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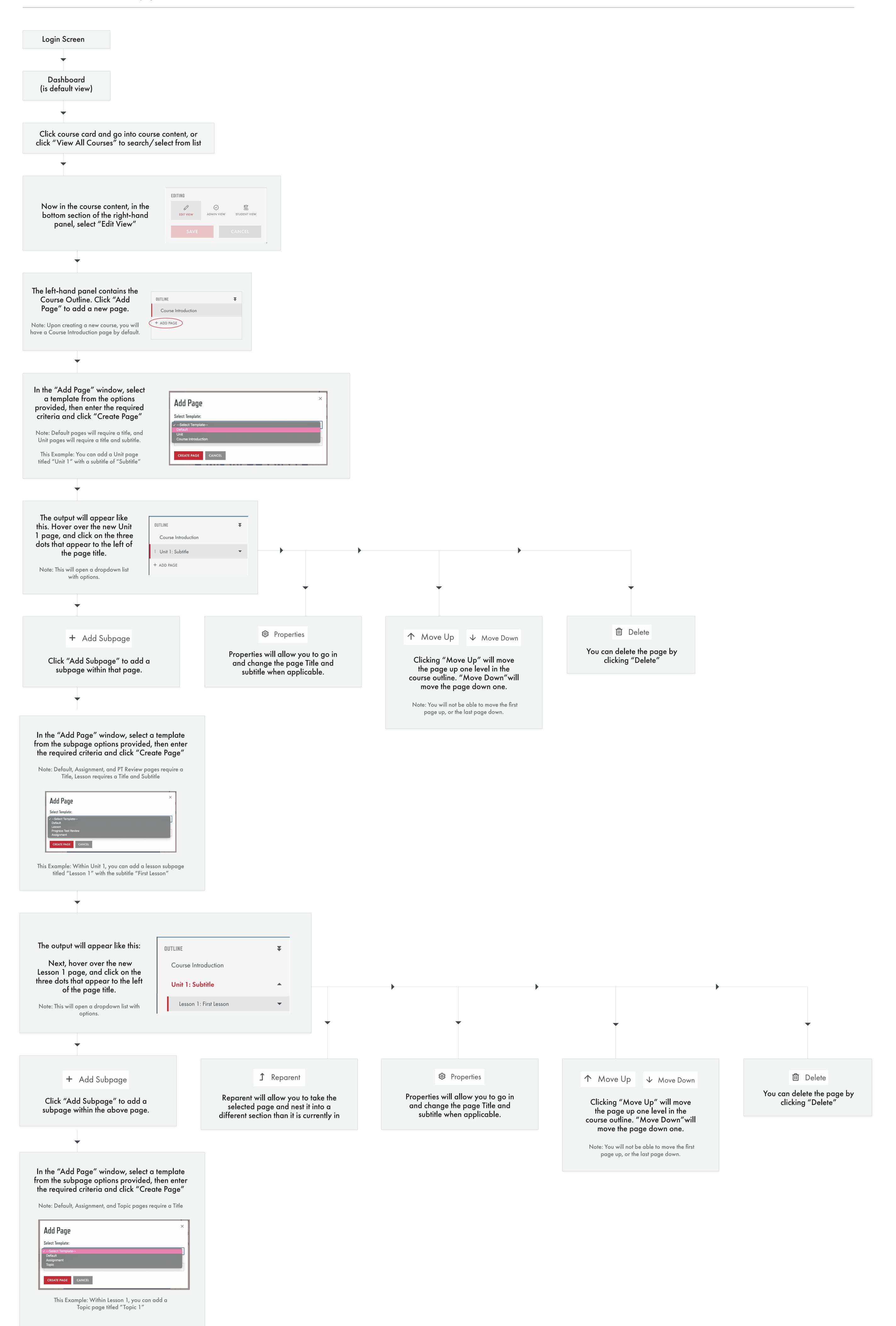
Components

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Textbook Activity
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Question Types

Fill In The Blank	22
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The output will appear like this:

OUTLINE

Course Introduction

Unit 1: Subtitle

Lesson 1: First Lesson

Topic 1

You will continue building out your new course in this manner, and the end result will appear structurally similar to this outline:

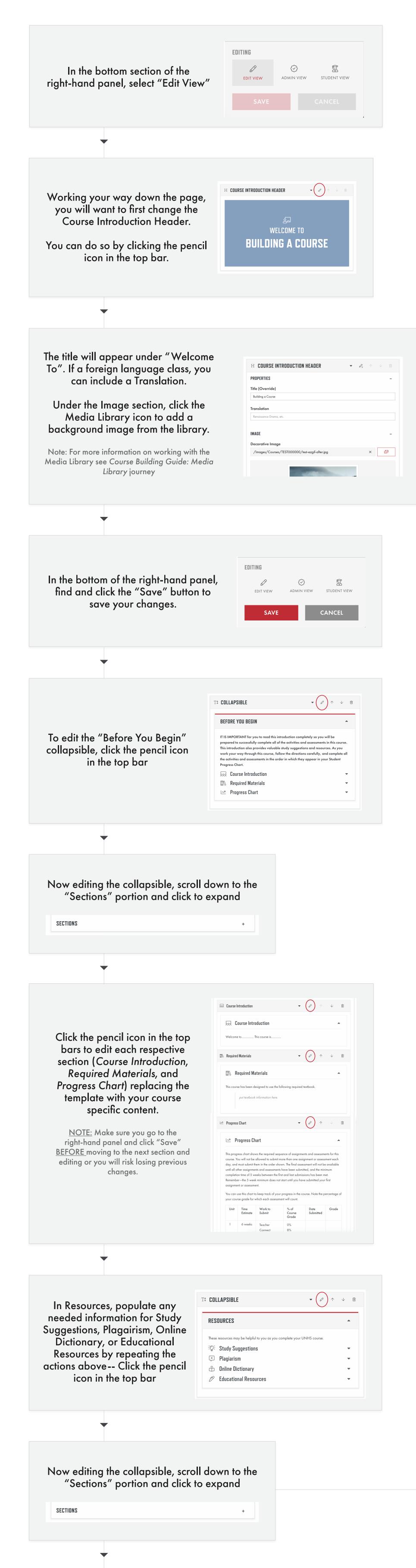
Unit 1: Plot and Characters	•
Teacher Connect 1	
Lesson 1: Conflict and Plot	-
Self-Check 1-1	
Elements of Fiction	
Parts of Plot	
Beyond Freytag's Triangle	
Language Conventions and Vocabulary	
Self-Check 1-2	
Lesson 2: Characterization	-
Lesson 3: Writing Paragraphs	-
Unit 1 Evaluation	
Project 1	
Unit 2: Narration	•

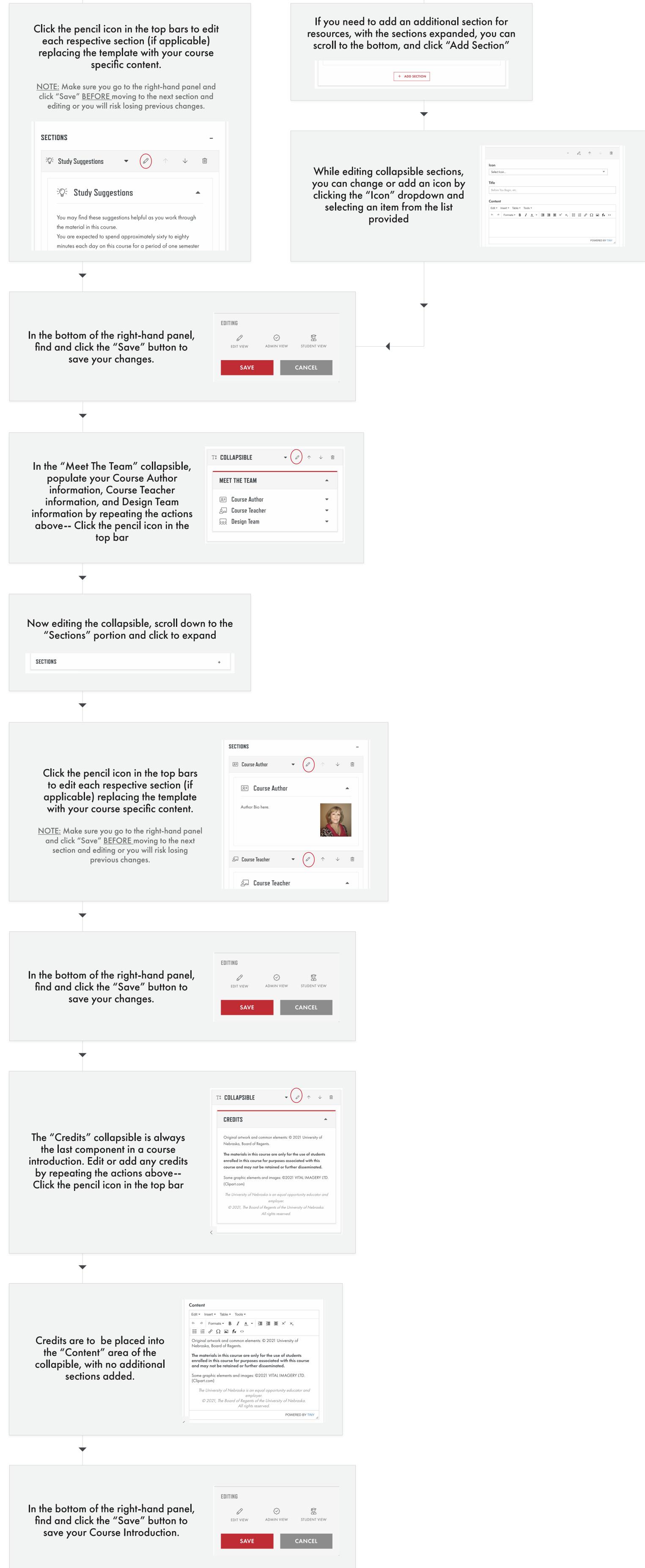
Note: For more in-depth information regarding the creation of assignment pages, refer to the Course Building Guide: Editing Page Templates Op 2 Journey

