

Northwest Online and TurnItIn.com

Spring 2017

Northwest Online and TurnItIn.com

Step One: How to create an assignment

How to create an assignment

Go to Assignments using the Assignment Button.

Click on the 'Create Assignment' Button.

The screenshot shows the Canvas LMS interface. On the left is a sidebar with navigation icons and labels: Home, Account, Dashboard, Courses (highlighted), Calendar, Inbox, Commons, and Help. Below these are links to Home, Syllabus, Announcements, Grades, Attendance, People, Modules, LockDown Browser, NW Success 360, Assignments (highlighted), Quizzes, Pages, Files, Outcomes, Discussions, Conferences, and Collaborations. The main content area shows the 'Intro Spring > Assignments' breadcrumb. Below this is a search bar labeled 'Search for Assignment'. To the right of the search bar are buttons for '+ Group', '+ Assignment' (highlighted with a red arrow), and a settings gear icon. The main content area displays two groups of assignments: 'Attendance Group' (3% of Total) and 'Pre-Course Group' (1% of Total). The 'Attendance Group' contains one assignment: 'Roll Call Attendance' (100 pts). The 'Pre-Course Group' contains four assignments: 'Northwest Online Profile Quiz' (20 pts), 'Sample Essay Submission' (20 pts), 'Syllabus Quiz using LockDown Browser- Requires Respondus LockDown Browser' (20 pts), and 'Course Information Quiz- Requires Respondus LockDown Browser' (20 pts). Each assignment entry includes a status icon (green checkmark or red X) and a settings gear icon.

Intro Spring > Assignments

Search for Assignment

+ Group + Assignment

Attendance Group 3% of Total

Roll Call Attendance 100 pts

Pre-Course Group 1% of Total

Northwest Online Profile Quiz Pre-Course Exercises Module | Not available until Dec 26 | Due Jan 18, 2017 at 11:59pm | 20 pts

Sample Essay Submission Pre-Course Exercises Module | Not available until Dec 26 | Due Jan 18, 2017 at 11:59pm | 20 pts

Syllabus Quiz using LockDown Browser- Requires Respondus LockDown Browser Syllabus Module | Not available until Dec 26 | Due Jan 18, 2017 at 11:59pm | 20 pts

Course Information Quiz- Requires Respondus LockDown Browser Course Information II Module | Not available until Dec 26 | Due Jan 18, 2017 at 11:59pm | 20 pts

How to create an assignment

On the 'Create New Assignment'
Page add:

Title of Assignment

Instructions

Point Value

Assignment Group (if you use groups)

Grade Display Type

Used in Final Grade Calculations

The screenshot shows the 'Create new' assignment page. At the top, there's a breadcrumb trail: > [Assignments](#) > Create new >. In the top right corner, there's a 'Not Published' status indicator and a settings gear icon. The main title field contains 'Sample Turnitin Assignment'. Below the title is a rich text editor with a toolbar containing various formatting options like bold, italic, underline, link, unlink, image, video, and font size. The editor's content area contains the text 'Submit your essay in this dropbox by the due date'. At the bottom of the page, there are several configuration fields: 'Points' is set to 100; 'Assignment Group' is set to 'Attendance Miscellania Grou'; 'Display Grade as' is set to 'Points'; and there is an unchecked checkbox labeled 'Do not count this assignment towards the final grade'. Red arrows from the left-pointing text labels point to these specific fields: 'Title of Assignment' points to the title field, 'Instructions' points to the text editor, 'Point Value' points to the 'Points' field, 'Assignment Group (if you use groups)' points to the 'Assignment Group' dropdown, 'Grade Display Type' points to the 'Display Grade as' dropdown, and 'Used in Final Grade Calculations' points to the 'Do not count this assignment towards the final grade' checkbox.

