



Connect Implementation Guide

Module 3 of 6: Building Course and Assignments

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Introduction

Our Implementation Philosophy

At McGraw-Hill Education, we are **transforming learning through the powerful integration of content, pedagogy, and technology**. Our implementation team is committed to your **personalized learning and teaching experience**—resulting in a successful course experience for you and, ultimately, your students.

Note:

The Connect Implementation Curriculum is comprised of **SIX modules**—organized into **THREE parts**.

This guide represents Module 3 of 6.

Modules 1-4 should be used for onboarding prior to the start of the semester.
Modules 5-6 are most effective after the semester begins.

EARLY ONBOARDING THROUGH PRIOR TO THE START OF THE SEMESTER:

Part one: GET STARTED WITH CONNECT

Module 1: Course Consultation

Module 2: Basics of Connect

Part two: BUILD AND MANAGE YOUR COURSE (includes discipline-specific content)

Module 3: Building Course and Assignments

Module 4: Class Start Readiness

AFTER THE SEMESTER STARTS:

Part three: REPORTS, COURSE DATA, AND ONGOING SUPPORT

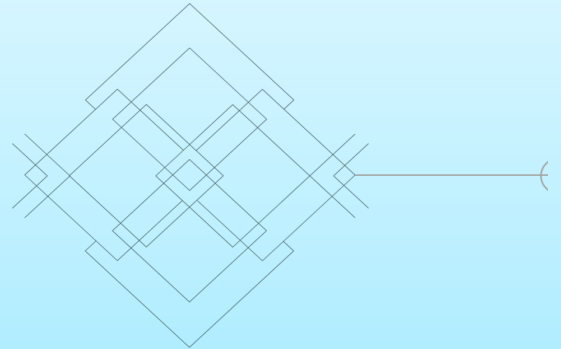
Module 5: Reports

Module 6: Ongoing Support and Training

Module 3: Building Course and Assignments

Learning Objectives:

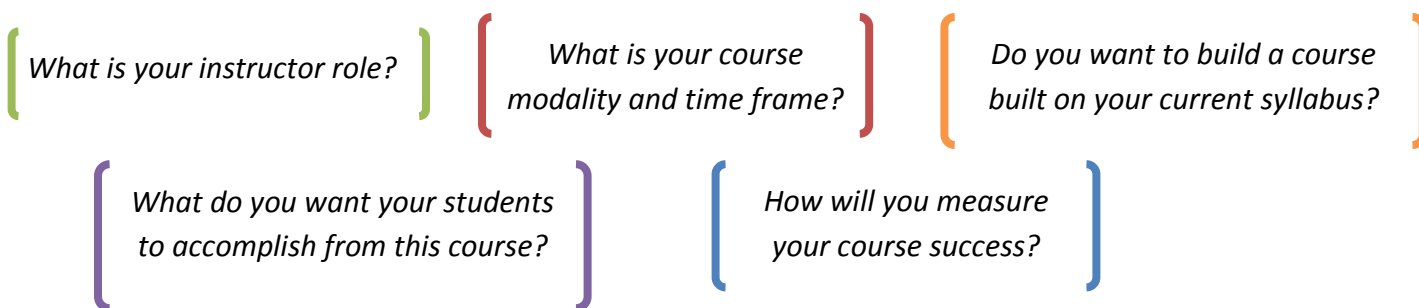
- 1) Review course goals and learning outcomes
- 2) Understand section Share and Copy functionality
- 3) Review LearnSmart/SmartBook role and best practices
- 4) Select course content mapped to course goals
- 5) Create and assign content
 - a) Create assignment using question bank
 - b) Edit assignments
 - c) Manage and organize assignments
 - e) Duplicate section
 - f) Importance of policy-setting
- 5) Determine the value of Connect in the total course grade
- 6) Add Connect course requirements to syllabus



Review course goals and learning outcomes

In **Module 1—Course Consultation**, we outlined a series of questions about your specific course details and goals. The answers to these questions will inform your course build. At this point in the implementation process, it is critical to review your course goals and course details before beginning your course build.

Let's review the questions:



Understand section *share* and *copy* functionality

Your instructor role will determine if you will need to **share** or **copy** your course.

(If you do NOT need to share or copy your section for other instructors, click [here](#) to advance.)

Q: As peer to peer assistance, do you want to make a copy of your section for a peer to use as a template?	COPY
Q: Are you a Course Coordinator or Course Lead, and for consistency, do you want to prevent instructors from editing or changing the course content?	SHARE
Q: Are you a Course Coordinator or Course Lead, and do you need view reporting and course data for all instructors' sections?	SHARE

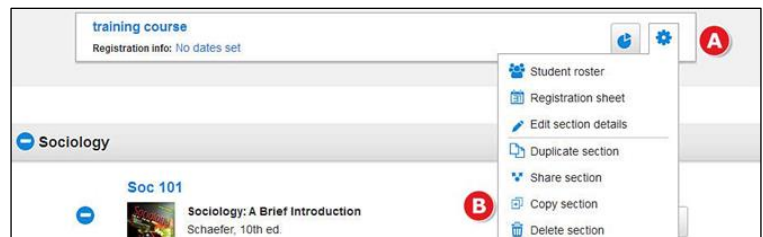
Understand share and copy functionality, continued

	COPY SECTION	SHARE SECTION
Most frequently used?	<p>Peer to Peer Assistance:</p> <p>You teach independently from your colleague, and you do NOT need to monitor your colleague's course data or reports.</p> <p><i>Example: A colleague receives a late teaching assignment. You provide a copy of your course to assist with a quick start.</i></p>	<p>Course Coordinator or Lead:</p> <p>Sharing allows the course coordinator or lead to control the content of the assignments and also to see the scores and reports for students in other sections, helping the coordinator monitor the effectiveness of the assignments included in the shared section.</p> <p><i>Example: As a course coordinator, you may choose to share a section with a group of colleagues, adjunct professors, or graduate teaching assistants to ensure consistency across a department.</i></p>
What does it mean?	<p>Copying a section provides your colleague with a duplicate of your section.</p> <p>Your colleague will not receive any edits you make to assignments or new assignments you create after copying.</p>	<p>Sharing a section means sharing all assignments and course features set up in that section.</p>
What section content is provided for my colleague?	<p>When you copy a section, you copy all course features and assignments in your section at that time, including assignment dates, policies, attached files, questions, and content and eBook annotations.</p> <p>For LearnSmart modules, it copies the topics, dates, coverage amount, and points.</p>	<p>When you share a section, all course features and assignments in your section at that time are shared, including assignment dates, policies, attached files, questions, and content and eBook annotations.</p> <p>For LearnSmart modules, it copies the topics, dates, coverage amount, and points.</p> <p>In addition to assignments, shared course features include eBook annotations and gradebook categories.</p>
What can my colleague edit?	<p>Your colleague can edit anything within the copied section— assignment dates and policies, content, learning outcomes, gradebook categories, and eBook annotations.</p>	<p>Your colleague is not able to edit these shared course features, but he or she may add to your eBook annotations.</p>
Do I have any control of the content I provided for my colleague?	<p>No.</p>	<p>Sharing a section with a colleague allows you to control the assignments your colleague will use. As sharing instructor, you control what your colleague can edit.</p> <p>You can permit your colleague to edit all assignment policies, to edit only assignment start and due dates, or to edit nothing at all. Your colleague is never able to edit assignment categories (homework, practice, quiz, or exam), content (questions), or submission preferences (whether an assignment is set to automatically submit on the due date).</p>
Is reporting affected?	<p>No. Section data and reports are NOT shared.</p>	<p>Sharing a section allows you to see scores and reports from your colleague's students. Your colleague, however, cannot see your section's scores or reports. Your section roster is never shared.</p> <p>The permissions you set will apply to every assignment in your section. Regardless of the permissions you set, your colleague will also receive all edits you make to assignment names, questions, content, policies, and start and due dates.</p>

Copy section

To copy an exact replica of your section into a colleague's Connect account:

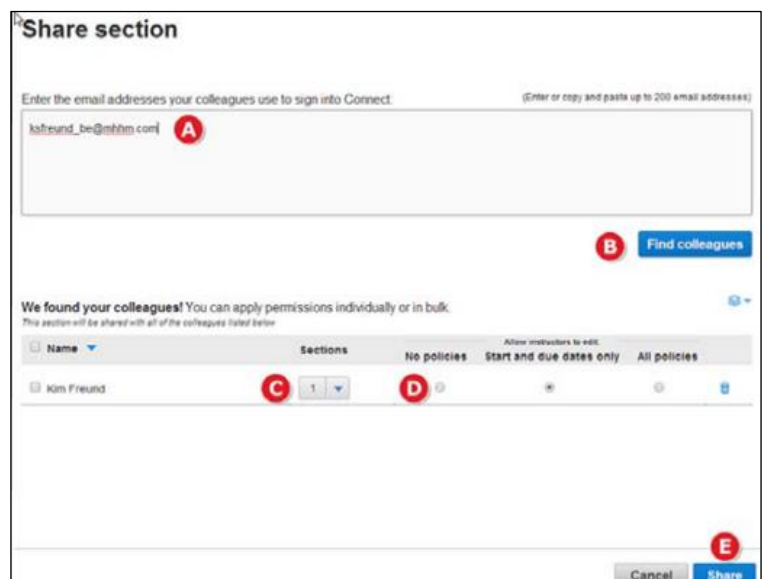
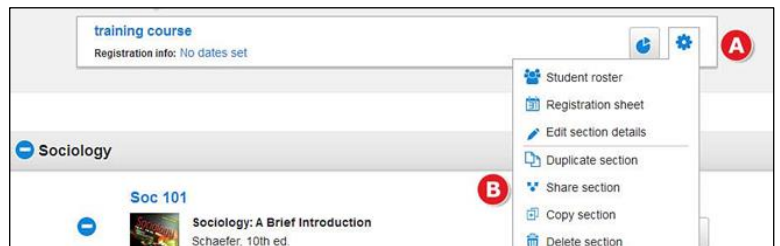
- 1) (A) Click on the **section options** menu.
- 2) (B) Choose **Copy section**.
- 3) (A) On the copy section screen: Enter in the email address(es) used by your colleague(s).
- 4) (B) Select **find colleagues**.
- 5) (C) Select **copy** when you've found the correct colleague.