Course Building Guide Editing Page Templates

Option 1: Edit a Course Introduction page



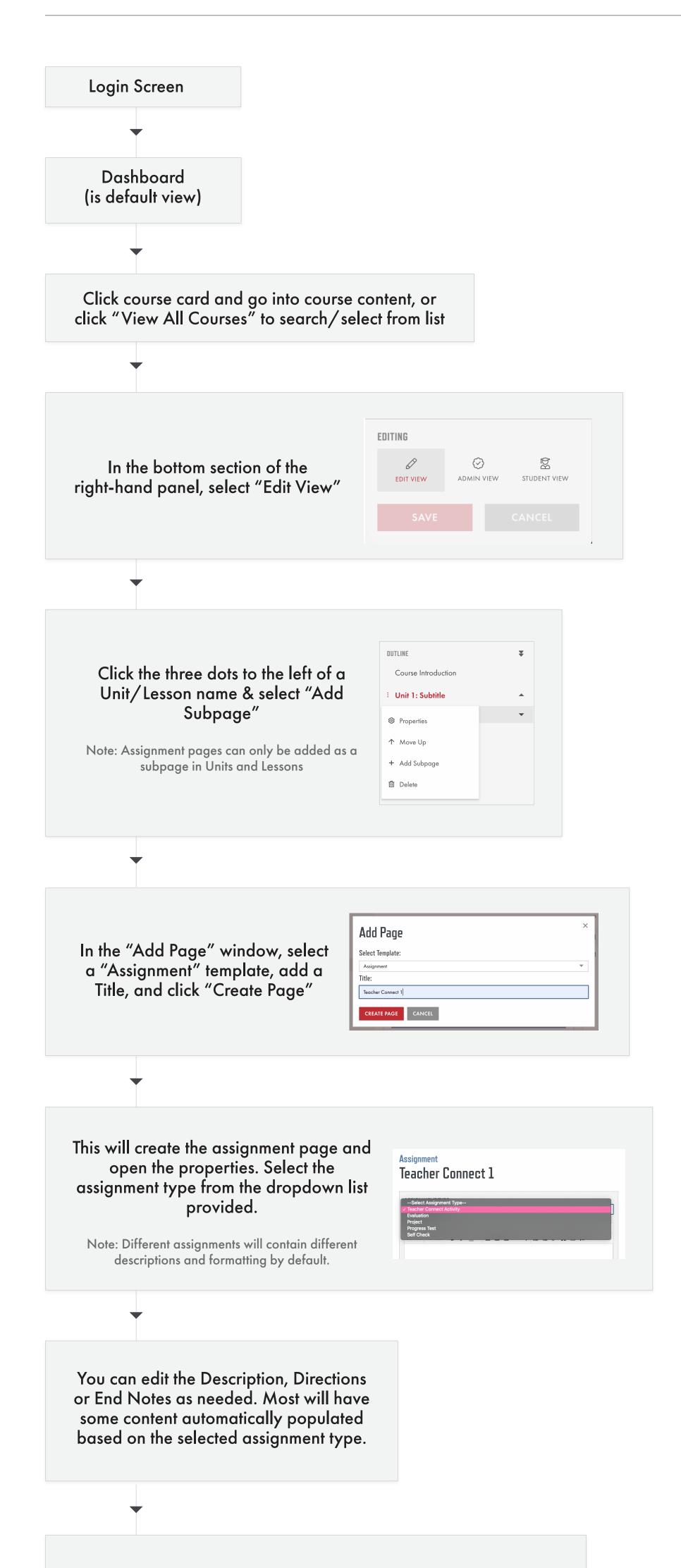




Course Building Guide Editing Page Templates

Option 2: Add and create course assignment pages



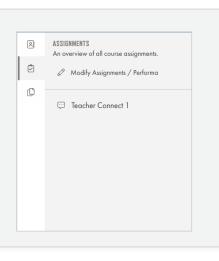


Scroll to the bottom of the properties. Add the assignment weight and check the necessary boxes. Then click "Save Assignment"

Note: Check "Required" if the assignment is required for course completion, "Proctor Required" if the assignment needs a proctor, "Graded" if the assignment will receive a grade, and "Randomize" to randomize the question sets within.

WEIGHT:			
0			
REQUIRED:			
PROCTOR REQUIRED:			
GRADED:			
RANDOMIZE:			
SAVE ASSIGNMENT			

This will add the assignments to the "Assignments" tab in the right-hand panel



Depending on the assignment template selected, you will have some type of a question set automatically provided.

Click the + to the right of the sections names to expand and then edit them.

Note: In the upper righthand corner of the question set, you can also move the component up or down (when applicable) or delete the component.

Assignment

Teacher Connect 1

QUESTION SET 1	\downarrow	Ŵ
PROPERTIES		+
WORDBANK		+
QUESTIONS		+

In the right-hand menu, click on the top "Components" tab to see the available page components you can add to build the assignment.

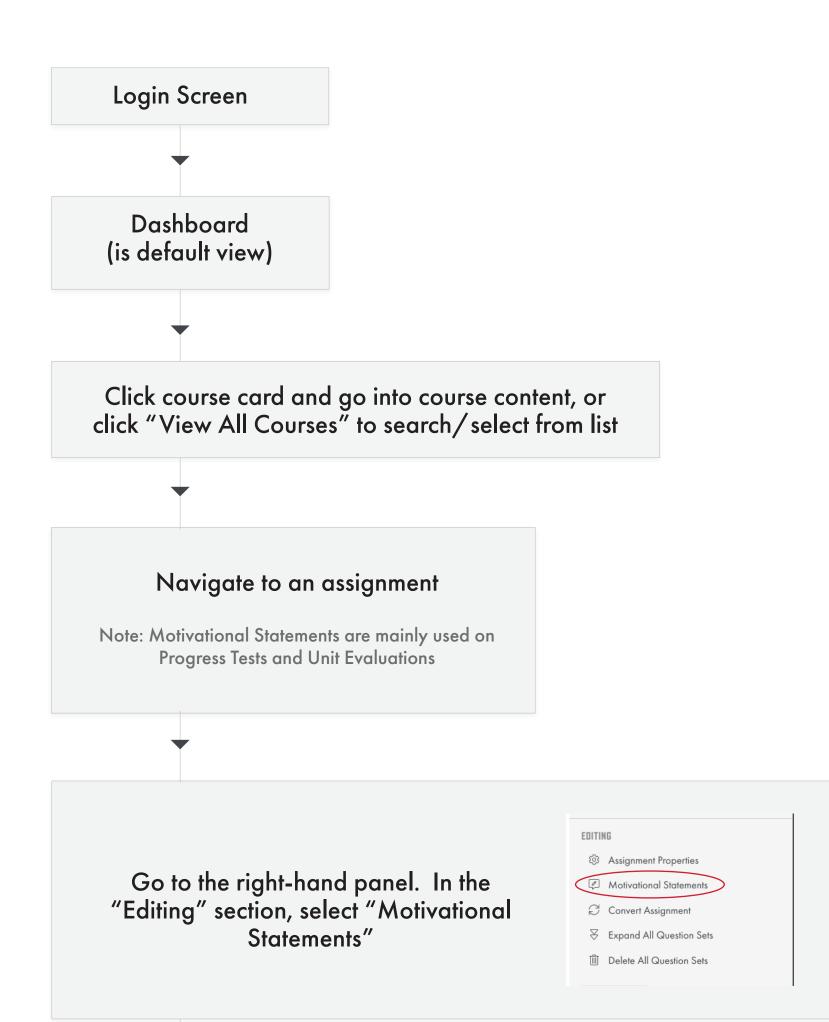
Note: Question Sets can include File Upload, Multiple Choice, Open Ended, or True/False questions.

R	COMPONENTS
Ś	?
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	Fill In The Blank Set
	EDITING
	Assignment Properties
	$\mathcal C$ Convert Assignment
	➢ Expand All Question Sets
	🔟 Delete All Question Sets
	Ø
>	EDIT VIEW ADMIN VIEW

Course Building Guide Adding Motivational Statements

Add Motivational Statements to assignments





Enter the statement to be displayed to a student upon receiving each of the respective letter grades.

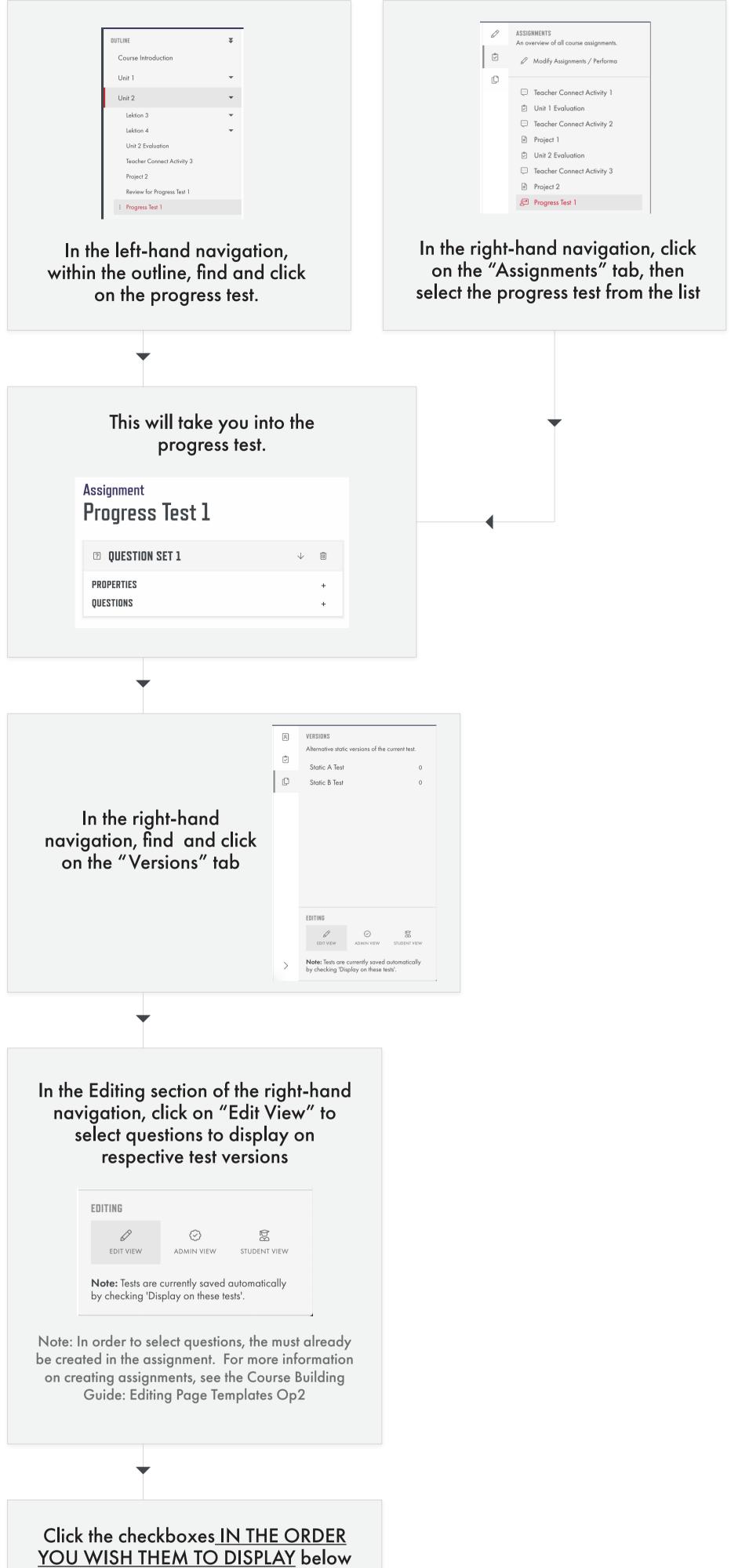
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Grade A Edit -	\++: Insert ∽ Forma	at - Ti	able -	Tools -									POWERED BY TI	YY
	Insert - Forma				Ĩ	Ū	141	i=		eP	Ω	0	POWERED BY TIM	NY _=

Click "Save" at the bottom to save the Motivational Statements for use on this assignment.