How to create an assignment

On the 'Create New Assignment'
Page add:

External Tool Option
(next page of PPT)

Moderated Grading Option

Who submits assignment

Dates
(Availability Option)

☐ Do not count this assignment towards the final grade

Submission Type

External Tool

External Tool Options

Enter or find an External Tool URL

[http://www.example.com/launch](#) Find

☐ Load This Tool In A New Tab

Moderated Grading

☐ Allow a moderator to review multiple independent grades for selected submissions

Assign

Assign to

Everyone X

Due

Mar 15, 2017 at 11:59pm

Wed Mar 15, 2017 11:59pm

Available from

Jan 9, 2017 at until Apr 28, 2017 at

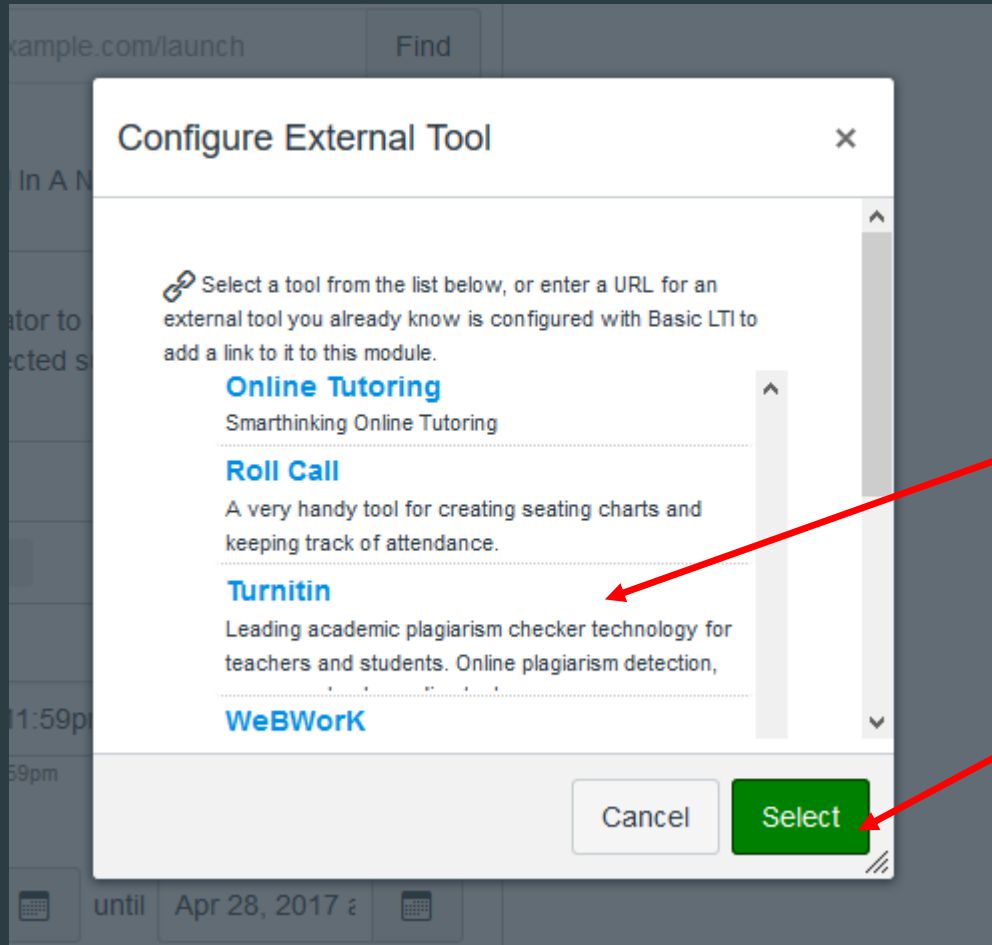
Mon Jan 9, 2017 Fri Apr 28, 2017 11:59pm

+ Add

☐ Notify users that this content has changed

Cancel Save & Publish Save

How to create an assignment



On the 'External Tool' Page:

Scroll down and find the TurnItIn.com external tool entry.

Highlight by clicking on tool

Click Select

How to create an assignment

You are returned to 'Create New Assignment' Page

External Tool Option
is now visible

When satisfied with your setup
settings click 'Save' or
'Save and Publish'.