Share section

To share an exact replica of your section with a colleague's Connect account:

- 1) (A) Click on the **section options** menu.
- 2) (B) Select **share section** with colleague.
- 3) (A) On the share section screen: Enter the email address(es) used by your colleague(s).
- 4) (B) Select **find colleagues**.
- 5) (C) Select the number of sections that need to be created in your colleague's account.
- 6) (D) Select the edits that your colleague will be able to make in his or her sections.
- 7) (E) Click **share** for the sections to be created in your colleague's account.



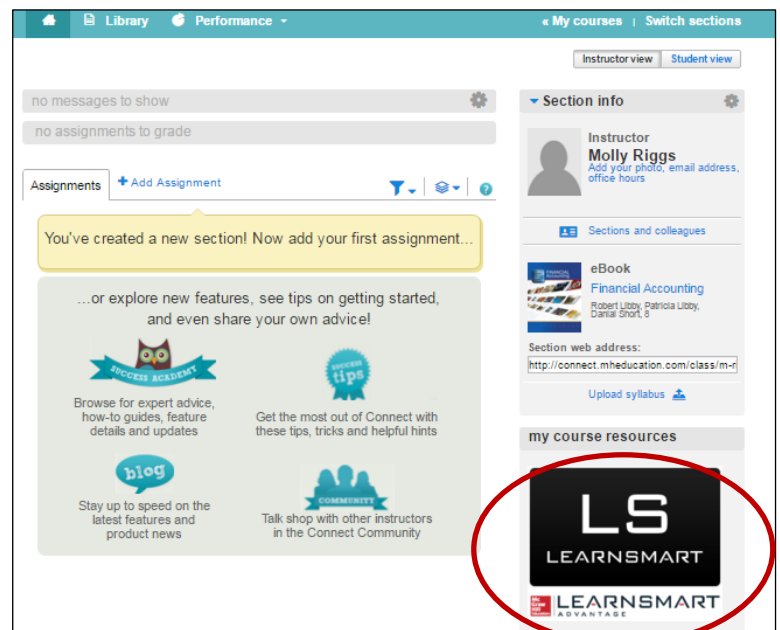


Review LearnSmart/SmartBook role and best practices

SmartBook™, powered by **LearnSmart**, is the first and only adaptive reading experience designed to change the way students read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. As a student engages with **LearnSmart/SmartBook**, the reading experience continuously adapts by highlighting content based on what the student knows and doesn't know. This ensures that the focus is on the content he or she needs to learn, while simultaneously promoting long-term retention of material. Use **LearnSmart/SmartBook's** real-time reports to quickly identify the concepts that require more attention from individual students—or the entire class.



LearnSmart uses revolutionary adaptive technology to adjust content based on individual strengths, weaknesses, and level of confidence. SmartBook, powered by LearnSmart, is designed to encourage content mastery at Bloom's Taxonomy Levels 1 and 2.¹ For this reason, all SmartBook assignments should be due prior to accompanying lecture.



Tip: Although you may directly enter LearnSmart/SmartBook on your section home page, you will need to click on **+Add Assignment** in order to assign SmartBook to your students. Continue on to the topic **Select course content based on course goals** for more information.

¹ Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Best practices for LearnSmart/SmartBook

To view assignment data, LearnSmart/SmartBook must be assigned.

LearnSmart/SmartBook is included as a component of Connect via a link on the section home page. However, in order to view usage data (reports) and assign point values, it **must be assigned** through the [add assignment](#) process.

Since LearnSmart/SmartBook is an adaptive learning tool, the technology determines which questions to deliver based upon each student's individual responses. Instructors do not pick specific questions, but you can control the topics to be delivered and the level of the depth of coverage. The topics chosen and the position of the coverage bar determine which portions of the LearnSmart/SmartBook will be highlighted.

Based on multiple [case studies](#), it is highly recommended that LearnSmart/SmartBook assignments are due prior to lecture in face-to-face and hybrid courses.

LearnSmart/SmartBook is designed to facilitate basic concept mastery. When assigned prior to lecture, both students and instructors benefit. Students are prepared with a base level of knowledge, while instructors can use LearnSmart/SmartBook data to identify common areas of weakness or struggle—and adjust lecture plans accordingly.

When considering slider bar placement, select coverage based on percentage of material to be covered rather than length of time.

Since each book and chapter will vary with the estimated length time, it is suggested that you think about slider bar placement in terms of percentage of material to be covered rather than the length of time. Students do not have to complete LearnSmart/SmartBook in a single session—rather, they may enter as frequently as they wish. When they do return, the system will continue from last session.

Students can continue to use LearnSmart/SmartBook after the due date, but they will only accrue points for what they have mastered by the due date. Full points or a percentage of the total possible points will be determined based upon the progress of the completion bar.

topics	include topic *
Timing and Reporting	<input checked="" type="checkbox"/>
Adjusting Accounts	<input checked="" type="checkbox"/>
Preparing Financial Statements	<input checked="" type="checkbox"/>
Closing Process	<input checked="" type="checkbox"/>
Classified Balance Sheet	<input checked="" type="checkbox"/>
Global View	<input checked="" type="checkbox"/>

Questions to consider when assigning LearnSmart/SmartBook:

- ✓ Which topics do you want to include?
- ✓ Where do you want the position of the slider bar?
- ✓ When do you want to set the due date?
- ✓ If this is a large chapter, do you want to break it into multiple assignments?

Tip: You have the ability to break a chapter into more than one assignment. You can include only particular topics in each assignment. During the assignment creation process you can rename a LS assignment on the last screen before you hit the assign button.

Select course content mapped to course goals

Before we get started, it's important to note that discipline and course-specific content can be found in the comprehensive Implementation Guides—located on the [Connect Success Academy](#).

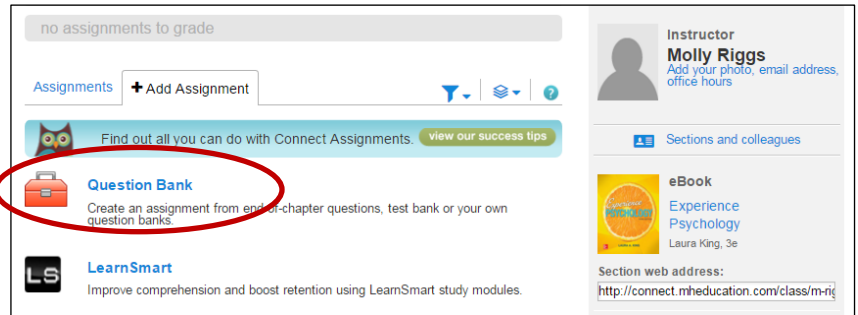
Additionally, our content revisions are **based on heatmaps**--empirical data collected anonymously from students via our **LearnSmart/SmartBook** programs. Our digital programs are created to provide support around the most difficult concepts identified.

To add content, begin by clicking on **+Add Assignment**. The two primary sources for course content are the **Question Bank** and **LearnSmart/SmartBook**.

The screenshot displays the 'no assignments to grade' interface. At the top, there is a search bar and a '+Add Assignment' button. Below this, a list of assignment types is shown: 'Question Bank' (with a red arrow pointing to it from the text 'Question Bank' on the left), 'LearnSmart' (with a blue arrow pointing to it from the text 'LearnSmart/SmartBook' on the left), 'file attachment assignment', and 'web activity'. Each option includes a brief description and a 'view our success tips' link. On the right side, there is a sidebar with instructor information for Molly Riggs, a list of sections and colleagues, an eBook titled 'Experience Psychology' by Laura King, 3e, and a section web address. Below this, there are sections for 'my course resources' (featuring LearnSmart and LearnSmart Advantage logos), 'Section performance' (showing no reportable submissions yet), and 'your recorded lectures' (with a 'find out more' link).

Let's begin with the **Question Bank**.

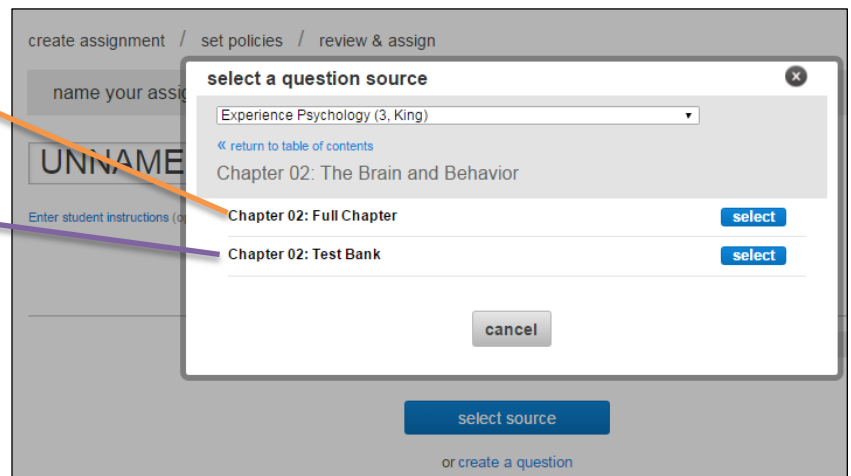
Question Bank: Build and customize assignments by adding pre-created questions, exercises, and activities. These can be questions from the book or additional exercises created specifically for Connect.



Click on **Question Bank**.

