Tips on Getting Ready for the Canvas Migration Workshops

1. **Decide on your Modules:** Canvas really lends itself to a modular approach, so think about how you can divide your course into 3 or 4 main course modules (you’ll probably also want an orientation module and a finals module.) If you can group your material so that students understand how all the assignments in each module work together, then your students will have a much easier time processing the information in that module.

2. **Plan your Assignments:** Once you have your modules planned, you can start building the assignments that will make up each module.
   a. List all the parts of each assignment:
      i. Learning Outcomes for an assignment
      ii. Assignment sheet/instructions
      iii. Necessary supplementary materials or supporting documents (notes, PowerPoints, etc.)
      iv. Links
      v. Rubrics
      vi. Etc.
      vii. Evaluation materials (You can transfer quizzes from Bb to Canvas)
      viii. Assessment materials (You can transfer surveys from Bb to Canvas)
   b. Gather all the materials that you already have to support those assignments
   c. Decide how you want your students to turn the work in – Canvas allows you to choose from (or a combination of):
      i. File Upload
      ii. Text Entry
      iii. Website URL
      iv. Media Recordings

3. **Gather and Update your Course Materials:** If you need to create any new materials or if you need to make any changes to your existing course materials, it would be a good idea get that done before you start building your course in Canvas. In particular, you might want to think about:
   a. Creating an Assignment Template that you use for all assignments of a certain type
      i. This helps students get used to a certain approach
      ii. This can also help you because you can have all your assignment documents created and ready to load into Canvas
   b. Creating a naming/numbering system for assignments/documents that helps you (and your students) understand exactly where each document goes (for example, in Module 1, I call my first project “Project M1.1—Title” and then I name anything else that goes with that project as “M1.1 Quiz” or “M1.1 Template.” The next assignment is M1.2 Project –Title, etc.)
   c. Reviewing the assignments to make sure that instructions are clear
   d. Reviewing the assignments to make sure that there is consistency (insofar as is possible) from assignment to assignment and from module to module
e. Revising instructions on how to submit each assignment (changing the Bb instruction to Canvas ones – or at least highlighting areas you know you will need to change once you decide on your Canvas approach.)
f. Creating rubrics or evaluation criteria for each assignment (if you don’t already have this) – Canvas has a great grading features if you use a rubric, and having your rubric already prepared or decided upon will make it easy for you to copy them into Canvas.

4. Save updated copies of all documents: If you have one folder (saved to a thumb drive or your Z drive, etc.) of updated versions of all your course materials that you can access during the Canvas Migration Workshops, you will avoid getting confused about which is an old version and which is the new one that you want to use

Here are some sample assignment sheets for the ENG101 online class – they may help

1. Project M1.1 (this is the basic version I use for all my learning activity assignments)
2. M1.1 Template (example of a supporting document)
3. M1.1 Sample Document (example of a supporting document)
4. M1.Prewriting (this is the basic version I use for all my composing activity assignments)
5. Instructions for Paper 1 – Lab Report (this is the basic version I use for all my paper assignment sheets)
Project 1.1: Writing Process/ Cause and Effect

The writing process is designed to help you become an efficient and effective writer. Though it may initially seem like extra work, you will quickly see that following the writing process will save you time.

Cause and effect reasoning is used frequently in academic situations to thoroughly examine a topic.

Instructions:

1. Learn about the Writing Process
   a. READ Chapter 2 in Write Now
   b. EXPLORE the Writing Process information in MCL (Student Resources>Writing>Writing Process>Planning, Drafting, Revising, and Finishing and Editing)
   c. TAKE the M1.1 Writing Process Quiz

2. Build your Knowledge of Cause and Effect Development
   a. OPEN the Project 1.1 Template and save as Cause and Effect Document
   b. OPEN 1.1 Cause and Effect Document – Sample to see a completed version that you can use to guide your work
   c. RESEARCH cause and effect development:
      i. READ Chapter 24 in Write Now looking for new information
      ii. WATCH Video 53 (MCL>View E-Text>Media Resources>Video 53: Causal Arguments)
      iii. SEARCH the internet
   d. ADD new information into your Cause and Effect Document in different colors; include at least three of the following: (be sure to include sufficient details to allow you to find the source of the information again)
      i. Using purple “ink,” add in some additional information
      ii. Using red “ink,” add in some contradictory information
      iii. Using green “ink,” add in a different way of explaining something
      iv. Using blue “ink,” add in your own notes based on your research

3. WRITE 100(+) words that examine the causes and/or effects of following or not following one of the steps of the writing process (prewriting, drafting, revising, or editing)
   a. ADD this writing to the top of your Cause and Effect Document

4. ATTACH your Cause and Effect Document in Project 1.1 and SUBMIT

Evaluation: 20 points possible

- 5 points for Writing Process Quiz – 1 point for each correct answer
- 5 points for a complete Cause and Effect document
- 5 points for writing 100(+) words on cause and effect relating to the writing process
- 5 points for using the cause and effect approach effectively
Cause and Effect

You deal with cause and effect every day. If you are late for work, have to miss a class, or misunderstand the instructions for an assignment, there are consequences. A cause is what makes something take place. An effect is the result of something that has happened. To determine causes and effects, you have to become something like a detective. You have to find out more than just what happened; you need to figure out how and why it happened as well as the consequences of its happening.