☐ Do not count this assignment towards the final grade

Submission Type

External Tool

External Tool Options

Enter or find an External Tool URL



☐ Load This Tool In A New Tab

Moderated Grading


☐ Allow a moderator to review multiple independent grades for selected submissions

Assign

Assign to



Everyone X

Due

Mar 15, 2017 at 11:59pm 

Wed Mar 15, 2017 11:59pm

Available from

Jan 9, 2017 at  until Apr 28, 2017 at 

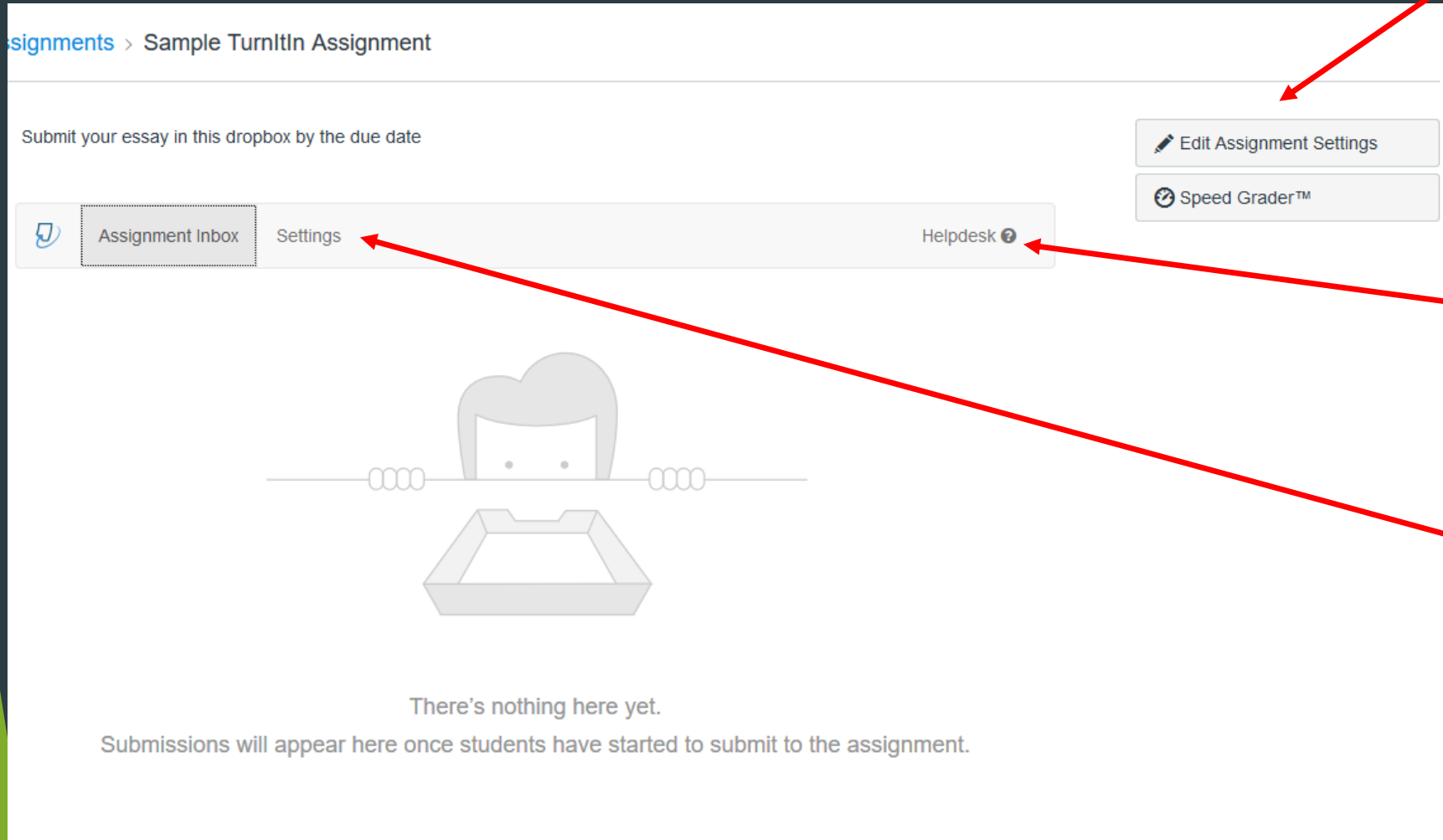
Mon Jan 9, 2017 Fri Apr 28, 2017 11:59pm

+Add

☐ Notify users that this content has changed

How to create an assignment

You will now see the assignment page.