SAVE

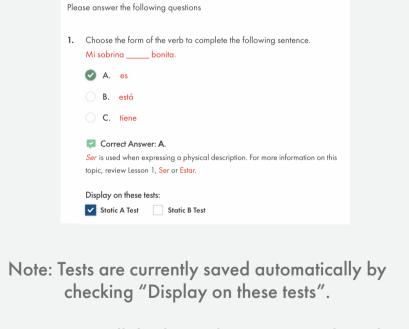
Course Building Guide **A/B Tests** Create and edit A/B test versions of a Progress Test





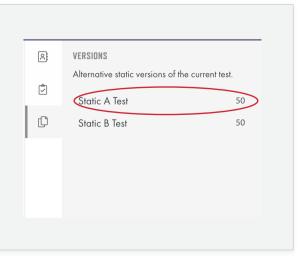
YOU WISH THEM TO DISPLAY below the questions for either A or B tests. Check both if the question needs to be in both versions.

Question Set 1



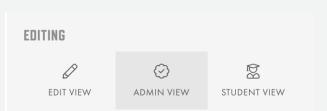
The questions will display in the test version based on the order in which you check the boxes.

To review the comprehensive test version, go back to the Versions tab in the right-hand navigation and click on the name of the test to see their selected questions



In the Editing section of the right-hand navigation, you can toggle to see different views. To go back to edit A/B tests mode, click "Edit View" again

Note: Upon clicking the test version, Admin view will be the default view.

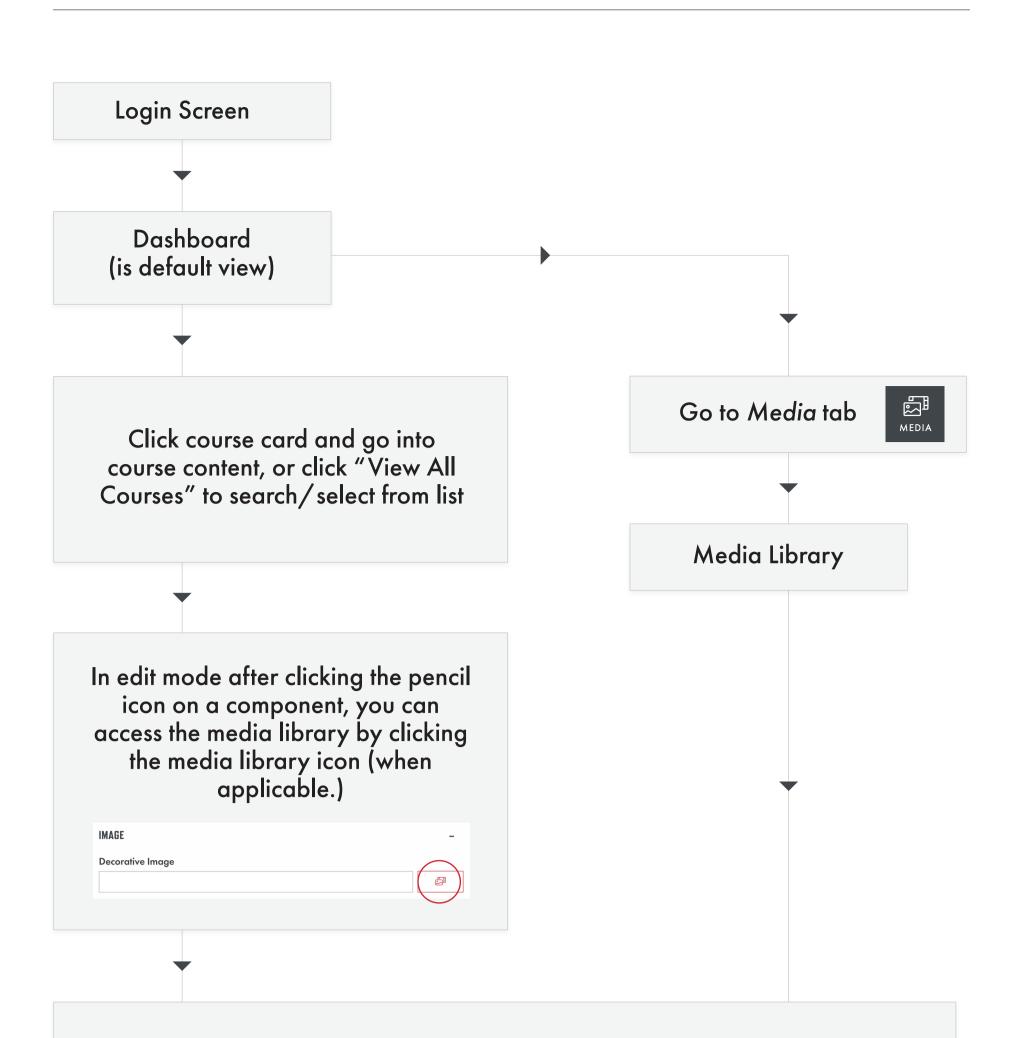


Note: Tests are currently saved automatically by checking 'Display on these tests'.

Course Building Guide Media Library

Access and upload files using the Media Library





Inside the Media Library, in the lefthand folder titled "Courses" find and click to open the Course folder in which you wish to add the image to.

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□ 040060	D <u>032060</u>	
🗅 040061	D 040060	
🗀 1231	D 040061	
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🗀 ARTH003055	L 1531 V	

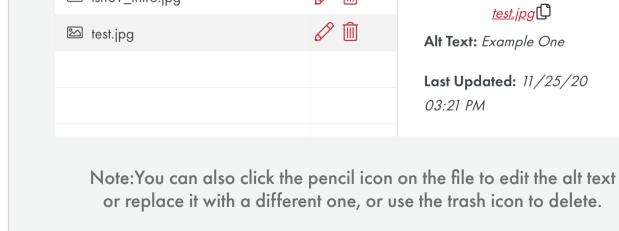
Inside that Course's folder, select the area that you wish to place the image into.

Media Library

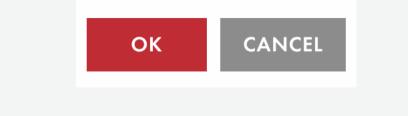
☐ 1231.0 ☐ ARTH003055 ☐ Course- Introduction ☐ Meet-the- Team ☐ Unit-1 ☐ Lesson-1 ☐ Elements- of-Art ☐ Self- Check ☐ Lesson-2		<u>Upload File</u> <u>Create Folder</u>	
□ Course- Introduction □ Principles-of-Art □ Meet-the- Team □ Self-Check □ Unit-1 ⊠ Isn01_intro.ipg □ Lesson-1 □ □ Self- Art □ □ Self- Check □ □ Lesson-2 □		File Name	
Introduction □ Principles-of-Art □ Meet-the- Team □ Self-Check □ Unit-1 Image: Self-Check □ Unit-1 Image: Self-Check □ Lesson-1 Image: Self-Check □ Elements- of-Art Image: Self-Check □ Flements- of-Art Image: Self- Check □ Self- Check Image: Self- Check		Elements-of-Art	
Team Self-Check □ Unit-1 ⊠ Isn01_intro.jpg ▷ Lesson-1 □ □ Elements- of-Art □ □ Principles-of- Art □ □ Self- Check □ □ Lesson-2 □			
 Lesson-1 Elements- of-Art Principles-of- Art Self- Check Lesson-2 		Self-Check	
 Elements- of-Art Principles-of- Art Self- Check Lesson-2 	🗀 Unit-1	🖾 lsn01_intro.jpg	Ø 🗓
of-Art Principles-of- Art Self- Check Lesson-2	🗁 Lesson-1		
Art C Self- Check Lesson-2			
Check			
	🗀 Lesson-2		
	•		
	Click "Up	oad File"	

<u>Upload File</u> <u>Create Folder</u>

Select the file you wish to upload. Add the alt text (short description of the image) then click "Upload"	X Select File: Choose File test.jpg Alt Text: Example One UPLOAD
-	
This will add the image to Library in the folder s	
Elements-of-Art	
Principles-of-Art	
Self-Check	
🖾 lsn01_intro.jpg	
🖾 test.jpg	
-	
	le to preview and view lated date.
File Name	
D <u>Elements-of-Art</u>	
 Principles-of-Art Self-Check 	TEST FILE
	<u>וון</u>



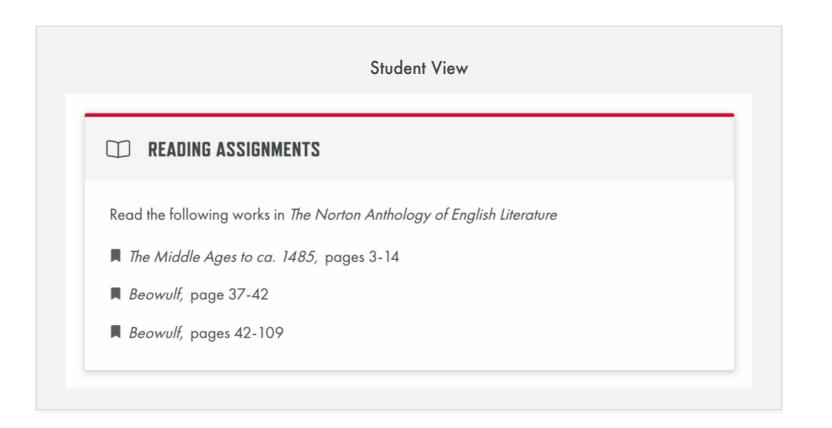
If uploading from within course content, with the file selected, click "OK" in the lower left-hand corner to upload the image into originally selected area.