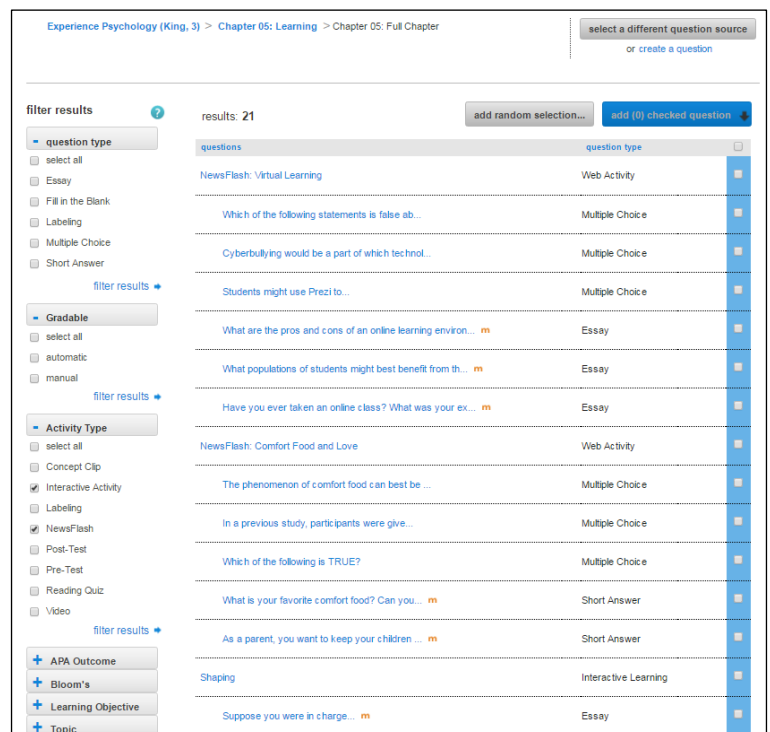
Additional Assignment Options

Test Bank



For additional assignment and activity types, click on **Full Chapter**.

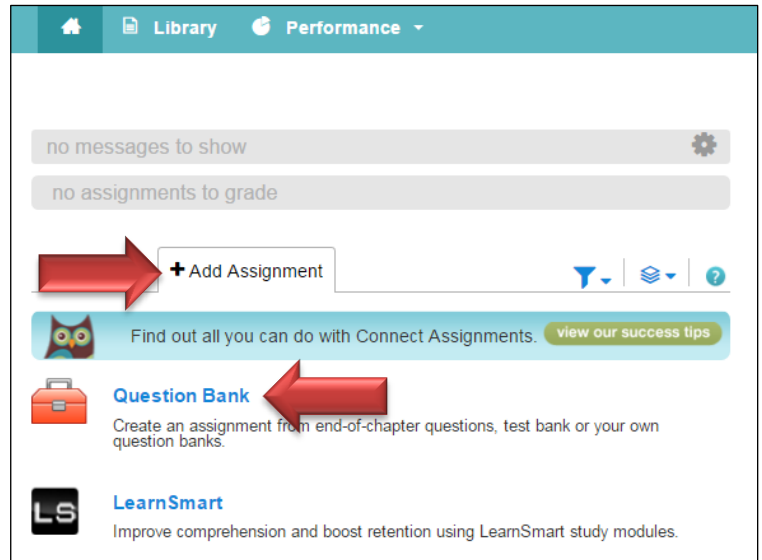
On this screen, you may explore the various assignment options by using filters to locate desired content. In addition to traditional test bank questions, you'll find additional activity types under the **Activity Type** filter.



Create and assign content

Create a new assignment from the question bank

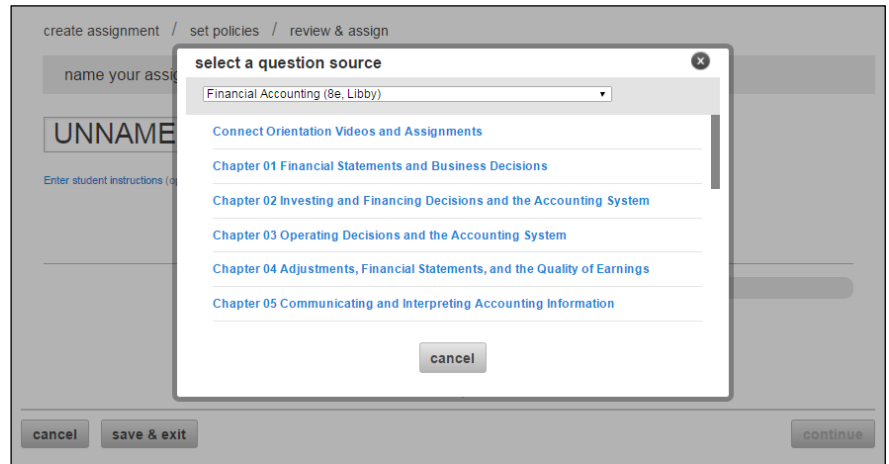
- 1) Click **+Add assignment** from your section home page.
- 2) Click on **Question Bank**.



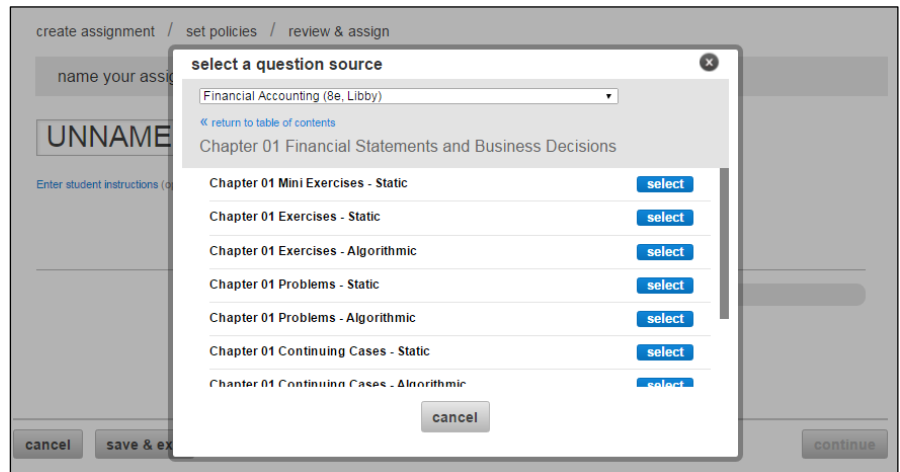
*Remember... you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you **to select course content aligned with your course goals and learning outcomes**. If you'd like to utilize this service, please contact your [local LTR](#) to connect with your Implementation team member.*

Create a new assignment from the question bank, continued

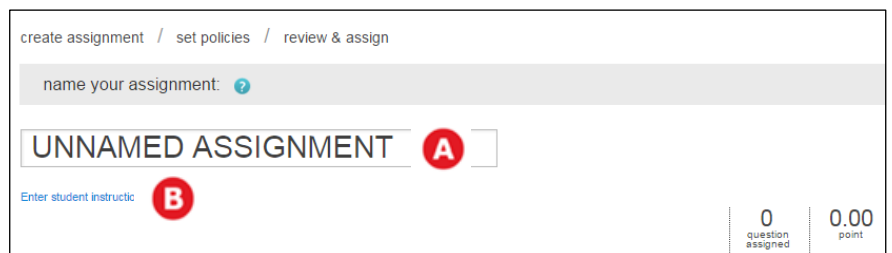
- 3) Select a question source from the list.
- 4) Next, select which questions/exercises you would like to view. This will typically divide the options by chapter.



- 5) Next you may be asked to select the bank of questions you would like to view to make your question/exercise selections. These options are typically divided by type of activity or source.



- 1) (A) Click **rename** and enter an assignment name.
- 2) (B) Enter any **student instructions**.



Create a new assignment from the question bank, continued

Before you select questions to assign, there are several things to know about this page:

- (A) To change the question source, click **select a different question source**.
- To narrow the question list, use the filters along the left side of the page.

Tip: If you want to create a question pool (see next page), do not use multi-part questions or survey questions.

- (B) To create your own questions, click **create a question**.
- (C) To add questions randomly to the assignment, select **add random selection**.

Tip: Use a consistent naming convention to ensure easy navigation for your students. For example, "Week 1–Quiz" and "Week 1–Homework." This aids in identifying items in the reports that are displayed in alphabetical order. Abbreviate where possible (e.g., CH for chapter) to allow for cleaner reports and gradebook viewing.

create assignment / set policies / review & assign

name your assignment: ?

UNNAMED ASSIGNMENT

Enter student instructions (optional)

0 question assigned 0.00 point

add questions organize assignment view: list individually

Financial Accounting (Libby, 8e) > Chapter 01 Financial Statements and Business Decisions > Chapter Exercises - Algorithmic

select a different question source or create a question

filter results

question type

select all

Exercise

filter results

Gradable

select all

automatic

filter results

+ AACSB

+ AICPA

+ Bloom's

+ Difficulty

+ Est Time

+ Learning Assets

+ Learning Objective

+ Topic

results: 10

add random selection... add (0) checked question

questions	question type	
E1-4 Preparing a Balance Sheet LO1-1	Exercise	<input type="checkbox"/>
E1-5 Completing a Balance Sheet and Inferring Net Income LO1-1	Section Break	<input type="checkbox"/>
E1-5 Part 1	Exercise	<input type="checkbox"/>
E1-5 Part 2	Exercise	<input type="checkbox"/>
E1-6 Analyzing Revenues and Expenses and Preparing an Income Statement LO1-1	Exercise	<input type="checkbox"/>
E1-7 Preparing an Income Statement and Inferring Missing Values LO1-1	Exercise	<input type="checkbox"/>
E1-8 Analyzing Revenues and Expenses and Completing an Income Statement LO1-1	Exercise	<input type="checkbox"/>
E1-9 Inferring Values Using the Income Statement and Balance Sheet Equations LO1-1	Exercise	<input type="checkbox"/>
E1-10 Inferring Values Using the Income Statement and Balance Sheet Equations LO1-1	Exercise	<input type="checkbox"/>

- 1) (A) Once you've found a question to add, select the checkboxes next to the question.
- 2) (B) Click **add checked questions** and choose to **add as individual questions**.

add questions organize assignment view: list individually

> Chapter 01 Financial Statements and Business Decisions > Chapter 01

select a different question source or create a question

results: 10

add random selection... add (3) checked questions

questions	question type	
E1-4 Preparing a Balance Sheet LO1-1	Exercise	<input checked="" type="checkbox"/>
E1-5 Completing a Balance Sheet and Inferring Net Income LO1-1	Section Break	<input checked="" type="checkbox"/>
E1-5 Part 1	Exercise	<input checked="" type="checkbox"/>
E1-5 Part 2	Exercise	<input checked="" type="checkbox"/>

Create assignments using a question pool



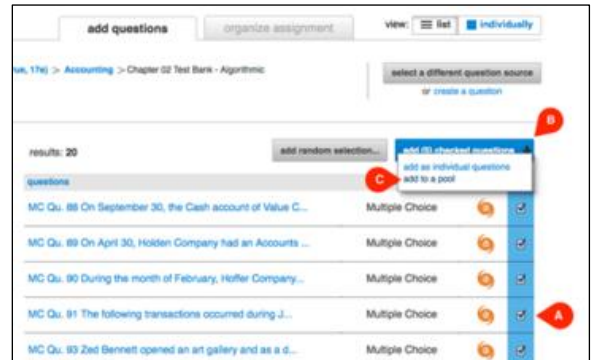
WATCH: [What is question pooling?](#)

Create a question pool for quizzing, exams, or whenever randomization is needed—such as to prevent cheating or to provide a new question set for practice.