MAIN IDEA

A cause-and-effect essay typically centers on a main idea. It can focus only on causes, only on effects, or both. Whatever the focus, you have to do more than state the causes and effects: You need to explain them with examples that go into specific, vivid details to make sure the reader clearly understands the point you are making.

PATTERN OF ORGANIZATION

The method of organization for a cause-and-effect essay can vary according to the main idea you want to get across. In the above example about how graduates are seeking employment, the most useful method may be order of importance. In that case, you would save the body paragraph with the greatest impact for last. However, if your essay focuses instead on the causes of the tight job market, you would consider using chronological order, noting the times in which certain events occurred that brought about this situation. Other methods of organization might also be useful, depending on the main idea, such as specific to general.

TRANSITIONS

Help your reader follow your train of thought in your essay by providing transitions. For a cause-and-effect essay, here are some useful transitions:

- a cause      an effect      a reason
- a result     also          another
- as a result  because       consequently
- first        for this purpose for this reason
- second       since          subsequently
- therefore    third          thus
If you start a paper at the last moment and don’t leave time to edit, it is likely that you will turn in a paper that isn’t as successful as it could be. If you skip the editing step, you won’t have a chance to find and correct surface errors that can distract or irritate a reader. If your reader becomes distracted or annoyed, the reader may begin to distrust the document or may judge it as being inferior – even if the content is excellent. Readers don’t do this to be mean; it’s just the way our brain works. So, skipping the editing step is not a good idea!

**Cause and Effect**

You deal with cause and effect every day. If you are late for work, have to miss a class, or misunderstand the instructions for an assignment, there are consequences. A *cause* is what makes something take place. An *effect* is the result of something that has happened. To determine causes and effects, you have to become something like a detective. You have to find out more than just what happened; you need to figure out how and why it happened as well as the consequences of its happening.

Chapter 23 of Write Now says the talking about causes and effects is speculative – that you probably won’t be able to figure out definite causes or effects for complex events (461). Evidence will be key to supporting a cause and effect argument (462).

**MAIN IDEA**

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**PATTERN OF ORGANIZATION**

The method of organization for a cause-and-effect essay can vary according to the main idea you want to get across. In the above example about how graduates are seeking employment, the most useful method may be *order of importance*. In that case, you would save the body paragraph with the greatest impact for last. However, if your essay focuses instead on the *causes* of the tight job market, you would consider using *chronological order*, noting the times in which certain events occurred that brought about this situation. Other methods of organization might also be useful, depending on the main idea, such as *specific to general*.

Cause and effect papers are among the most common (and among the most fun to write) papers in a Composition course. It is intriguing to explore the causes of some event that you always took for granted or to chronicle the effects of some phenomenon in society or nature. The two strategic points you have to consider are (1) whether you’re exploring causes or effects or both
and (2) what is the order of the causes or effects you're going to pursue — from least to most important or vice versa.
(from http://grammar.ccc.commnet.edu/grammar/composition/cause_effect.htm)

**TRANSITIONS**

Help your reader follow your train of thought in your essay by providing transitions. For a cause-and-effect essay, here are some useful transitions:

<table>
<thead>
<tr>
<th>a cause</th>
<th>an effect</th>
<th>a reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>a result</td>
<td>also</td>
<td>another</td>
</tr>
<tr>
<td>as a result</td>
<td>because</td>
<td>consequently</td>
</tr>
<tr>
<td>first</td>
<td>for this purpose</td>
<td>for this reason</td>
</tr>
<tr>
<td>second</td>
<td>since</td>
<td>subsequently</td>
</tr>
<tr>
<td>therefore</td>
<td>third</td>
<td>thus</td>
</tr>
</tbody>
</table>

As you write, use the transitions, or signal words, that tell readers you are demonstrating causal relationships between your ideas:

- Led to
- Because
- Cause(s)
- Reasons(s)
- Explanation(s)
- So

Transition words that suggest to the reader that you are discussing effects include the following:

- Therefore
- As a result
- Consequently
- Thus
- Then
- Thanks to

(from http://www.butte.edu/departments/cas/tipsheets/style_purpose_strategy/cause_effort.html)

I think that it’s going to be important to be very clear about what I am focusing on when I write a cause and effect paper – then, I’ll be able to organize it and make it easy for my reader to understand. If I keep switching back and forth between looking at causes and then at effects without being clear, it won’t matter how many transition I use – it’ll still be too hard for a reader to follow it. So, one clear focus and clear organization will be key.
M1.Prewriting
Paper 1 Prewriting Activities

Introduction:
These activities will help you begin to write Paper 1 – your lab report about your observation of adult learners’ behaviors

Task: Observe adult learners in a learning environment and create a hypothesis about their behavior.