To re-edit your assignment settings, click on the 'Edit Assignment Settings'

Helpdesk button takes one to TurnItIn.com help and resource page.

To check or edit special TurnItIn.com settings, click on 'Settings' button. (Next page in PPT)

How to create an assignment

Special TurnItIn.com Settings

Check Start Date

(usual default is day/time of creation)

Check Feedback Release Date

(usual default is due date)

Additional Instructions

(optional - appears on submit page)

Submission Types

Optional Settings

(Next PPT Screen)

assignments > Sample TurnItIn Assignment

Submit your essay in this dropbox by the due date

Assignment Inbox Settings Helpdesk ?

Some settings have been disabled and can only be changed in the learning management system. X

Title	Sample TurnItIn Assignment	Max Grade	100	
Instructions	Additional Instructions for Assignment if you want to add some.		Start Date	2017-01-09 17:34
			Due Date	2017-03-15 23:59
			Feedback Release Date	2017-03-15 23:59
Allow submission of any file type? <input type="radio"/> Yes <input checked="" type="radio"/> No				
Optional Settings				
Submit				

How to create an assignment

Special TurnItIn.com Optional Settings

Late Submissions

Sources for comparison

Resubmissions

Various Setting Options

Peer Grading via TurnItIn.com

The screenshot displays the 'Optional Settings' section of the TurnItIn.com interface. Red arrows from the text labels on the left point to the following settings:

- Allow late submissions?**: Radio buttons for 'Yes' and 'No' (selected).
- Compare submitted papers against the following sources:**: Three checked checkboxes for 'Student paper repository', 'Current and archived web site content', and 'Periodicals, journals and publications'.
- Originality Report generation and resubmissions**: A dropdown menu set to 'Generate reports immediately (resubmissions are allowed until due date)'.
- Exclude bibliographic materials from Similarity Index for all papers in this assignment?**: Radio buttons for 'Yes' and 'No' (selected).
- Exclude quoted materials from Similarity Index for all papers in this assignment?**: Radio buttons for 'Yes' and 'No' (selected).
- Exclude small matches?**: Radio buttons for 'Yes' and 'No' (selected).
- Allow students to view Originality Reports?**: Radio buttons for 'Yes' (selected) and 'No'.
- Submissions to this assignment will be stored in:**: A dropdown menu set to 'Standard paper repository'.
- Add PeerMark assignments**: Radio buttons for 'Yes' and 'No' (selected).
- Attach a rubric to this assignment**: A checkbox (not explicitly shown as checked or unchecked).

How to create an assignment

Special TurnItIn.com Optional Settings

Rubric for TurnItIn.com
(Note: this is different from Canvas Rubrics)

Various Grammar Setting Options

Default for future assignments

Submit

? Attach a rubric to this assignment

Note: students will be able to view attached rubrics and the rubric content prior to submitting.

No rubric

[Launch Rubric Manager](#)

? Enable grammar checking using ETS® e-rater® technology?

☒ Yes ☐ No

Select ETS® handbook

Advanced

Select English Dictionary

☒ US English Dictionary ☐ UK English Dictionary ☐ Both US and UK English Dictionaries