- 1) Select the questions (A) you would like to add to the pool.

Tip: Multi-part or survey questions may not be used in a question pool.

- 2) Click **add checked questions** (B) and then select **add to a pool** (C).



- 3) When the pop up appears, name your pool (A).
- 4) Next, configure your pool by selecting the number of questions (B) from which the pool can draw.
- 5) You can also set the value of each question (C) in your pool.
- 6) To save your question pool, click **add to pool** (D).



Create assignments using a question pool, continued

Connect will notify you when the questions have been successfully added to a pool and will return to the **add questions** page.

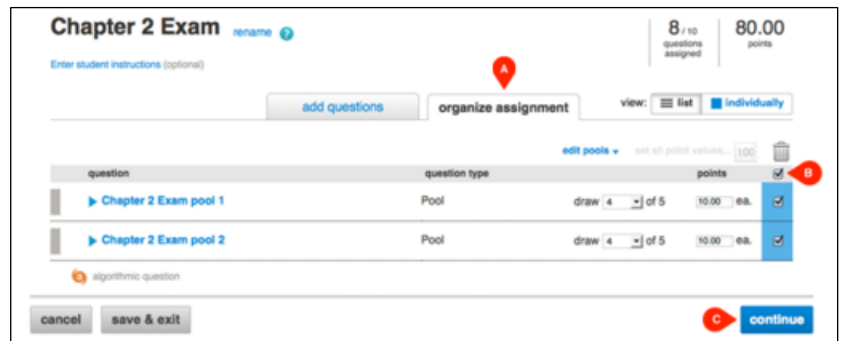
Now you may create another pool from which to draw questions. The questions that you've already selected will be marked with a black flag (A).

- 1) Select the next set of questions (B), click **add checked questions**(C) and select **add to a pool** (D) again.
- 2) The **add questions to pool** module will pop up again. Select **create a new pool** (A) and enter a different name than the first pool (B).
- 3) Select the number of questions to draw (C) and set the point value (D).
- 4) To save your second question pool, click **add to pool** (E) just as before.



Click the **organize assignment** (A) tab and select the question pools (B) from which your assignment will draw.

Click **continue** (C) to move on to the **review & assignment** page.



Edit question point values and rename assignments

Once you have finished adding questions, adjust the point value for each question or the assignment by clicking on the **organize assignment** tab.

- 1) (A) Adjust all point values at once by clicking on **set all point values**.
- 2) (B) Adjust point values on an individual basis by selecting them one at a time.
- 3) After you have completed your adjustments, click **continue**.

question	question type	points
E1-4 Preparing a Balance Sheet LO1-1	Exercise	10.00
E1-5 Completing a Balance Sheet and Inferring Net Income LO1-1	Section Break	
E1-5 Part 1	Exercise	10.00
E1-5 Part 2	Exercise	10.00
E1-6 Analyzing Revenues and Expenses and Preparing an Income Statement LO1-1	Exercise	10.00
E1-7 Preparing an Income Statement and Inferring Missing Values LO1-1	Exercise	10.00
E1-8 Analyzing Revenues and Expenses and Completing an Income Statement LO1-1	Exercise	10.00
E1-9 Inferring Values Using the Income Statement and Balance Sheet Equations LO1-1	Exercise	10.00
E1-10 Inferring Values Using the Income Statement and Balance Sheet Equations LO1-1	Exercise	10.00
E1-11 Preparing an Income Statement and Balance Sheet LO1-1	Exercise	10.00
E1-12 Preparing a Statement of Stockholders Equity LO1-1	Exercise	10.00

IMPORTANT: The default point value for **most** question bank items is 10 points each. Many instructors prefer a lower value. Use **set all point values** to adjust all point values at once.

IMPORTANT: With the exception of the due date, changes to the assignment cannot be made once students have begun working on the assignment.

Importance of policy-setting categories

Assignment policies have great impact on the student coursework experience. Therefore, it is critical to understand the implication of each policy type—then carefully set policies in accordance with your course policies and pedagogical strategies.

Assignment start and due dates: Select whether to make the assignment available once it's assigned or on a specific date.

- 1) (A) Select **once it's assigned** to allow students to begin work on the assignment as soon as it is assigned.

-OR-

Select **on this date** to set a specific date in the future when students can begin work on the assignment. Then select the assignment due date and time.

Tip: Use the "Auto-submit as is" feature, which collects unsubmitted student attempts of an assignment on the due date. This prevents students from forgetting to submit an assignment that they saved prior to the due date. However, using this feature overrides the ability to accept late assignments.

- 2) (B) Next **select the assignment category**.

Tip: Policies are easily modified across assignments within a category. Also, be aware that students will view these assignments under these category labels.

- 3) (C) After selecting the assignment category, click **expand advanced settings** to see the expanded policy options for this assignment.

edit assignment / set policies / review & assign

Chapter 2. Review rename ?

Enter student instructions (optional)

set the start and due dates:

A start: ☐ once it's assigned ☐ on this date: CST CST

B select the assignment category:

homework

practice

quiz

exam

C expand advanced settings

save & exit delete assignment review & assign

Tip: You may **save & exit** at any time, but the assignment will not deploy until you **review & assign**.

Five basic policy-setting categories:

- 1) **Basic policies:** Indicate whether there is a time limit on the assignment, whether students can print the assignment, and other basic settings.
- 2) **Attempts:** Set how many times a student can complete and submit an assignment-- whether they continue from previous attempts or start fresh each time--and to enable student attempts after the due date.

Tip: If you allow students multiple attempts where they will build on their previous attempt, it is recommended that you check the box allowing students to revise their previous attempts--even if manually graded questions are not yet graded.

- 3) **Tolerances:** Specify whether students must match accents, spacing, and punctuation, or whether they are allowed any numeric tolerance.

Tip: It is recommended that you not require the correct spacing and punctuation in the tolerances area. An extra space before or after a word can cause a correct answer to be marked incorrect if you require correct spacing.

- 4) **Resources:** Turn various resources on/off for the students as they work on the assignment. For example, control whether students can see hints.

- 5) **Feedback:** Set the level of feedback that students receive when they complete an assignment with automatically graded questions. Options include varying levels of feedback, from no feedback to detailed feedback including solutions.

- 6) Click on **review & assign** to complete the assignment.

homework practice quiz exam

Homework default settings: [edit all settings](#)

Basic [edit](#)

- No time limit
- Printing is allowed
- Questions are ordered
- Not password protected
- Credit is given for accuracy

Attempts [edit](#)

- Unlimited attempts are allowed
- On each new attempt, students start over
- There is no score deduction for taking new attempts
- Study attempts are not allowed

Resources [edit](#)

- reference type:
 - Question titles are not shown
 - Question point values are shown
 - References are shown
- assistance type:
 - Access to the eBook and resources is allowed
 - 0% is deducted from all question scores
 - Access to hints is allowed
 - 0% is deducted from each question that uses hints
 - Access to "check my work" is allowed
 - Unlimited uses per question allowed
 - There is no score deduction
 - Access to "ask the instructor" is not allowed

Feedback [edit](#)

- after the first attempt, show:
 - Detailed feedback
- after additional attempt, show:
 - Detailed feedback
- after scoring 100%, show:
 - Detailed feedback

Feedback

- after the first attempt, show:
 - Detailed feedback
- after additional attempt, show:
 - Detailed feedback
- after scoring 100%, show:
 - Detailed feedback

Resources [edit](#)

- reference type:
 - Question titles are not shown
 - Question point values are shown
 - References are shown
- assistance type:
 - Access to the eBook and resources is allowed
 - 0% is deducted from all question scores
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 - 0% is deducted from each question that uses hints
 - Access to "check my work" is allowed
 - Unlimited uses per question allowed
 - There is no score deduction
 - Access to "ask the instructor" is not allowed

select the assignment category:

homework practice quiz exam

save & exit delete assignment review & assign

*Tip: It is best to keep your policy settings consistent within assignment categories to prevent confusion among students. Once you have set your preferred policies, you will want to click on **save as default settings** to save these new policy settings as the defaults going forward.*

Assign content

- 1) On the **review and assign** page, you can select multiple sections within the same course.
- 2) Review your policies and questions.
- 3) Click **Assign** when you are ready to finalize the assignment.
- 4) If you're not ready to assign, use the **Save & Exit** button on the bottom to come back later.
- 5) If you don't want to keep the assignment, use the **Delete Assignment** button.