Components Reading Assignment



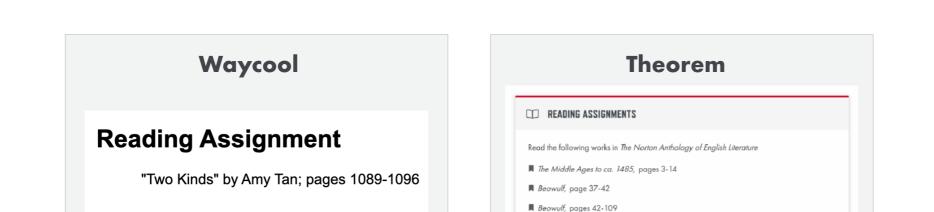
A breakdown of the Reading Assignment component



Purpose

- Details the book, chapters, or pages that the student should read to further their knowledge.
- Creates a unique list to add emphasis and further differentiate them from other lists.

Waycool VS Theorem



Overview

Title

Plain text that will appear next to the vocabulary icon when shown to students, proctors, teachers, etc. Default: "Reading Assignment"

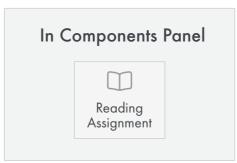
Content

Rich text editor that allows you to enter content to be displayed within the reading assignment. The standard formatting is as follows:

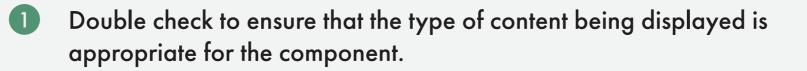
- Paragraph element with the text: "Read the following" followed by the italicized name of the book
- Unordered list of items, if there are multiple chapters / pages to read in the book referenced above. (If there is only one chapter, then the name and page numbers may be in the paragraph)

Edit View

THE READING ASSIGNMENT	\mathcal{O}_{\times}	\uparrow	\downarrow	Î
PROPERTIES				-
Title				
Reading Assignment				
Content				
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Read the following works in The Norton Anthology of English Literature				
• The Middle Ages to ca. 1485, pages 3-14				
• Beowulf, page 37-42				
• Beowulf, pages 42-109				



Before You Leave...



2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be

easier to see these by going to the < > in text editor and viewing the source code.

3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).



Components **Vocabulary** A breakdown of the Vocabulary component



AND VOCABULAR	(
,	npleted this lesson, you should correctly when taking photog re exposure meter modes	raphs to obt	
exposure values	bracketing of exposure	f/16 rule	
exposure latitude	exposure with color pho	tography	backlighting
high-contrast exp			

Purpose

- Calls out vocabulary terms that the student should make note of or know.
- Can provide a list of terms, or a list of terms and their definitions.

Overview

Title

Plain text that will appear next to the vocabulary icon

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=d	It.	V	I	ew

when shown to students, proctors, teachers, etc. Default: "Vocabulary"

Content

Rich text editor that allows you to enter content to be displayed within the vocabulary. Default text: "It is important for your understanding of the content in this course..."

Disable Definitions

Removes the definition from vocabulary items. Default: Unchecked (definitions are not disabled)

Compact Vocabulary

Displays in 3 columns instead of the default 2, but does nothing when disable definitions is checked. Default: Unchecked, comma separated list.

Vocabulary

Vocabulary items include Term (plain text), and Definition (text area)

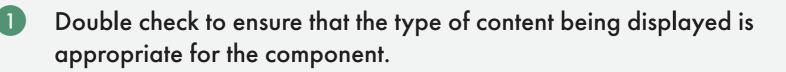
Terms

Allows you to add terms by typing the name, or multiple terms by typing a comma separated list. The plus button will add the term.

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	AX
	Vocabulary

Before You Leave...



Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be

easier to see these by going to the < > in text editor and viewing the source code.

3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).

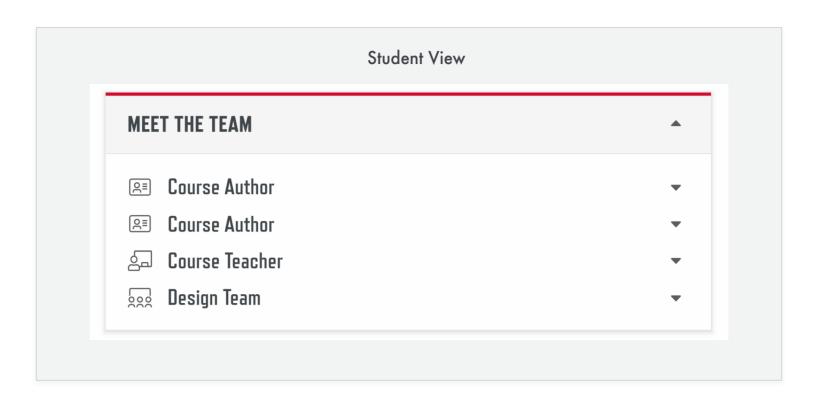


(2)

Components Collapsible Content



A breakdown of the Collapsible Content component



Purpose

- To provide the large amount of information found within course introductions but in a way that is not overwhelming to the student.
- Content is sectioned off and less important information is hidden by default.

Overview

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc. Default: "Collapsible"

Content

Rich text editor that allows you to enter content to be

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Edit View

displayed within the collapsible content.

Expand by default

Checkbox that when checked will keep the content section open when the page is loaded. Default: Unchecked

Expand children by default

Checkbox that when checked will keep the sections open when the page is loaded. *Default: Unchecked*

Sections

Nested content within the collapsible content.

lcon

Select menu that will show an icon next to the chosen Title of the section. Refer to the icon list for more

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc.

Image

Media library picker that will show a right aligned image where the content will not wrap underneath



Before You Leave...



Double check to ensure that the type of content being displayed is appropriate for the component.

Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the <> in text editor and viewing the source code.



Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).



Components **Textbook Activity**



A breakdown of the Textbook Activity component

	Student View
Te	extbook Activities
in y	part of Project 3 you will complete several activities from the Suggested Activities at the end of Chapter 28 your online text material. You will submit your answers for the following questions for grading. Answer the owing questions using complete sentences. Be sure you provide answers to all the requested information. Visit <u>http://www.digizen.org/kids/</u> and download the "Understanding Social Networking" booklet. How does your own use of social networks compare with the U.S. averages reported on the last page of the booklet? Do you agree that social networks should play a greater role in education? Why or why not?
	• Formats • B $I \equiv \Xi \equiv I = \partial \Omega$

Purpose

• Ask the student to go through a section of the course's textbook then answer a series of questions provided in the Activity.

Waycool VS Theorem

Waycool	Theorem
Textbook Activities	Textbook Activities

As part of Project 3 you will complete several activities from the Suggested Activities at the end of Chapter 28 in you for the following questions for grading. Answer the following questions using complete sentences. Be sure you provi 1. Visit http://www.digizen.org/kids/ and download the "Understanding Social Networking" booklet. How does your ow averages reported on the last page of the booklet? Do you agree that social networks should play a greater ro 2. Do you consider it OK to publish pictures of your friends on your social network page without their knowledge and

3. Describe the terms of the Creative Commons "Attribution-NonCommercial-NoDerivs 3.0 Unported" license. Is it a

- As part of Project 3 you will complete several activities from the Suggested Activities at the end of Chapter 28 in your online text material. You will submit your answers for the following questions for grading. Answer the following questions using complete sentences. Be sure you provide answers to all the requested information
- Visit <u>http://www.digizen.org/kids/</u> and download the "Understanding Social Networking" booklet. How does your own use of social networks compare with the U.S. averages reported on the last page of the booklet? Do you agree that social networks should play a greater role in education? Why or why

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Overview

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc. Default: "Textbook Activity"

Content

Rich text editor that allows you to enter content to be displayed within the Textbook Activity.

Questions

Section to add questions. Types of questions include: Fill in the Blank, Matching, Multiple Choice, Open Ended, Rhetorical, and True/False. (see respective question type document for further information about that question type).

Click "Add Question" at end of questions section to open the list of all question types to select from.

Edit View

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- Double check to ensure that the type of content being displayed is 1 appropriate for the component.
- Go back and remove any empty paragraphs or non-breaking spaces 2 (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the < > in text editor and viewing the source code.
- (3) Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- Rename your links (text to display) so they are not shown as just a URL 4 (ex: instead of http://www.google.com, the link will show as "<u>Google</u>")

Components Inquiry Activity A breakdown of the Inquiry Activity component



Inquir	y Activit	t y					
	ctivities have i ach you to thir	-	-	s, and are de	signed to elic	it your opinion	on various topics
	ollowing URL t						
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Purpose

- Research activities asking you to find additional information about subjects discussed in the course.
- Help you develop twenty-first century research skills, and they may ask you to think critically about what you learn.

Waycool VS Theorem

Waycool	Theorem
Inquiry Activity	Inquiry Activity
Bede and other monks like him did not just copy down words	Inquiry Activities have no right or wrong answers, and are designed to elicit your opinion on various topics and to leach you to think critically about them.

from previous manuscripts. The works of literature produced in monasteries were also works of art. Using the Internet, try to find some examples of images from this time. How were manuscripts from this time compiled, and how were they preserved?

* * Formats * B		
	SAVE ANSWER	
	SAVE ANSWER	

Overview

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc. Default: "Inquiry Activity"

Content

Rich text editor that allows you to enter content to be displayed within the Inquiry Activity.

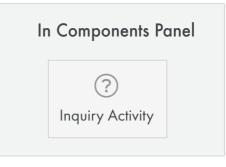
Questions

Section to add questions. Types of questions include: Fill in the Blank, Matching, Multiple Choice, Open Ended, Rhetorical, and True/False. (see respective question type document for further information about that question type).

Click "Add Question" at end of questions section to open the list of all question types to select from.

Edit View

⑦ INQUIRY ACTIVITY	•	Øx	\uparrow		\downarrow	Î
PROPERTIES						-
Title						
Inquiry Activity						
Content						
Edit • Insert • Table • Tools •						
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QUESTIONS						_
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Use the following URL to learn more about the characteristics of epic						
https://owlcation.com/humanities/The-Epic-Definition-Types-6	Charc	<u>icteris</u>	<u>tics</u>			
ADD QUESTION V						



Before You Leave...

Double check to ensure that the type of content being displayed is appropriate for the component.



- Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the <> in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- 4
- Rename your links (text to display) so they are not shown as just a URL (ex: instead of <u>http://www.google.com</u>, the link will show as "<u>Google</u>")

Components **Audio Activity** A breakdown of the Audio Activity component



	Student View				
AUDIO ACTIVITY		- 0	\uparrow	\downarrow	Ŵ
Listening Activity					
	Lección 2 Vocabulary Term	ns			
۲.	0:00 / 5:34	D :			
The following vocabulary terms will pronunciation of each term before y		e audio file pro	vided to	isten to	the

Purpose

- Help students practice their language speaking skills, or listening skills.
- Provide a new way to engage with students.

Waycool VS Theorem

\Rightarrow audio activity $\rightarrow \mathscr{O} \uparrow \downarrow \oplus$
the second second
Listening Activity
Lección 2 Vocabulary Terms
The following vacabulary terms will be used in Lacción 2. Use the audio file provided to listen to the pronunciation of each term before you begin this lesson.



Overview

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc. Default: "Audio Activity"

Content

Rich text editor that allows you to enter content to be displayed within the Audio Activity. The audio file will be placed here by going to "Insert" and then choosing "Audio".

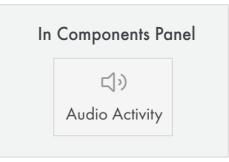
Questions

Section to add questions. Types of questions include: Fill in the Blank, Matching, Multiple Choice, Open Ended, Rhetorical, and True/False. (see respective question type document for further information about that question type).

Click "Add Question" at end of questions section to open the list of all question types to select from.

Edit View

AUDIO ACTIVITY		•	\mathcal{O}_{\times}	\uparrow	\downarrow	1
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Before You Leave...

Double check to ensure that the type of content being displayed is appropriate for the component.



- Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the < > in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- Rename your links (text to display) so they are not shown as just a URL (4) (ex: instead of http://www.google.com, the link will show as "<u>Google</u>")

Components Skill Builder A breakdown of the Skill Builder component



	Student View
Ski	ill Builder 1-1
	ver the following questions in complete sentences.
1.	Specify the three ways in which prokaryotes obtain energy for cellular respiration. $ \Rightarrow Formats = \mathbf{B} \mathbf{Z} \equiv \mathbf{\Xi} \equiv \mathbf{\Xi} \mathbf{\Xi} = \mathbf{z}^2 \mathbf{O} $
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	ł.
	CHECK ANSWERS SAVE ANSWERS

Purpose

- Help further learning experience with interactive tasks and hands-on applications.
- Provide brief reviews of course concepts
- May include questions, charts, graphs, worksheets and other activities.

Waycool VS Theorem

Waycool	Theorem
Skill Builder 1-1 Answer the following questions in complete sentences. Print the page to keep your answers. 1. Specify the three ways in which prokaryotes obtain energy for cellular respiration.	Skill Builder 1-1 Answer the following questions in complete sentences.
2. Compare and contrast eubacteria and archaebacterial.	1. Specify the three ways in which prokaryotes obtain energy for cellular respiration. $\Leftrightarrow \Rightarrow \Rightarrow$ Formats - B I E E E E $\models \sigma^{\rho} \Omega$
3. Clarify why the production of endospores is not considered a type of reproduction.	CHECK ANSWERS
Check Answers	

Overview

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc. Default: "Skill Builder"

Content

Rich text editor that allows you to enter content to be displayed within the Skill Builder.

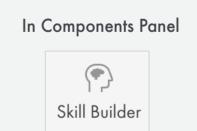
Questions

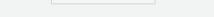
Section to add questions. Types of questions include: Fill in the Blank, Matching, Multiple Choice, Open Ended, Rhetorical, and True/False. (see respective question type document for further information about that question type).

Click "Add Question" at end of questions section to open the list of all question types to select from.

Edit View

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Answer: Some prokaryotes take in pre-formed nutrients. Others use sunlight to synthesize org type breaks down inorganic compounds and releases energy stored in the bonds.	anic m	olecules.	A thir	d
ADD QUESTION V				





- Double check to ensure that the type of content being displayed is appropriate for the component.
- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the <> in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- Rename your links (text to display) so they are not shown as just a URL (ex: instead of <u>http://www.google.com</u>, the link will show as "<u>Google</u>")

Components Lab Activity A breakdown of the Lab Activity component



withe procedures below to complete this Human Bacterial and Viral Disease Lab . For this lab you select one of the diseases from the table below to research and then you will write an article about you ings. Use your textbook and other reference materials to complete your research. key for this lab is not provided due to the variation in possible student responses. Disease Pathagen Pathagen type Anthrax Bacillus anthracis bacterium Chicken pox varicella virus Ebola filovirus virus Gas gangrene Clostridium perfrigens bacterium Mumps paramyxovirus virus	a with a proceedares below to complete this Human Bacterial and Viral Disease Lab . For this lab you a select one of the diseases from the table below to research and then you will write an article about you drigs. Use your textbook and other reference materials to complete your research.	Robies Pathagen Pathagen type Anthrax Bacillus anthracis bacterium Chicken pox varicella virus Ebola filovirus virus Gas gangrene Clostridium perfrigens bacterium Numps paramyxovirus virus Pneumonic plague Yersinia pestis bacterium Rabies rhabdovirus virus Tetanus Clostridium tetani bacterium Tuberculosis Bordetella pertussis bacterium Tuberculosis Bordetella pertussis bacterium 1 Research: Smallpox various of the disease? How is it transmitted? Is it infectious?	llow the procedures below to complete this Human Bacterial and Viral Disease Lab . For this lab you il select one of the diseases from the table below to research and then you will write an article about you drigs. Use your textbook and other reference materials to complete your research. e key for this lab is not provided due to the variation in possible student responses. Disease Pathagen Pathagen type Anthrax Bacillus anthracis bacterium Chicken pox varicella virus Ebola filovirus virus Gas gangrene <i>Clostridium perfrigens</i> bacterium Mumps paramyxovirus virus Pneumonic plague <i>Yersinia pestis</i> bacterium Rabies rhabdovirus virus Smallpox varioula virus Tetanus <i>Clostridium tetani</i> bacterium Tuberculosis Bordetella pertussis bacterium Tuberculosis of the disease? How is it transmitted? Is it infectious? Where does the disease commonly occur? Have there been any important historical outbreaks of the		S	tudent View	/	
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Where does the disease commonly occur? Have there been any important historical outbreaks of the disease?	disease?							

Purpose

- Ask student to perform an experiment or demonstration then record results or observations.
- Consist of simple observations, virtual labs, full hands-on labs, or can involve manipulation of variables
- Includes a list of materials needed along with step-by-step procedures to complete each lab.

Way	၀၀၀			Th	eore	m
complete this Human Bacterial and e an article about your findings. Use y			will select one of the d findings. Use your tex	s below to complete diseases from the tob stbook and other refi		
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Ebola	filovirus	virus		Chicken pax	varicella	virus
Gas gangrene	Clostridium perfrigens	bacterium		Ebola	filovirus	virus
Mumps	paramyxovirus	virus		Gas gangrene	Clostridium perfrigens	bacterium
Pneumonic plague	Yarsinia pestis	bacterium		Mumps	paramyxovirus	virus
Rabies	rhabdovirus	virus	P	Pneumonic plague	Yersinia pestis	bacterium
Smallpox	varioula	virus		Rabies	rhabdovirus	virus
Tetanus	Clostridium tetani	bacterium		Smollpox Tetanus	varioula Clostridium tetani	virus bacterium
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Overview

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc. Default: "Lab Activity"

Content

Rich text editor that allows you to enter content and instructions to be displayed within the Lab Activity.

Questions

Section to add questions. Types of questions include: Fill in the Blank, Matching, Multiple Choice, Open Ended, Rhetorical, and True/False. (see respective question type document for further information about that question type).

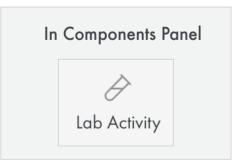
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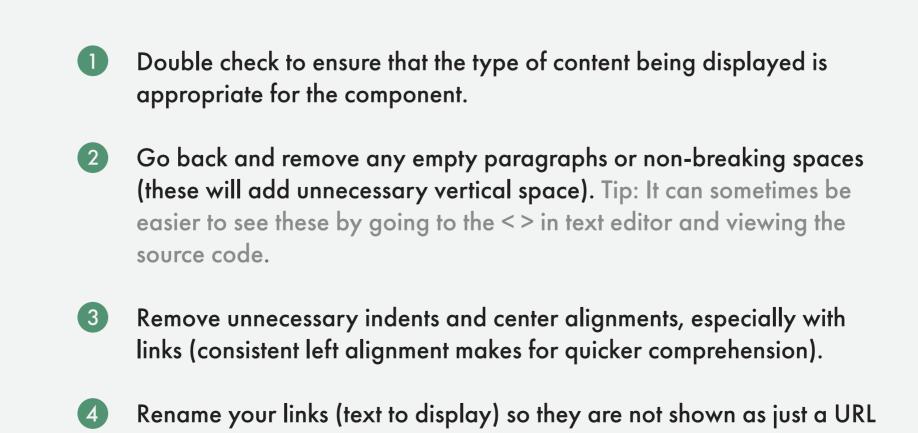
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Click "Add Question" at end of questions section to open the list of all question types to select from.

	Smallpox	varioula	virus	
	Tetanus	Clostridium tetani	bacterium	
	Tuberculosis	Bordetella pertussis	bacterium	
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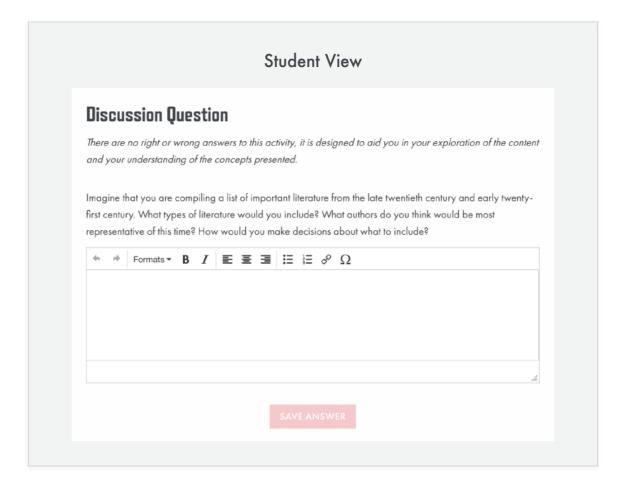




Components Discussion Question

A breakdown of the Discussion Question component





Purpose

- Help students build critical thinking skills by asking for opinions or asking to reflect on ideas and concepts presented in the course.
- Designed to help you become comfortable expressing ideas and drawing conclusions.
- Thought Questions are now Discussion Questions

Waycool VS Theorem

Waycool

Thought Question

Try to imagine being away from everyone you know: unable would feel. Next, tell what you would do to remedy the situat



Overview

Title

Plain text that will appear as a headline when shown to students, proctors, teachers, etc. Default: "Discussion Question"

Content

Rich text editor that allows you to enter content and instructions to be displayed within the Discussion Question. Default: "There are no right or wrong answers to this activity, it is designed to aid you in your exploration of the content and your understanding of the concepts presented."