? Categories enabled by default

☒ Spelling ☒ Grammar ☒ Usage ☒ Mechanics ☒ Style

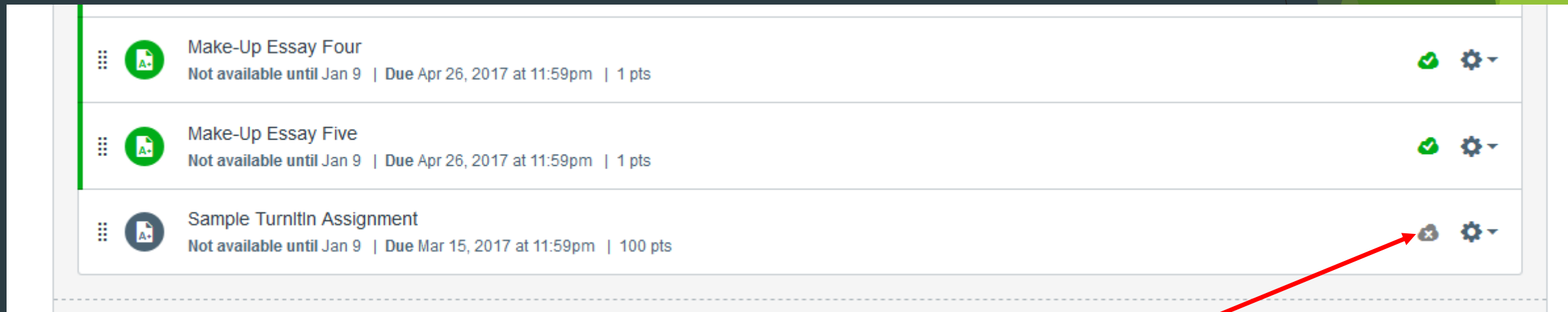
Would you like to save these options as your defaults for future assignments?













☐ Yes ☒ No

Submit

How to create an assignment

The TurnItIn.com assignment is now created and appears on the 'Assignment Page' of your Canvas Northwest Online site.



	 Make-Up Essay Four Not available until Jan 9 Due Apr 26, 2017 at 11:59pm 1 pts	 
	 Make-Up Essay Five Not available until Jan 9 Due Apr 26, 2017 at 11:59pm 1 pts	 
	 Sample TurnItIn Assignment Not available until Jan 9 Due Mar 15, 2017 at 11:59pm 100 pts	 

Don't forget to 'Publish' the assignment or students will not see it.

Northwest Online and TurnItIn.com

Step One: How to create and assignment

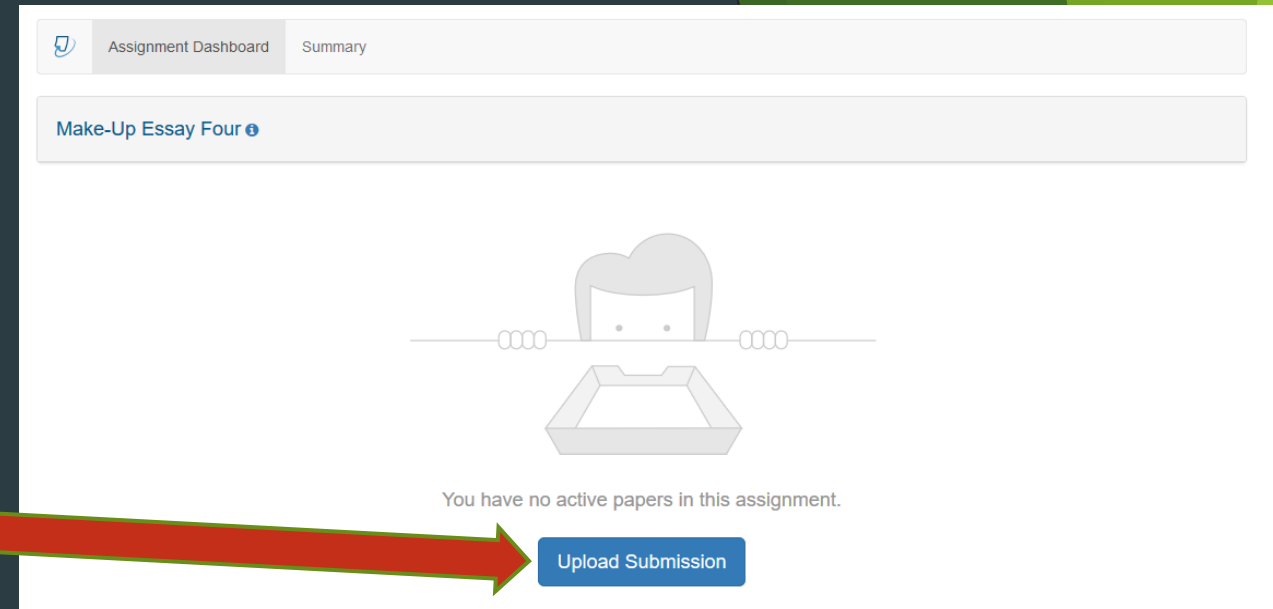
Step Two: The Student's View - Submission