Week 1 Quiz [rename](#) [?](#)
[Enter student instructions](#) (optional)

review and assign

my sections [preview assignment - student view](#) [?](#)

Molly Riggs
 Accounting 301

☐ apply policy edits to all my previously checked sections

☐ MWF 10am

☐ TR 11am

☒ TR 9am (current section)

my colleagues [add colleagues](#) / [select all](#) / [clear all](#)

☐ apply policy edits to all checked colleague sections that share this assignment

Uncheck a section only when you no longer want the assignment to appear in that section.

attach files [?](#)

review policies [edit](#)

review questions [edit](#)

[Save & Exit](#) [Delete Assignment](#) [Assign](#)

Edit, manage, and organize assigned content

Some basic assignment edits/management can be done from the assignment list on the section home page. Begin by checking off the assignments you want to manage then select the desired action.

- To change the start and due dates for the assignments, click **Manage dates**.
- To copy or share an assignment to another section in your course or to a colleague's course, select **Share** or **Copy**.
- To show or hide the assignments on the student side, select **Show/hide**. You may also click on the eye icon next to the assignment to show/hide.
- To move several assignments into a group you have created, click **Move**. You may also drag and drop assignments.
- To delete selected assignments, click **Delete**.
- New assignment groups (folders) can be created by clicking **Add Groups** after clicking on the folder icon.

[Home](#) [Library](#) [Performance](#) [?](#)

section overview

no messages to show

no assignments to grade

Assignments [+ Add Assignment](#)

Title	Shared	Info
Study Quiz 1	<input checked="" type="checkbox"/>	?

[Share](#)
[Copy](#)
[Group](#)
[Manage dates](#)
[Show / Hide](#)
[Delete](#)
[Prerequisites](#)

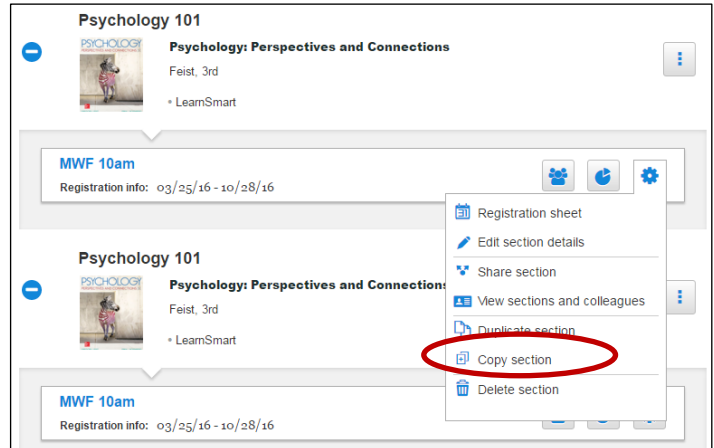


Do you teach multiple sections of the same course?

At this point, your section should be almost completely built—with the exception of a few possible tweaks. If you are teaching multiple sections of the same course, you'll want to *duplicate* your section.

Duplicate your section

- 1) Click on the **drop-down menu**.
- 2) Select **Duplicate course**.



- 3) Name the new section. Click **Continue to new section**.

Duplicate section

You are about to duplicate this section. All of its assignments and eBook annotations will be copied into the new section. Student data and links with other instructors will not be copied.

To save time, set up your section completely before you copy it.

Duplicate section: Spring 2016 MWF

New section name:

- 4) View student registration info page. Scroll down and click **Continue to new section**.
- 5) You are now in your duplicated section. (Depending on the number of assignments in the original section, it can take a few moments for all of the assignments to duplicate.)
- 6) Click on **My courses** in the top right corner of your section home page to navigate back to your my courses page.

student registration info

course

Accounting with LearnSmart

instructor

Kelly Cornelius

section

Fall 2016 MWF

how to register:

It's easy! Go to your section web address and click **register now**.

section web address ? :

edit this address

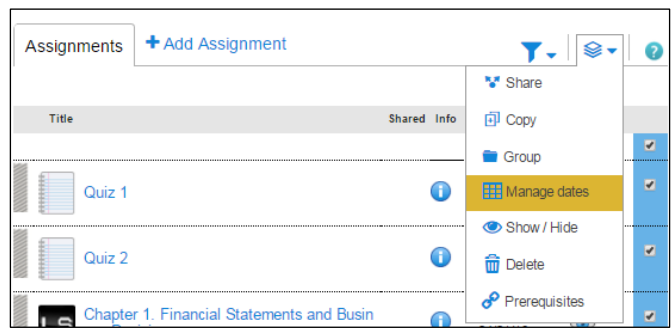
Web addresses cannot contain spaces. Use lowercase letters, numbers or special characters ('-' and '_') only.

Having trouble registering?



Get help here: <http://bit.ly/StudentRegistration>

Provide assignment extensions

When extending assignment due dates, you'll need to identify the desired outcome of the extension.

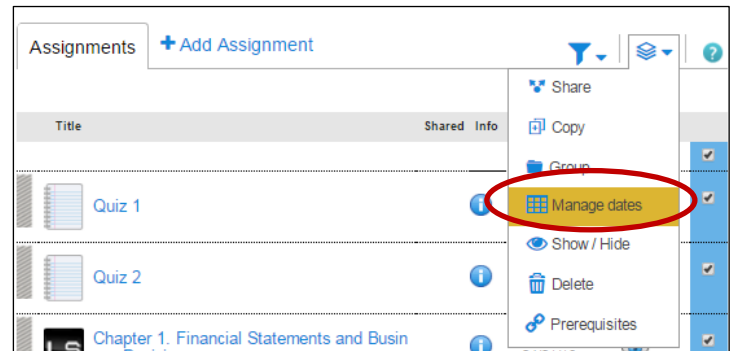
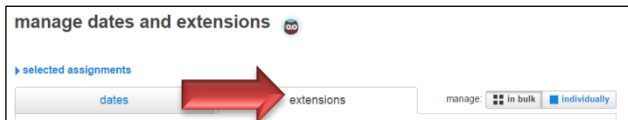


To assist with this, please refer to the following scenario chart:

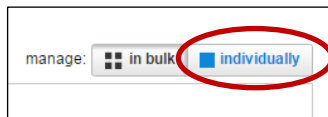
scenario	action		EXTENSION tab
<i>I have a student who has an excused absence for a funeral.</i>	I need to extend the due dates for more than one assignment for one student .	go to 	✓ In Bulk
	I need one common due date for all assignment extensions.		
	I need to extend the due dates for more than one assignment for one student .		✓ Individually
	I need different due dates for each assignment extension.		
<i>I have a few college athletes who will be missing a week for a tournament.</i>	I need to extend the dates for a few assignments for a few students .	go to 	✓ In Bulk
	I need one common due date for all assignment extensions.		
	I need to extend the dates for a few assignments for a few students .		✓ Individually
	I need different due dates for each assignment extension.		
<i>I have one student who requires additional time for all assignments.</i>	I need to allow additional time for all assignments for the entire semester for one student .		Neither! Go to Allow Additional Time for All Assignments for an Individual Student

Extend due dates individually

- 1) From your section home page, check the box next to the assignments for which you want to add extensions.
- 2) Click **Manage dates**.
- 3) Click the **extensions** tab.



Edit extensions for assignments separately by selecting the **individually** tab.



IMPORTANT: Please note the important distinction between *individually* and *in bulk*:

- *Individually* will result in different due dates for the selected assignments.
- *In bulk* will result in one common due date for the selected assignments.

ACTIVE assignments	start	due	policies	extensions
Classification Questions	11/12/12 @ 11:00a	mm/dd/yyyy US/Central 11:59p	time limit: none attempts: ∞ delayed feedback: n/a	+ add

INACTIVE assignments	start	due	policies	extensions
3D Animations	mm/dd/yyyy US/Central 12:00a	09/27/2013 US/Central 11:59p	time limit: none attempts: ∞ delayed feedback: n/a	+ add
Anatomy & Physiology Revealed Questions	11/12/2012 US/Central 10:46a	mm/dd/yyyy US/Central 11:59p	time limit: none attempts: ∞ delayed feedback: n/a	+ add

cancel revert save

- 4) Click **Add** for the assignments that need to be given an extension.
- 5) Select the students for the extensions, as well as the new parameters, then click **Save**.

IMPORTANT: Students need to have at least one attempt remaining in order to complete their extension.

select students has extension

- ☐ Wand, Ethan
- ☒ Wand, Jennifer

add extensions

start: [edit](#)

due: [edit](#)

time limit: [edit](#)

attempts: [edit](#)

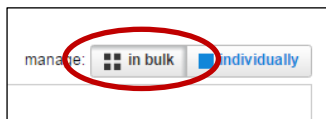
Tip: If you set the student extension due date beyond a previously set date of delayed feedback for the assignment, you will be prompted to confirm or change that feedback date. This will prevent the student with the extension from receiving answers from other students to whom feedback has already been revealed.

Extend due dates in bulk

- 1) From your section home page, check the box next to the assignments for which you want to add extensions.
- 2) Click **Manage dates**.
- 3) Click the **extensions** tab.



