of files](#)

[Do you have a corrected copy of one of these files to return? You can upload files in the Feedback area above.](#)

Instructors can review a detailed history of all submissions for the assignment

Action	Note	Date
Opened		1/19/2016 12:00 AM
File uploaded		4/1/2016 12:40 PM
Turned in	On time.	4/1/2016 12:41 PM
File uploaded by Bob Amsden	The file is available in the feedback area.	4/4/2016 7:19 PM
Graded by Bob Amsden		4/4/2016 7:19 PM

Tips for using online discussion forums

Use Collaboration page **Forums** for online threaded discussions

Create assignments that require posting responses to topics you design

Optionally, divide class into groups to further manage discussions

First Online Discussion							
Post a paragraph answer in your group to one of the questions by Monday, Feb 2nd...							
MORE							
Topic	Users	Approval	Unread	Posts (My)	Replies (My)	Latest Post or Reply	
Post-first topic Group 1	6	-	0	6(0)	12(0)	Re: question 1 by David Alexander Knapp on Wed	
Post-first topic Group 2	8	-	2	9(2)	11(0)	Re: Devotional vs. Historical G by Bryana Marie Fredrickson on Wed	
Post-first topic Group 3	6	-	0	6(0)	13(0)	Re: First Discussion, Second G by Boyd Matthew Peterson II on Wed	
Post-first topic Group 4	6	-	0	7(0)	11(0)	Re: Accuracy of the bible by Ben Donald Paulson on Wed 2/1	
Post-first topic Group 5	6	-	0	6(0)	8(0)	Re: Question #3 by Alexander James Thillman on W	
Totals:		32	0	2	34(2)	55(0)	

Second Online Discussion							
Post a paragraph answer in your group to one of the questions bewlis by Monday, at midnight, and then make at least one response to others in your group by Tuesday, Feb 2 a second one by Wednesday, Feb 18th, at 11:55 PM.							
MORE							
Topic	Users	Approval	Unread	Posts (My)	Replies (My)	Latest Post or Reply	
Post-first topic Group 1	5	-	0	5(0)	9(0)	Re: Question 2 by Jessica Lizbeth Almaraz on Wed	
Post-first topic Group 2	6	-	0	6(0)	11(0)	Re: First Question by Tyler L Updike on Wed 2/18/20	
Post-first topic Group 3	8	-	0	7(0)	14(0)	Re: 3rd Question by Casey M. O'Malley on Wed 2/18	
Post-first topic Group 4	6	-	0	6(0)	12(0)	Re: Question #1 by Taylor H. Corkran on Wed 2/18	
Post-first topic Group 5	6	-	0	6(0)	11(0)	Re: Re: Question 1 by Kar Joy Brown on Wed 2/18/2	

Have students respond to each others' posts

Question 1
Original post and 2 replies:

Question 1
Original Post: Sun 2/15/2015 at 1:41 PM

Ehrman provides many different ways for determining whether books in the bible were forged or not. One example is the fact that the apostles would write in third person if they were indeed eyewitnesses (104). Ehrman believes that there ten reasons people would be not own views (116-12). However, I don't necessarily think that writing a different name as a gospel makes it completely trustworthy of telephone where people intentionally or unintentionally divert from Christ's original message. Does this mean we should trust certain

145 words - excluding quoted text

Re: Question 1
Posted: Wed 2/18/2015 at 7:20 PM, in reply to [Question 1]

Personally, I do not think that the gospels were written to intentionally divert from the message of the apostles as they are divinely inspired. The books of the Bible were written by apostles or the disciples of the apostles. At the time in the specifics of the message and word of God. Their disciples and followers, however, were persecuted and needed to people. Everyone has different views and interpretations and that is why we see discrepancies across the gospels and

137 words - excluding quoted text

Re: Re: Question 1
Posted: Wed 2/18/2015 at 7:58 PM, in reply to [Re: Question 1]

I agree with you saying that there are different interpretations but what I'm saying is that some authors change the. For example, just as Mark wrote his gospel for times of war and extreme persecution so might have other books but I think the fact that we just don't know makes the message a little more shaky.

There is no "Discussion" assignment type, so create a Basic assignment with instructions to use the forum.

Other Tips

Complete guide to the LMS is available on MyRipon Home page.

MyRipon General Information

[Webprint \(.pdf, 261K\)](#)

[Resetting your MyRipon NetID Password \(.pdf, 153K\)](#)

[Complete LMS Guide for Faculty \(.pdf, 9811K\)](#)

The MyRipon LMS was upgraded in the Summer of 2012. The features, and is over 600 pages long. The document refer

[Go to Main Screen](#)

Use View box to see how students will see your LMS pages. Be sure to click "Change View"



Allow others to access your LMS pages (mentors, academic support specialists, etc.)

https://my.ripon.edu/ICS/Faculty/About_the_LMS/

See the LMS FAQ feature on About the LMS page on the Faculty tab.