Student View - Submission

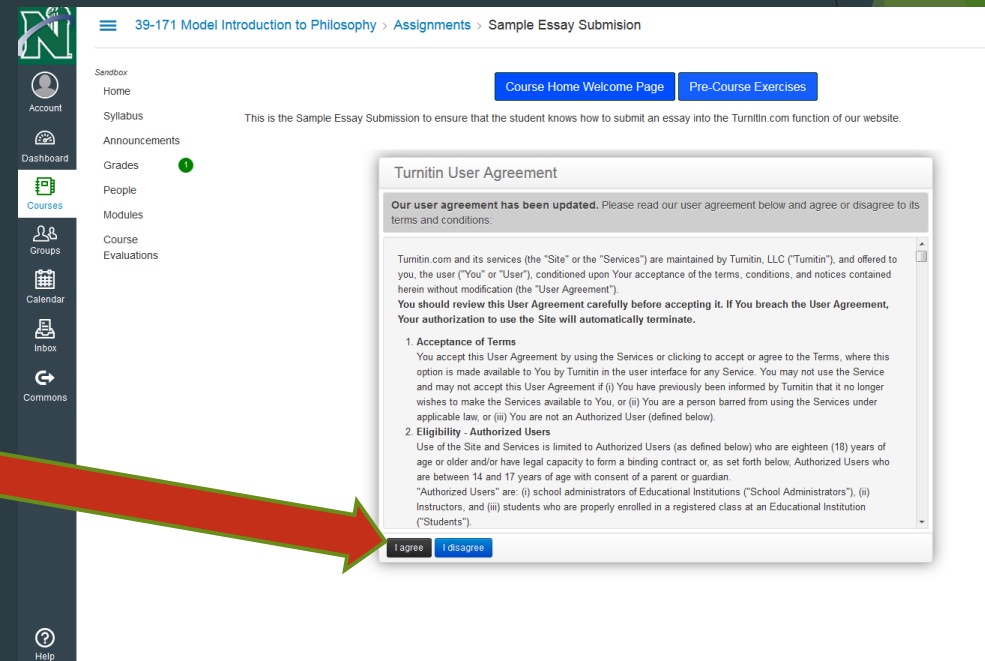
Students do not need to go to the TurnItIn.com website like Northwest students did in the past.

The Assignment Dashboard will look like this.

When ready to submit the essay, click on the upload submission button.