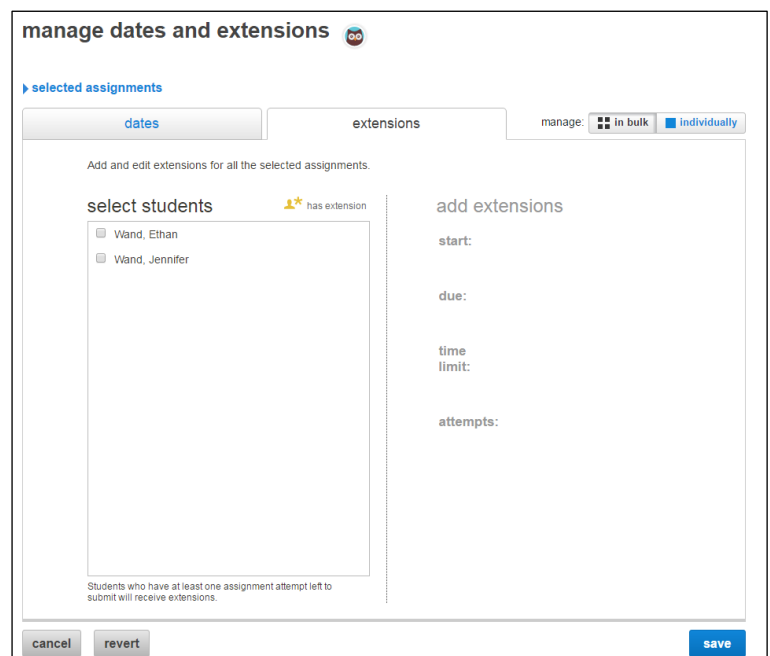
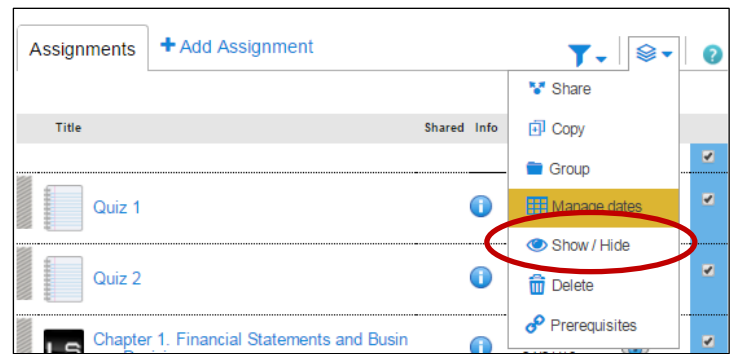
- 4) For the extensions to have one common due date, click on **in bulk**.



IMPORTANT: Please note the important distinction between *individually* and *in bulk*:

- *Individually* will result in different due dates for the selected assignments.
- *In bulk* will result in one common due date for the selected assignments.


- 5) **Select the students** that need the extensions and adjust the due date, time limit, or attempts.
- 6) Click **save**.



Tip: If you set the student extension due date beyond a previously set date of delayed feedback for the assignment, you will be prompted to confirm or change that feedback date. This will prevent the student with the extension from receiving answers from other students to whom feedback has already been revealed.

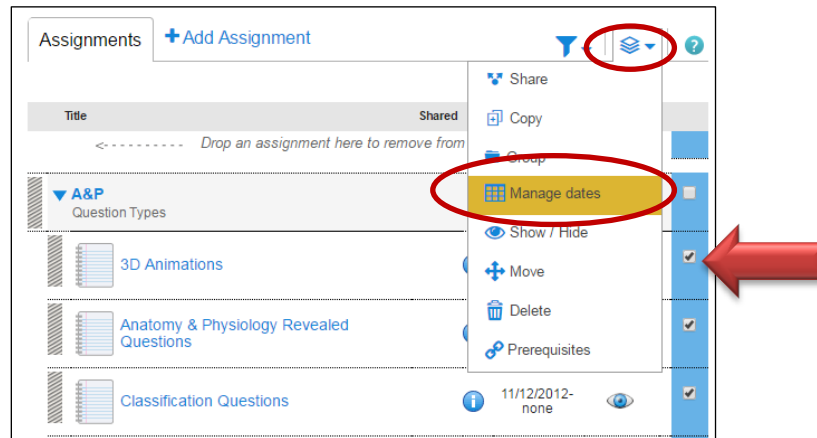
Manage due dates

When changing due dates, you'll need to identify the desired outcome of the extension. To assist with this, please refer to the following scenario chart:

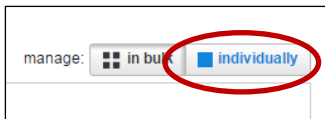
scenario	action		DATES tab
<i>Our campus was closed due to weather for two days.</i>	I need to extend the dates of a few assignments for all of my students . I need one common due date for all assignments.	go to 	✓ In Bulk
	I need to extend the dates of a few assignments for all of my students . I need different due dates for each assignment.		✓ Individually
<i>My students are struggling with the content, and I need to spend additional class time on this topic. My assignment schedule has been disrupted for the rest of the semester.</i>	I need to change the dates of all assignments for all students for the rest of the semester. I need different due dates for each assignment.		✓ Individually
<i>I'd like to make a duplicate copy of my course for next semester.</i>	I need to change the dates of all assignments to reflect the new dates .		✓ Individually
<i>I have one student who requires additional time for all assignments.</i>	I need to allow additional time for all assignments for the entire semester for one student .		Neither! Go to Allow Additional Time for All Assignments for an Individual Student

Manage due dates individually

- 1) From the section home page, **check the box** next to the assignments that need adjusted.
- 2) From the **options** dropdown, select **Manage Dates**.

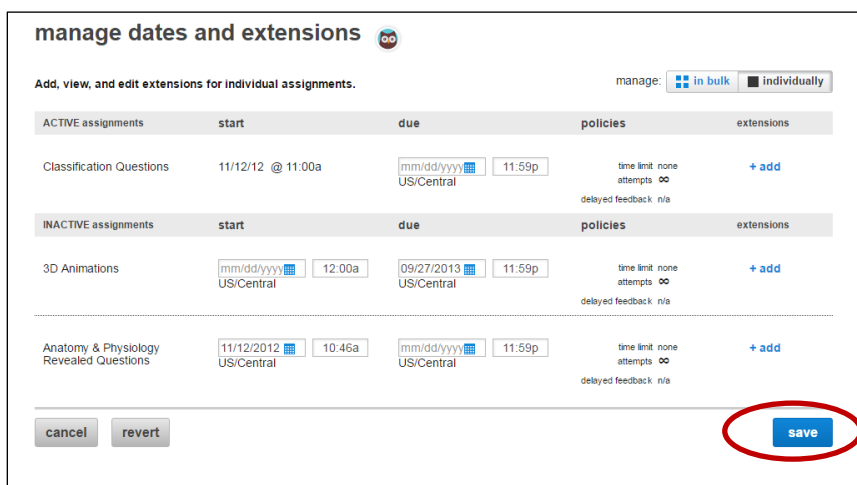
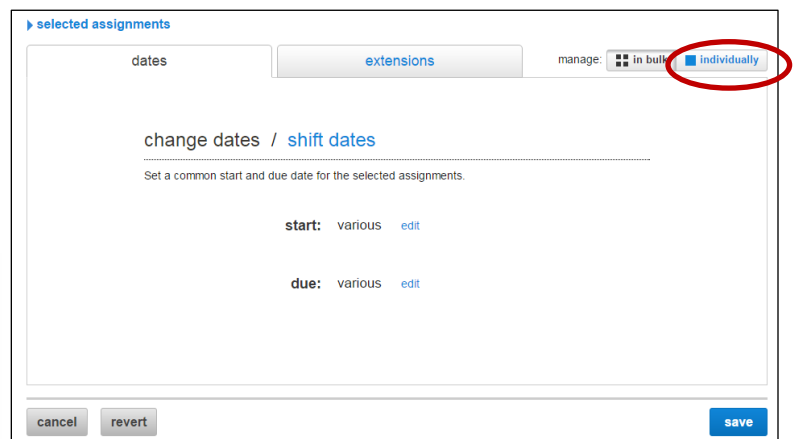


- 3) For different due dates, click on **individually**.



IMPORTANT: Please note the important distinction between *individually* and *in bulk*:

- *Individually* will result in different due dates for the selected assignments.
- *In bulk* will result in one common due date for the selected assignments.

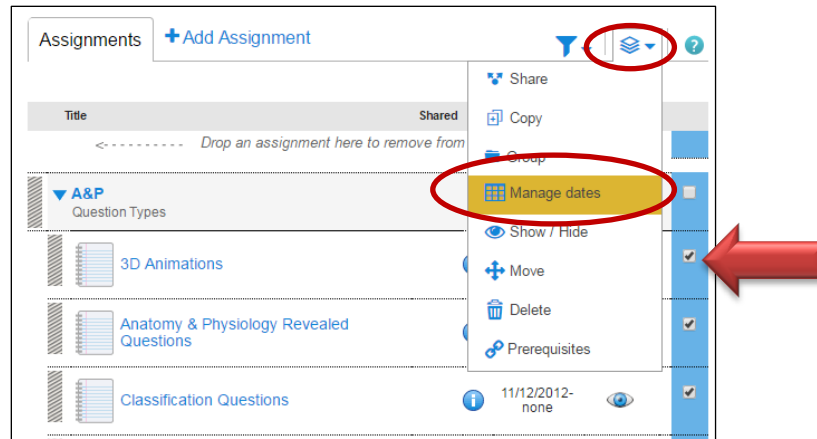


- 4) Adjust the due dates.

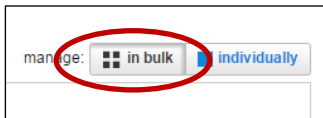
- 5) Click **Save** when finished.

Manage due dates in bulk

- 1) From the section home page, **check the box** next to the assignments that need adjusted.
- 2) From the **options** dropdown, select **Manage Dates**.