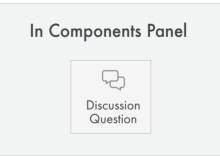
Questions

Section to add questions. Skill Builders primarily make use of rehitorical questions, but have the option to add all other question types. (see respective question type document for further information about that question type).

Click "Add Question" at end of questions section to open the list of all question types to select from.

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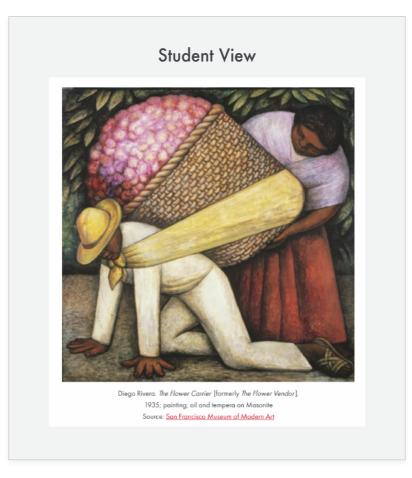
Double check to ensure that the type of content being displayed is appropriate for the component.

- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the <> in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- 4

Components

Figure A breakdown of the Figure component





Purpose

- Provides students with an image that is important to or is part of course content such as graphs, and paintings
- Optional caption and long-form description of the image

Waycool VS Theorem



Overview

Image

Allows you to select the image from the media library that will appear as the figure. The image will be scaled by the browser to align with other course components. This is an intentional decision.

Caption

Rich text editor that allows you to enter the caption that will be displayed below the image.

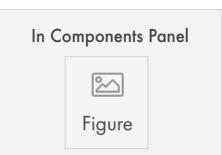
Description

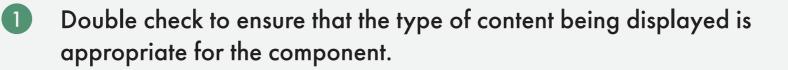
Text area where you can describe the contents of the image. This will be used to meet accessibility guidelines.

The description is hidden from student view but available for screenreaders and admin view. If you have a large diagram, you can't put the full contents of the diagram within alt text, instead the description should be used.

Edit View





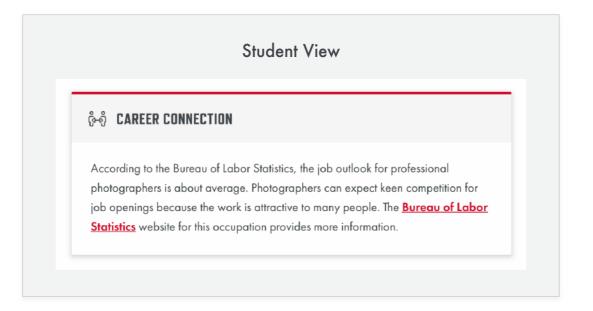


- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the < > in text editor and viewing the source code.
- 3
- Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- Rename your links (text to display) so they are not shown as just a URL (ex: instead of <u>http://www.google.com</u>, the link will show as "<u>Google</u>")

Components **Career Connection**



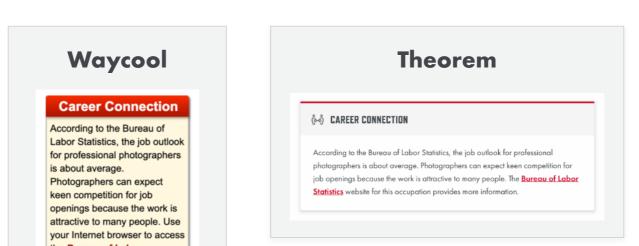
A breakdown of the Career Connection component

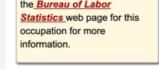


Purpose

- Relate the subject matter to job opportunities in the "real world.
- May contain tips for job applications, interviews, or building relationships in the workplace.
- Introduce students to possible careers in today's global society.

Waycool VS Theorem





Overview

Title

Plain text that will appear next to the career connection icon when shown to students, proctors, teachers, etc. Default: "Career Connection"

Content

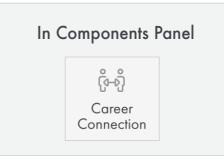
Rich text editor that allows you to enter content to be displayed within the career connection. Default: "There are no right or wrong answers to this activity, it is designed to aid you in your exploration of the content and your understanding of the concepts presented."

Image

Appends an image to the content in the component. Button will allow you to add an image from the media library. Image will be right aligned with content, and content will not wrap under the image.

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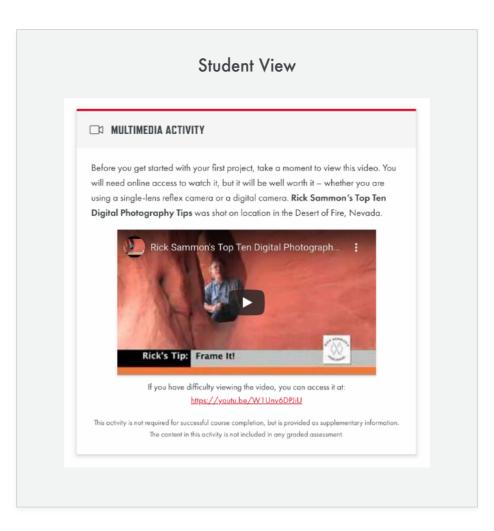


appropriate for the component.

- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the < > in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- (4)

Components **Multimedia** A breakdown of the Multimedia component

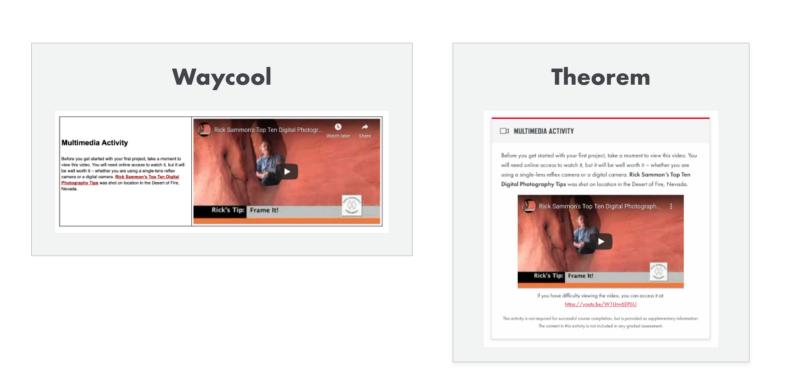




Purpose

• Provides a video for the student to view which provides more information or is part of the course material.

Waycool VS Theorem



Overview

Title

Plain text that will appear next to the career connection icon when shown to students, proctors, teachers, etc. Default: "Multimedia Activity"

Content

Rich text editor that allows you to enter content to be displayed within the Multimedia Activity.

Required for Course Completion

Checkbox that will remove the "This activity is not required for successful course completion..." text.

Videos

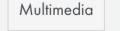
Allows you to add a YouTube share, Vimeo share, Phet page, or direct media library link. You can click the media library button to insert a link from the media library.

A link is automatically inserted below every video with the text "If you have difficulty viewing the video, you can access it at:"

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Media URL YouTube share, Vimeo share, Phet page, or a direct media li	brary	y link.		
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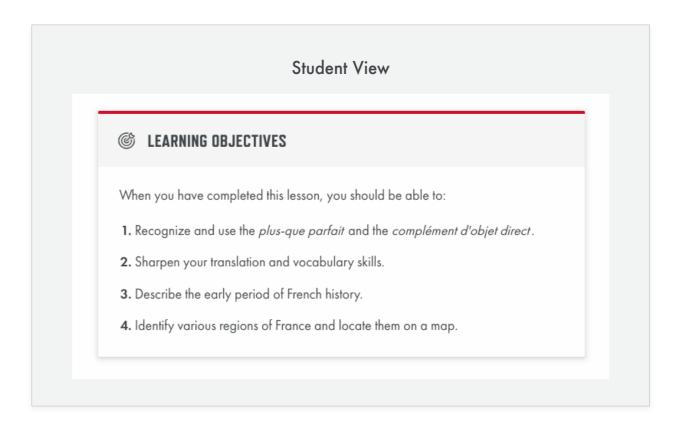


- Double check to ensure that the type of content being displayed is appropriate for the component.
- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the < > in text editor and viewing the source code.
- 3
- Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- Rename your links (text to display) so they are not shown as just a URL (ex: instead of <u>http://www.google.com</u>, the link will show as "<u>Google</u>")

Components Learning Objectives



A breakdown of the Learning Objectives component

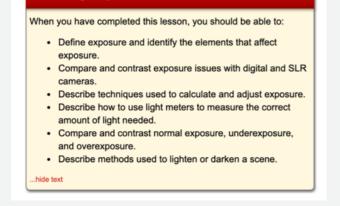


Purpose

• Often used at the start of a section, they list out the things a student should be able to do or should know after completing the section.

Waycool VS Theorem





© LEARNING OBJECTIVES

When you have completed this lesson, you should be able to:

- 1. Recognize and use the plus-que parfait and the complément d'objet direct
- 2. Sharpen your translation and vocabulary skills.
- 3. Describe the early period of French history
- 4. Identify various regions of France and locate them on a map

Overview

Title

Plain text that will appear next to the career connection icon when shown to students, proctors, teachers, etc. Default: "Learning Objectives"

Content

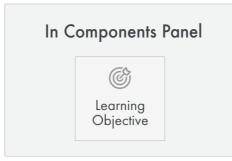
Rich text editor that allows you to enter content to be displayed within the learning objectives. The standard formatting is as follows:

"When you have completed this (lesson, unit, etc.), you should be able to:

- 1. Item 1
- 2. Item 2
- 3. Item 3 (etc.)"