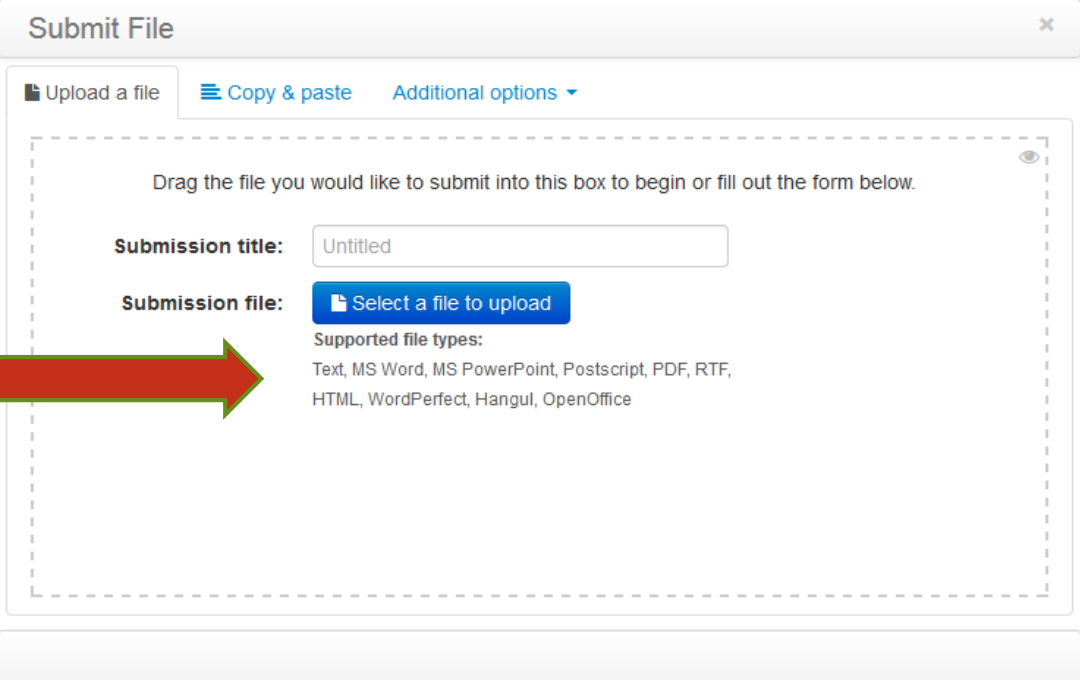


When a student first accesses an assignment which uses TurnItIn.com, s/he will encounter a user-end Agreement. Click 'I Agree'.



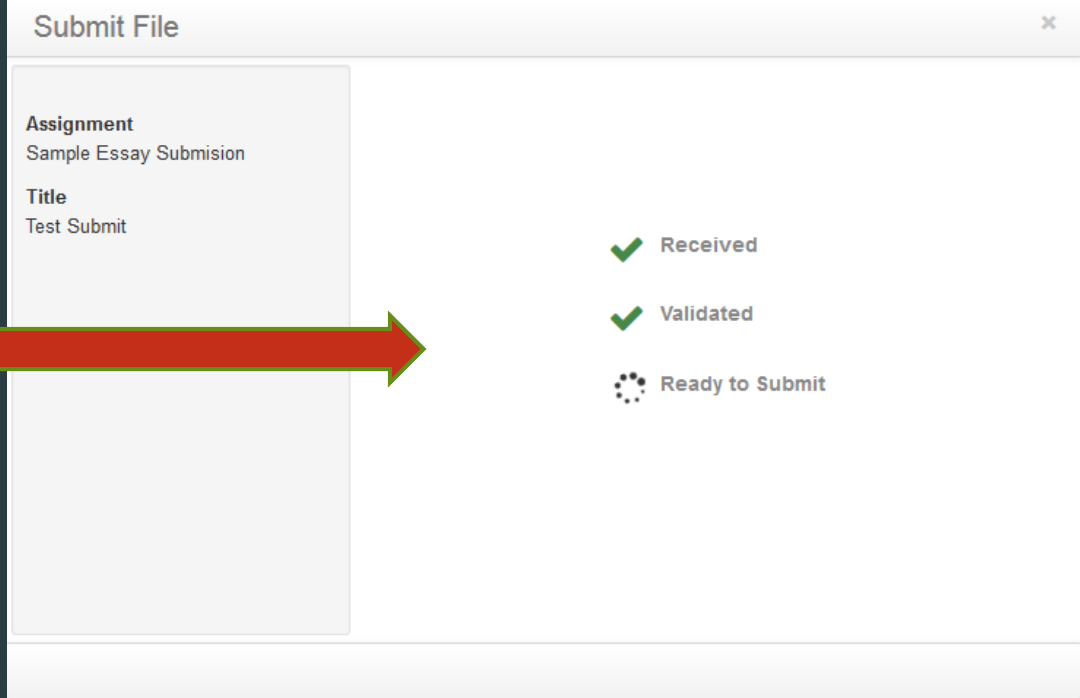
Student View - Submission

Once the student has clicked the Upload Submission Button, a Submit File pop-up screen will appear. Here she/he will add the submission's title and select the document from his/her computer files



The 'Submit File' pop-up screen features a title bar with a close button. Below the title bar are three tabs: 'Upload a file' (selected), 'Copy & paste', and 'Additional options'. A dashed box contains the instruction: 'Drag the file you would like to submit into this box to begin or fill out the form below.' Below this, there is a 'Submission title:' label followed by a text input field containing 'Untitled'. Underneath is a 'Submission file:' label followed by a blue button labeled 'Select a file to upload'. To the right of the button, it lists 'Supported file types: Text, MS Word, MS PowerPoint, Postscript, PDF, RTF, HTML, WordPerfect, Hangul, OpenOffice'.