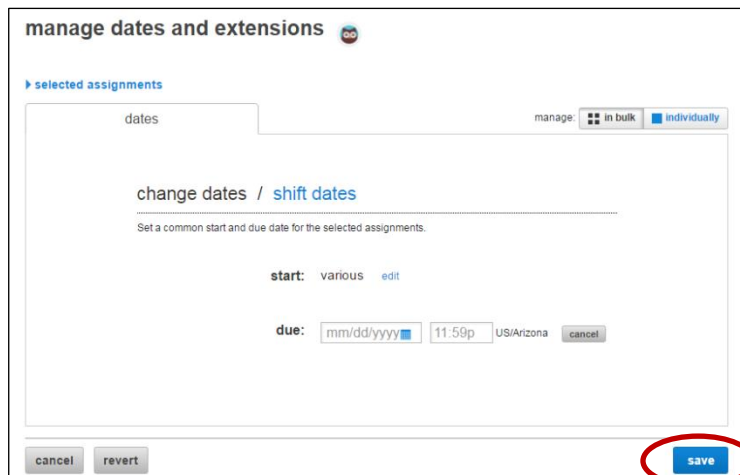
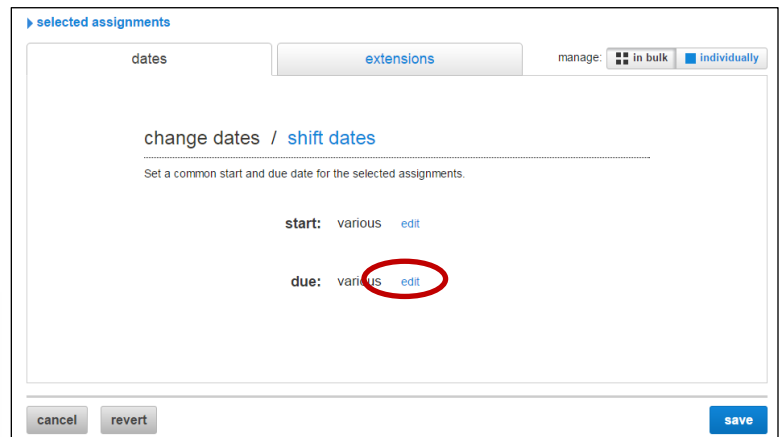


- 3) For the same common due date, click on **in bulk**.
- 4) Next to **due**, click **edit**.



IMPORTANT: Please note the important distinction between *individually* and *in bulk*:

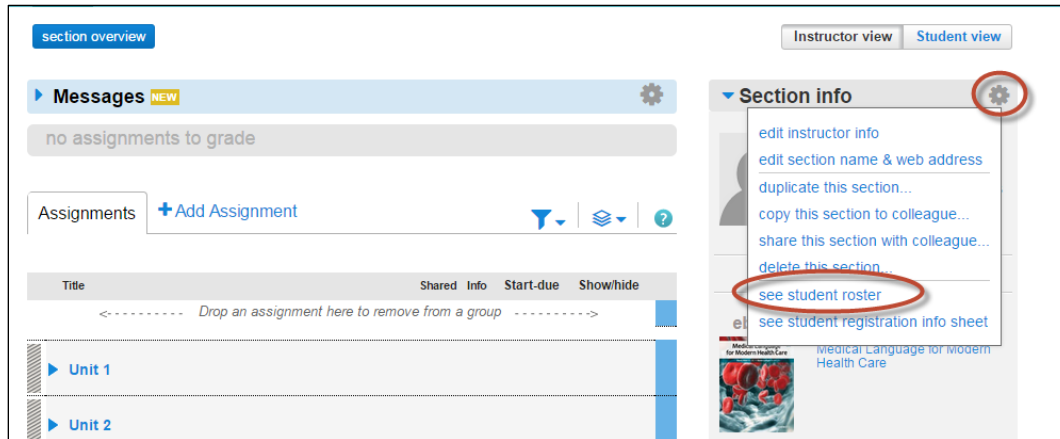
- *Individually* will result in different due dates for the selected assignments.
- *In bulk* will result in one common due date for the selected assignments.



- 5) Enter the due date.
- 6) Click **Save** when finished.

Allow additional time for all assignments for an individual student

- 1) Access the **student roster**.

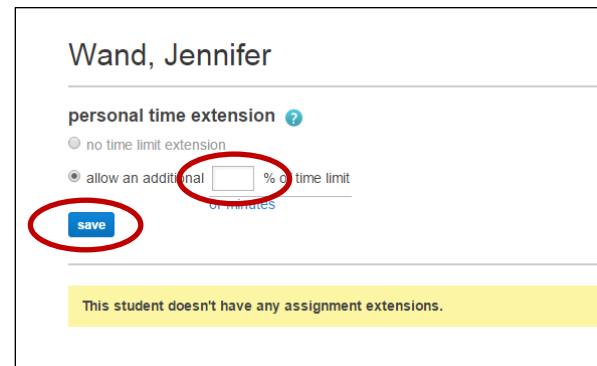


The screenshot shows the Canvas LMS interface. On the left, there's a 'Messages' section with a 'NEW' badge and a 'no assignments to grade' message. Below that is an 'Assignments' section with a '+Add Assignment' button. On the right, there's a 'Section info' dropdown menu. The 'see student roster' option is circled in red. Other options in the menu include 'edit instructor info', 'edit section name & web address', 'duplicate this section...', 'copy this section to colleague...', 'share this section with colleague...', 'delete this section...', and 'see student registration info sheet'.

- 2) Locate the student who needs additional time for all assignments and click **Manage**.

student	email	account status	extensions
Wand, Jennifer	jwand@student.com	Courtesy access (expires 09/04/2015)	manage

- 3) You can add additional time by **percentage** or **minutes**.
- 4) Enter the additional time allowance for that individual student and click **Save**.

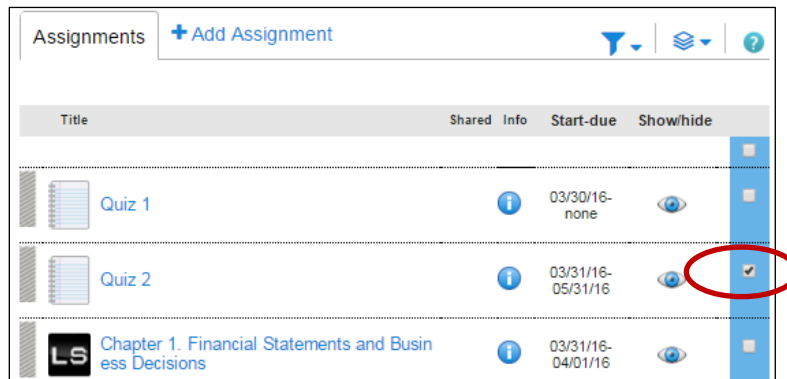


The screenshot shows the 'Wand, Jennifer' student profile page. Under the 'personal time extension' section, the 'allow an additional' radio button is selected. A red circle is around the input field, and another red circle is around the 'save' button. Below the form, a yellow message box states: 'This student doesn't have any assignment extensions.'

Adjust assignment credit/grade

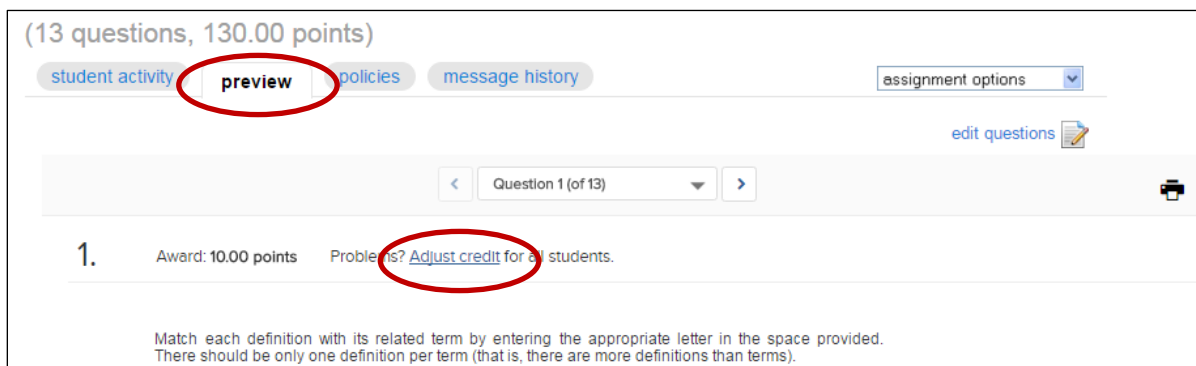
Adjust credit for all students:

1) From your section home page, click on the assignment for which you would like to adjust credit.



2) Click the **preview** tab of your active assignment.

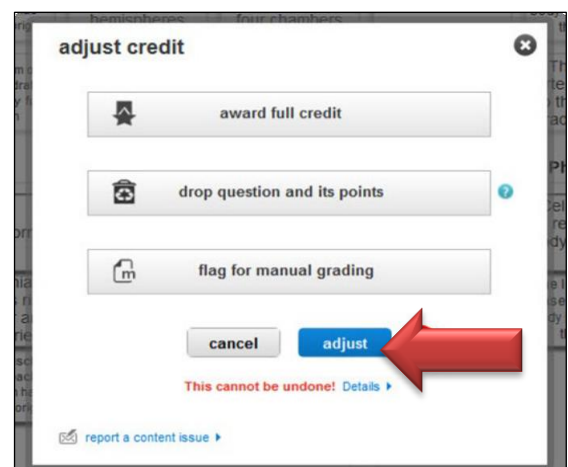
3) Click **Adjust credit** in the question that you want to adjust.



In the **adjust credit** screen, you may award full credit, drop the question and its points, or flag the question for manual grading.

4) Click **adjust** to apply your changes.

These changes will apply to all students for all attempts, including those in shared or copied assignments and courses, and cannot be undone. Dropping the question will change the assignment's total point value, even if you have locked the points.



Adjust points for individual students:

To edit a particular student's assignment grade, access the Student Performance report for a particular assignment. (See **Module 5—Reports** for step-by-step instructions on how to view a Student Performance report.)

- 1) (A) Enter the name of the student whose assignment grade you need to change.
- 2) (B) Click the score link under the assignment you want to edit and the student performance assignment detail page opens.

Look up a student to view performance reports:

Freund, Kim **(A)**

☐ Look in all sections of this course (including those shared with colleagues)

Freund, Kim

Submitted assignments results [Assignments in progress](#)

Show: All assignments [Export to Excel](#) [Print](#)

Assignments	Score	Started	Submitted	Time spent (h:mm)	Date scored
WBLM Chapter 2 Total Value (Points): 140.00, Average Score: 30.00 (21.43%)					
Attempt (B)	30.00(21.43%)	10/15/12 09:37AM CDT	10/15/12 09:39AM CDT	0:00	02/10/14 11:13AM CST
WBLM Chapter 4 Total Value (Points): 150.00, Average Score: 11.30 (7.53%)					
Attempt 1	11.30(7.53%)	10/15/12 09:39AM CDT	09/09/13 01:38PM CDT	0:00	09/26/13 05:13PM CDT
Question Types Demo Total Value (Points): 130.00, Average Score: 27.90 (21.46%)					
Attempt 1	27.90(21.46%)	09/04/12 02:05PM CDT	09/04/12 02:10PM CDT	0:00	
Ch 04. De compras: Gramática Total Value (Points): 10.00, Average Score: 3.12 (31.20%)					
Attempt 1	3.12(31.25%)	12/21/12 05:45AM CST	11/03/13 10:47AM CST	0:02	11/03/13 10:47AM CST

* Submitted past due date * Extension * Not yet graded

From the student performance assignment detail page, you can edit the score for each individual question.