Instructions:
1. **WATCH** Video 5 (MCL>View E-Text>Media Resources>Video 5: Graphical Maps)
2. **GO** to the learning environment you selected and **OBSERVE** the adult learners there
   a. You should:
      - observe the different learners (if you are in a large environment, you might want to select a smaller group)
      - observe the resources that each learner is using
      - observe the activities of each learner
      - observe any other things that seem significant in the learning environment that you selected
   a. **CREATE** a document called Paper 1 Prewriting
   b. **TAKE NOTES** as you observe
3. **SELECT** one issue that you would like to focus on for your Lab Report – Make sure that you select an issue that you can test through observation alone. Your focus needs to be on the behavior of the adult learners; for example, whether they use more than one resource, whether they combine social activities with learning, whether they work in groups or individually, how long they stick with one activity before switching to another, etc.
4. **WRITE** a hypothesis that you can use for your lab report -- your hypothesis should be a statement of what you expect to find (it doesn’t matter if you turn out to be right or not). So, take the issue you developed in the previous step and make it into a testable hypothesis; for example, most learners will use more than one resource at a time, most learners will switch back and forth between social activities and learning activities, most learners will work individually, etc.
5. **ADD** your hypothesis to the beginning of your Paper 1 Prewriting document
6. **ATTACH** your Paper 1 Prewriting document to M1.Prewriting and **SUBMIT**

Evaluation: 20 points possible
- 10 Points for complete and detailed observation notes
- 5 points for a narrow and specific hypothesis about adult learners’ behaviors
- 5 points for a hypothesis that is testable by observation alone
Lab Report

Introduction: Paper 1 will be a lab report; you will be reporting on your observation of the behaviors of adult learners

Task: To observe the behavior of adult learners in a learning environment, to develop a testable hypothesis, and to write a lab report of your observations

Instructions:

1. **REMEMBER** – MyCompLab has resources about the Writing Process that you may find helpful
2. **USE** the observations that you conducted during your Projects and Composing Activities in Module 1
3. **USE or REFINE** the hypothesis you developed about adult learners’ behaviors
   a. Make sure your hypothesis is narrow and specific
   b. Make sure that it can be tested solely by observing your learners
4. **VERIFY** that you are still using the proper format for your lab report – check it against the Lab Report Template.
5. **WRITE** a lab report – it should contain the following:
   a. **Abstract:** a short paragraph that tells your reader what you were investigating, how you did it, what you found, and what you learned as a result of doing the investigation.
   b. **Introduction:** a paragraph that tells your reader what you were investigating and what you expected to find (your hypothesis.)
   c. **Methods and Materials:** a paragraph or two that tells your reader how you conducted your investigation -- in this case, you observed, so tell your reader how you conducted your observation, when, how often, for how long, and anything else that is important about the way that you investigated your question. Give enough information that another researcher could conduct the same observation. You should use past tense and describe in chronological order.
   d. **Results:** a multi-paragraph description of your results (what you observed.) You should focus on the results that seem most significant to proving or disproving your hypothesis. You may also want to include a table or chart if that would be a good way to present information in your lab report -- be sure to discuss
any tables or charts that you include. Be sure to give actual observations and not just an overview of what you observed.

e. **Discussion**: a multi-paragraph discussion of the implications of your major findings (from your Results section) and how those findings did or did not confirm your hypothesis.

6. **ATTACH** your paper to M1.Final Version of Paper 1 and **SUBMIT**

**Tips:**

- In a lab report, it is crucial to put the right material in the right place; readers will be looking for specific information in specific places and will miss or be confused by information that is in the wrong place.
- Lab Reports should be concise (as brief as possible – no unnecessary language) and complete (containing all of the pertinent information about your work.)
  - Don’t repeat information from one section in another section
  - Be sure to include specific details in your Results section, so your reader will know just what you observed

**Evaluation:** (100 points possible)

<table>
<thead>
<tr>
<th>Points</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Hypothesis (well chosen for this paper; testable)</td>
</tr>
<tr>
<td>10</td>
<td>Abstract (clear and understandable)</td>
</tr>
<tr>
<td>10</td>
<td>Introduction (clear and understandable)</td>
</tr>
<tr>
<td>10</td>
<td>Methods/Materials (clear and understandable)</td>
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<tr>
<td>10</td>
<td>Results (clear and understandable)</td>
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<td>10</td>
<td>Discussion (clear and understandable)</td>
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<tr>
<td>10</td>
<td>Overall Conciseness</td>
</tr>
<tr>
<td>10</td>
<td>Overall Completeness</td>
</tr>
<tr>
<td>20</td>
<td>Organization (information is in the correct place)</td>
</tr>
</tbody>
</table>