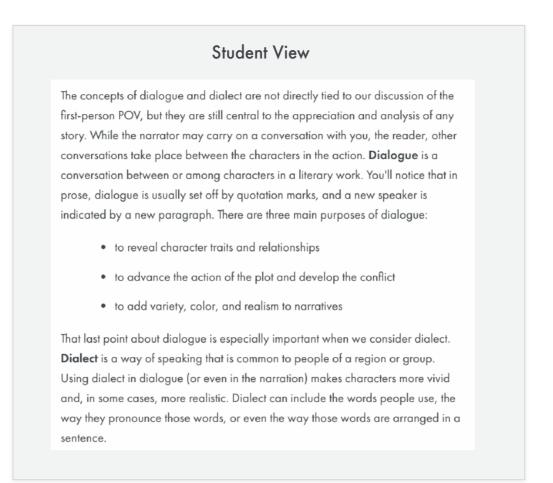
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When you have completed this lesson, you should be ab	le to:					
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2. Sharpen your translation and vocabulary skill	s.					
3. Describe the early period of French history.						
4. Identify various regions of France and locate	them on a	map.				
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- Double check to ensure that the type of content being displayed is appropriate for the component.
- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the < > in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- 4
- Rename your links (text to display) so they are not shown as just a URL (ex: instead of http://www.google.com, the link will show as "Google")





Purpose

• The majority of a UNHS course consists of text. This allows courses to focus on independent learning, where students can take as long as they need to go through a course, or refer back to old material easily.

Overview

Content

Text area where you can enter anything and everything. Options include:

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- Bold: Bolds highlighted text when selected
- Italics: Italicizes highlighted text when selected
- Text Color: Changes color of highlighted text when selected. Color palette provided, but majority use the UNHS red.
- Increase/Decrease Indent: Will add or remove indentent in incraments when text is selected or cursor is inside a paragraph.
- Align Center/Left/Right: Will center/left/right align highlighted text when selected
- **Superscript:** Turns the highlighted content into superscript
- **Subscript:** Turns the highlighted content into subscript
- Bulleted List: Creates an indented, bulleted list.
- Numbered List: Creates an indented, numbered list
- Insert Image: Inserts an image using the media library
- Insert Equation: An image of an equation will be inserted based on the visual editor LaTeX.

Tools options:

- **Source Code:** Allows you to see the plain HTML that the rich text editor will output
- **Clear Formatting:** Removes all formatting from highlighted content when selected

Insert options:

- Audio: Allows you to select an audio file from the media library. The filename will display if you hover over the element for a bit without moving your cursor
- **Video:** Allows you to select a video file from the media library

Content

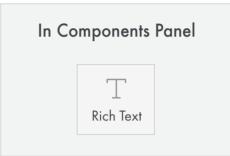
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Let us apply Freytag's triangle to the plot of "The Leap." Start with the **climax** of the story. If you can find the climax of the story, it will be easier to locate the other parts. What is the moment of greatest intensity in this story? What does everything lead to? What is the story's turning point? The answers to these questions point to the climax.

When the family's house catches on fire, the narrator trapped inside. The flames have consumed the staircase in the house and a nearby tree appears too far away to climb, making it appear that the narrator is doomed. Anna makes the decision to climb the tree and rescue the narrator. The climax occurs when Anna leaps from the window carrying her daughter.





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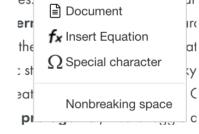
- **Document:** Allows you to insert a link to a document from the media library
- **Special Charracter:** Brings up a window with various special characters

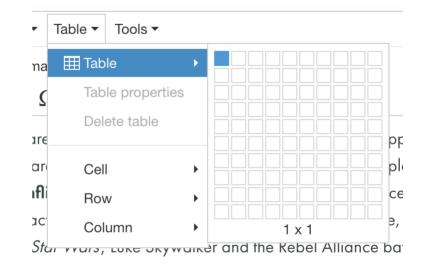
Table options:

- **Table:** Brings up a grid to select number of rows and columns.
- **Table Properties:** Brings up window to edit formatting within the table
- Note: If you have a table header row, it's recommended you go into the row properties and change the type to header. If you have a table footer, it's recommended you go into the row properties and change the type to footer.

Formatting options:

- Headers: Provides list of headers to select from Header 1 - 6. It is not recommended to skip levels or pick headings based on their size
- Quote: Calls out an important quote from the content
- Quote Footer: Adds footer to a quote where a citation can be placed
- Example: Adds Example styled area
- Reference: Adds Reference styled area
- Citation: Adds Citation formatted area
- Full Width Image Conversion: Will make an image fill the full width of rich text area





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- Double check to ensure that the type of content being displayed is appropriate for the component.
- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the <> in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- 4
 - Rename your links (text to display) so they are not shown as just a URL (ex: instead of <u>http://www.google.com</u>, the link will show as "<u>Google</u>")

Question Types Fill in the Blank



A breakdown of the Fill in the Blank question type

WORDBANK		(Answers are case sensitive)
purple red	green red	blue yellow
1. Roses are	, violets are	
2. Trees are		

Purpose

- Provide an underlined space where a student can type their answer within the context of the question
- Student can "Check Answers" to see correct answers and feedback when applicable.

Overview

Question

Rich text field where you can write the question the student will fill out. You can a dd blanks anywhere in

QUESTIONS

the question using the following formatting: [:red:]

The word in between the two colons is considered the correct answer and will be displayed back to the student when checking their answers. It will be compared to what they have typed in the blank.

Question Preview

As you type your question what the question looks like to the student will appear here. This makes it easy to verify that the question looks as you intend it to.

Disable Wordbank

Checkbox that determines whether the wordbank is displayed or not. Correct answers are automatically added to a wordbank that will be displayed to the student. Default: Checked (Wordbank is disabled)

Additional Items

Rich text field where you can add additional terms to the question's wordbank. Only applicable when "Disable Wordbank" is unchecked. Click + Add Term to add items.

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Before You Leave...

 Double check to ensure that the type of content being displayed is appropriate for the question type.

2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the <> in text editor and viewing the source code.



Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).





	Student View	
Nato	ch the terms with the correct definitions.	
W	ORDBANK	
A	. zenith B. winter solstice	
۱.	a hypothetical sphere of very large radius centered on the	•
	observer; the apparent sphere of the night sky	
2.	the orbital period of one object about another measured with respect to the stars	•

Purpose

- Allows a student to match a series of questions to a series of predefined answers in a wordbank.
- Allows answers to be other pieces of media like a graph.
- Student can "Check Answers" to see correct answers and feedback when applicable.

Overview

Directions

Rich text field where you provide general directions for the entire question itself.

Edit View

8 2. Matching

The word in between the two colons is considered the correct answer and will be displayed back to the student when checking their answers. It will be compared to what they have typed in the blank.

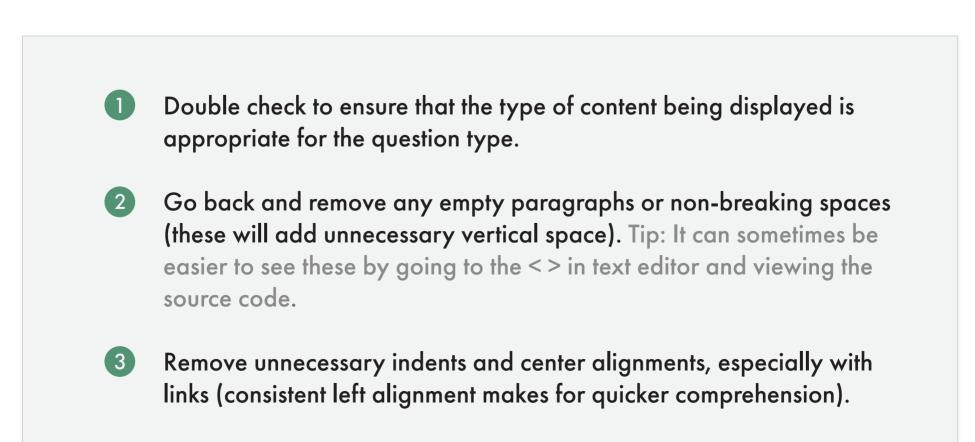
Wordbank

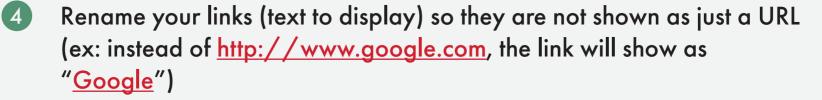
Here you add all the possible answers for this question. All answers will be automatically displayed in the wordbank to students. Click + Add Answer to add the next respective answer (Answer A, Answer B, Answer C, etc.)

Questions

Here you can add questions. Each question must have one correct answer chosen by the dropdown in the top left corner, corresponding to the Answer letter. The correct answer for the question does not have to be unique.

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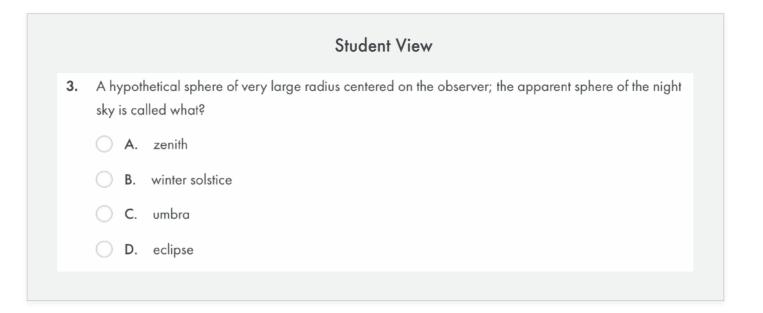




Question Types Multiple Choice

A breakdown of the Multiple Choice question type





Purpose

- Allows a student to answer a question by selecting one answer from a list of pre defined possible answers.
- Unlike matching, the answers are not shared across multiple questions, and there is only one possible correct answer.
- Student can "Check Answers" to see correct answers and feedback when applicable.

Overview

Question

Rich text field defining the question. There can only be one question in this component.