- 3) (A) Click **Award** to apply the new score.

Attempt 1 (of 1)

0:00 time spent on this attempt (h:mm)

Score: 30 out of 140 points (21.43%)

Submission Info Performance

Questions: #10-11 (of 15)

Conversación A. Intercambios: Sus actividades
Respuestas breves
Conversación A. Intercambios: Sus actividades

Book & resources Grammar Tutor: Ask for Questions

Instructions Conversación A. Intercambios: Sus actividades

10. **(A)**
0 out of 10.00 points **Award** 0 points or [adjust credit](#) for all students.

Conversación A. Intercambios: Sus actividades. Paso 1
Respuestas breves

Paso 1. Use the following cues as a guide to form questions that you will ask a classmate. You may ask other questions as well. ¡OJO! Use the tú form of the verbs, but do not use the subject pronoun (tú) in your questions.

Determine the value of Connect in the total course grade

Before we can address **how to determine the course value of the technology component**, we must address **why it's critical that the Connect component has meaningful value** in the overall course grade.

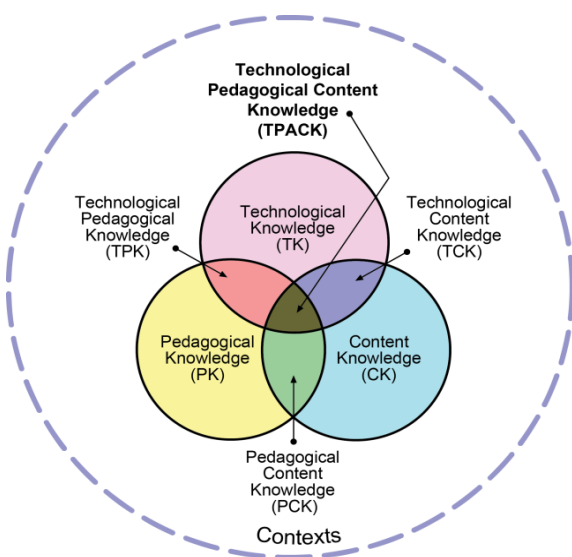
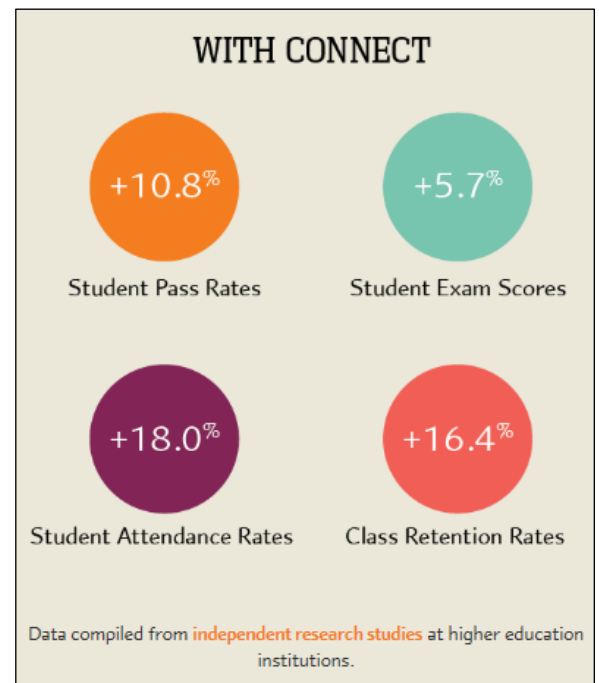
Why require Connect?

1) **Motivation:**

Motivation is the result of actively processing and interpreting information. Accordingly, students are generally motivated to complete coursework that they perceive to have meaningful value in the form of course credit. In this case, the instructor serves as the source of information and must communicate the requirement in order to trigger the motivation. Only the highly self-motivated will complete “recommended” coursework, but our mission is to improve results for all students.

2) **Integral component of contemporary course ecology:**

As a company committed to the science of learning, we know from the great thought leaders in instructional design and educational technology that a course in higher education is comprised of three core components—**content, technology, and pedagogy**—as illustrated in the [TPACK \(Technological Pedagogical Content Knowledge\)](#) model.



The core of this framework requires that all three components are integrated--thoughtfully and harmoniously--in order to achieve the greatest potential for teaching and learning success. Additionally, the TPACK framework suggests that more knowledge can be gained at each intersection than in isolating the primary forms.

If the Connect coursework does not impact the overall course grade, then the technology component within the framework is devalued and loses the ability to drive outcomes.

3) **Alignment with your course goals:**

By selecting Connect course content based on your course goals, you are integrating purposeful technology—specifically designed to improve student outcomes.

By purposefully and strategically integrating Connect into your course, you have thoughtfully developed a course plan to enhance the student learning experience.

In order to ensure that all students are equipped with the adaptive support they deserve, requiring Connect coursework as percentage of the overall grade fosters an environment of personalized learning.

Do you have technology, or do you have *purposeful* technology?

Dr. Shawn Mahoney
Chief Academic Officer
McGraw-Hill Education
School Group

A simple formula for determining the value of Connect in the overall course grade

At this point, you have analyzed your syllabus, identified your course goals, built a course, and selected content based on your course goals. As a simple best practice for determining Connect course value, let's return to your syllabus, which now includes Connect coursework.


We'll use our syllabus example from **Module 1—Course Consultation** to illustrate.

Example:

Participation	10%
Reports	25%
Weekly Quizzes	25%
Midterm	20%
Final	20%
Course Total	100%

After exploring course content, our instructor decided to use:

- 1) **SmartBook** for the **participation** component
- 2) **Connect question bank**, selecting questions tied to her learning objectives, for **weekly quiz** component



Participation ⇨ SmartBook	10%
Reports	25%
Weekly Quizzes ⇨ Connect question bank	25%
Midterm	20%
Final	20%
Course Total	100%

Connect coursework = 35% of total course grade

Add Connect course requirements to the syllabus



Research in instructional design suggests that communication is a key pedagogical component while using learning and course technologies. Empower your students with the best chance for course success by clearly communicating the Connect course requirements and integrating the Connect coursework into your course syllabus.

At a minimum, be sure to include the following essential information:

- 1) Product information—including titles, authors, and ISBNs for all course components
- 2) Requirement status of all course components
- 3) Courtesy access (14 days of complimentary access) and purchase information
- 4) Mobile app information

Tip: If you're unsure about any of your course details, contact your local [Learning Technology Representative](#).

Example of syllabus language for essential details:

For this course you will be **required** to purchase **McGraw-Hill Education Connect®** access for (name of text) by (authors). Connect will provide full access to the eBook, so you are **not required** to have a print text. Please be aware if you purchase a used textbook, you must **still** purchase Connect access.

(Insert appropriate purchase information.) **Connect codes are available in the bookstore.** If you would like a print version of the text to accompany Connect, the bookstore is carrying a discounted bundle, which includes a print text and a Connect access code. A print-upgrade option is also available via Connect throughout the semester. This will be a full color binder-ready version of the text.

Information on REQUIRED course material:

Title	Edition	Author	Publisher	ISBN
-------	---------	--------	-----------	------

Information on bookstore offering course material:

Title	Edition	Author	Publisher	ISBN
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Mobile apps are now available for both Connect and for SmartBook. They can be downloaded from the Apple App Store and Google Play. The Connect app is available on tablet only, while the SmartBook app is available on both tablet and smartphone devices. See the below grid for supported devices for the Connect app. If you are using both Connect and SmartBook, you will need to download both apps.

{No SmartBook in your course? No problem! Access all your LearnSmart assignments on-the-go using the LearnSmart app, available for tablets and smartphones in the Apple App Store and Google Play.}

Operating System	Supported Devices
iOS Version 7.0 and up	iPad 2+ iPad Air+ iPad mini iPad mini 2+
Android Version 4.4 and up	Samsung Galaxy Tab Pro 10.1 Samsung Galaxy Tab 4 Google Nexus 10 Google Nexus 7

Add an assignment schedule:

For the most effective results in setting and managing student expectations, **create and add an assignment schedule**—integrated with Connect coursework— to your syllabus.

Example of an assignment schedule from a sample syllabus:

READING & ASSIGNMENT SCHEDULE

Week	Dates	Topic	Readings and Lecture Videos	Assignments Due
UNIT 1: Basics of Psychology and Mental Health				
1	1/19-1/20	Class introduction, guide to using your textbook & online resources	Syllabus, Introduction Video	Read syllabus, watch video, register for Connect, Facebook
2	1/23-1/27	History & Subfields of Psychology	Chapter 1	SmartBook (SB) & Quiz for Chapter 1
3	1/30-2/3	Biology of Behavior	Chapter 3	SB & Quiz for Ch. 3
4	2/6-2/10	Psychological Disorders & their Treatment	Chapters 15 & 16	SB & Quizzes for Ch. 15-16
	2/11-2/12	EXAM # 1	Literature Review Paper Tutorial Vid	Paper Topic, Interactivity 1



*Remember... you are not alone! As a part of our commitment to effective implementation, please remember that you have a dedicated Implementation team member who will partner with you **to integrate Connect requirements into your syllabus and/or provide additional syllabus examples**. If you'd like to utilize this service, please [contact your local Learning Technology Representative](#) to connect with your Implementation team member.*