Answers

The possible answers for the above question. Answers

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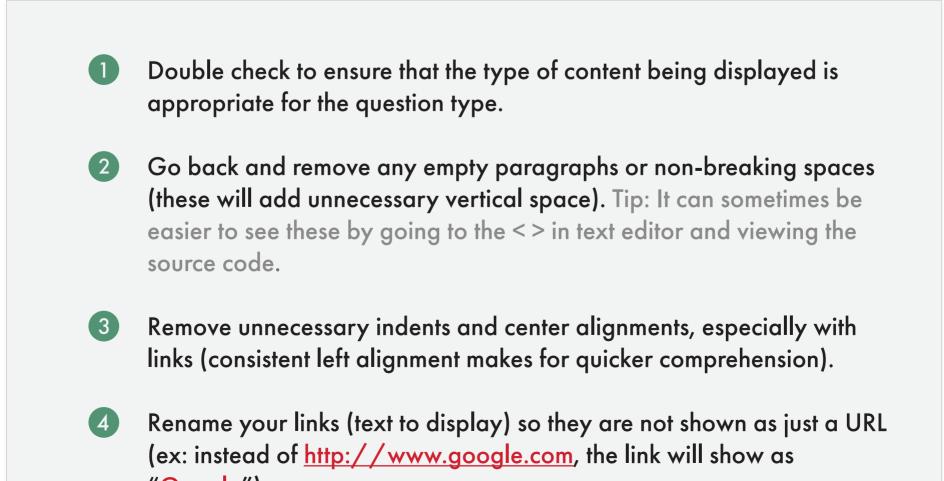
are only for that specific question. There can only be one correct answer, which is selected by the circle button next to the answer's letter in the top left corner of each answer. By default, there are four answers but more can be added or answers can be removed.

Click + Add Answer to add a new answer (goes in order Answer A, Answer B, Answer C, etc.)

Feedback

A rich text field that will display feedback/instructional statement to the student if the answer they selected was incorrect.

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Question Types Open Ended



A breakdown of the Open Ended question type

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1.	What is a planet?	
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Purpose

- Requires the student to think through the question and provide a short answer in rich text area below.
- Unlike matching, the answers are not shared across multiple questions, and there is only one possible correct answer.
- Student can "Check Answers" to see correct answers and feedback when applicable.

Overview

Question

Rich text field where you write the question the student will have to think through and answer. The question will be displayed back to the student as entered, and there is only one question in this type.

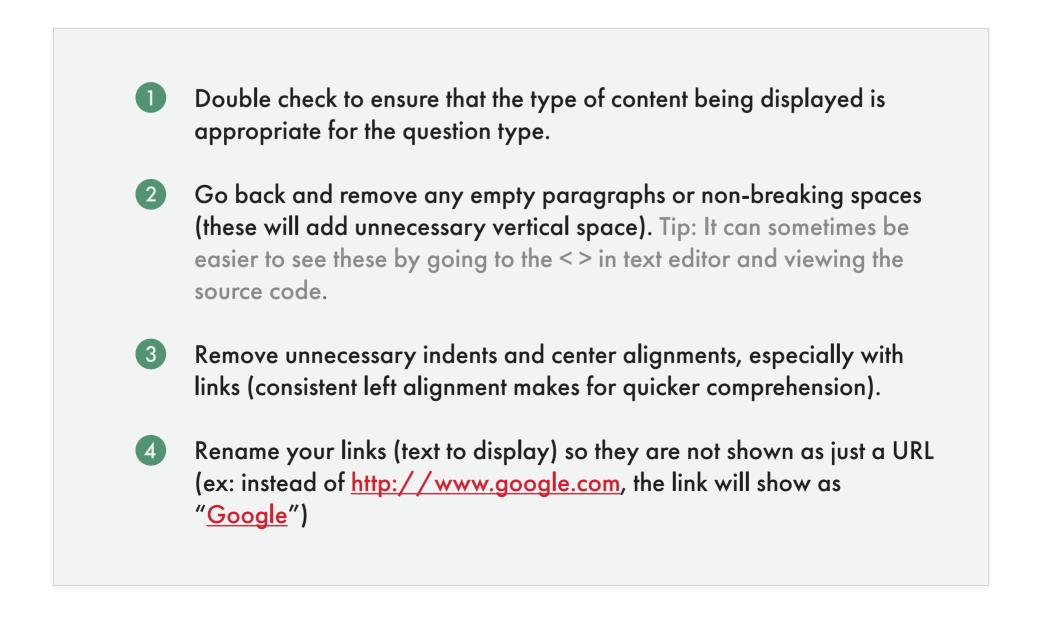
\mathscr{O}_{x} \land \lor 8 4. Open Ended Question Edit - Insert - Table - Tools -↔ ↔ Formats \bullet B I A \bullet Ξ Ξ Ξ $×^2$ ×, Ξ Ξ $∂^2$ Ω 🖬 f_x ↔

Edit View

Feedback

The correct answer for the question. This will be displayed back to the student when the check answers button is pressed. It is also possible to add more information, like an explanation as to why the answer is correct, etc.

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Student View 5. Do you agree with the theory of a hypothetical sphere? Why? $\bullet \ \bullet \ \mathsf{Formats} \ \bullet \ \mathbf{B} \ \mathbf{I} \ \equiv \ \equiv \ \equiv \ \mathbf{E} \ \mathbf{E} \ \mathbf{O} \ \Omega$ POWERED BY TINY

Purpose

- Requires the student to think through the question and provide a short answer in rich text area below.
- "Check Answer" is either N/A, or disabled (if in group with other question types), as there is no answer.
- Frequently used in discussion question activities.

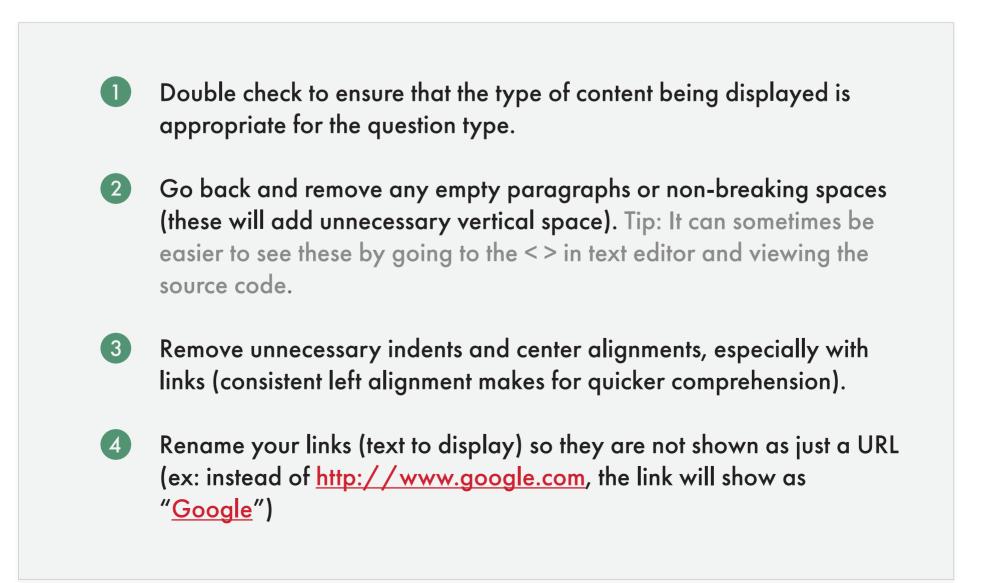
Overview

Question

Rich text field where the question is asked. Students will be provided a rich text field to answer the question, but no correct answer will be available for the student.

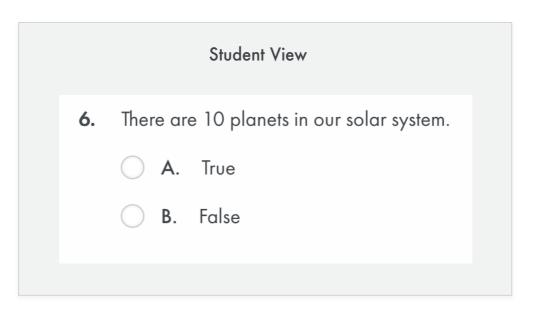
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Question Types True/False A breakdown of the True/False question type





Purpose

- Ask the student to decide if the question is a correct or incorrect statement.
- Similar to multiple choice, except there are only two possible answers (true and false).
- Student can "Check Answers" to see correct answers and feedback when applicable.

Overview

Question

Rich text field where the question is asked which the student will have to decide is true or false. Only one question is possible in this type.

Feedback

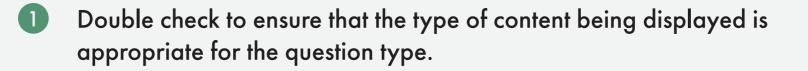
The correct answer for the question. This will be

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displayed back to the student when the check answers button is pressed. It is also possible to add more information, like an explanation as to why the answer is correct, etc.

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- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the < > in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- Rename your links (text to display) so they are not shown as just a URL (4) (ex: instead of <u>http://www.google.com</u>, the link will show as "<u>Google</u>")

Question Types File Upload A breakdown of the File Upload question type



	Student View
To Submit th	is Project
Review your	project to make sure you have completed everything.
Save your file	, using the course number, your name, and the project number in the file's title:
	SPNH002059_YourNameHere_Project1.doc
Use the Choo grading. FILE SUBMISSID	se File button to select your document file. Click on the Submit button to submit your file for
You may subr	nit a total of 6 files. Each file size cannot exceed 250MB.
Allowed File	s: DOC{X}, XLS{X}, PPT{X}, PDF, JPG, PNG, MP3, MPEG4, WMA, WMV, MOV, WAV, ZIP
	Ø Choose a file

Purpose

- Asks the student to work within a separate file, then submit that as the answer to a question.
- "Check Answer" is either N/A, or disabled since the teacher will be grading and providing direct feedback.
- Frequently used in Projects.

Overview

Question

Rich text field where the question is asked. Students will be provided a file upload area to submit their answer. There is only one question in

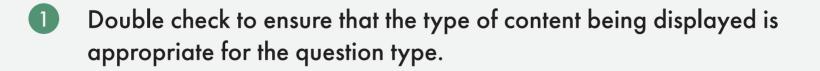
B	1. File Upload	
Qı	uestion	

Edit View

this question type.

There is no "check answers" since this question type is primarily used in projects, and is graded as an assignment.

To Submit th	is Proje	ct												
Review your	project t	o make	sure y	ou hav	e com	pleted e	everyt	hing.						
Save your file	e, using t	he cou	rse nur	nber, y	our no	ame, an	d the j	projec	t nun	nbei	r in th	ne file	e's tit	le:
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- 2 Go back and remove any empty paragraphs or non-breaking spaces (these will add unnecessary vertical space). Tip: It can sometimes be easier to see these by going to the <> in text editor and viewing the source code.
- 3 Remove unnecessary indents and center alignments, especially with links (consistent left alignment makes for quicker comprehension).
- A Rename your links (text to display) so they are not shown as just a URL (ex: instead of <u>http://www.google.com</u>, the link will show as "<u>Google</u>")