Once one begins the upload process, he/she will see it processed by the program.



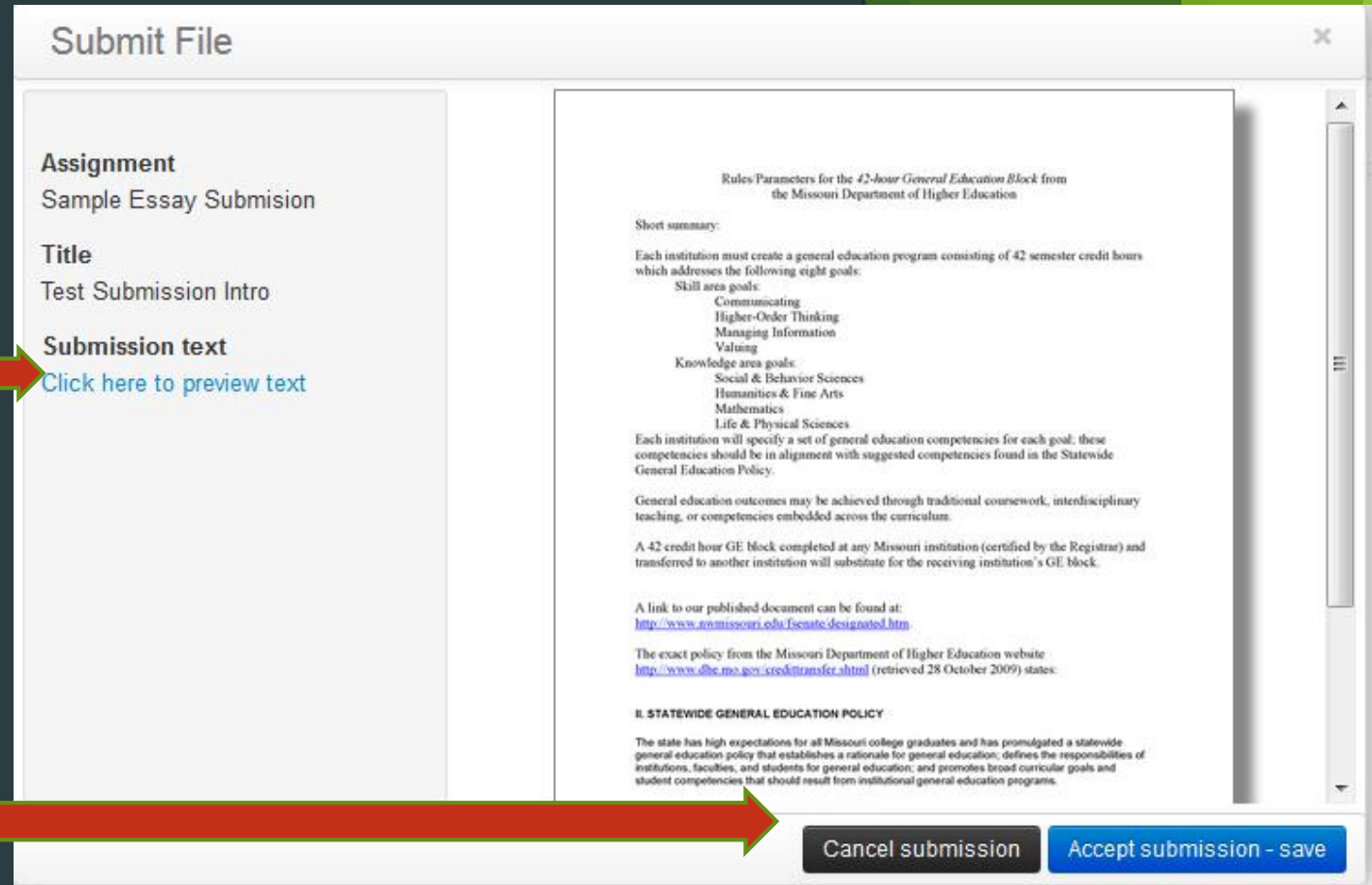
The 'Submit File' pop-up screen shows the submission details on the left and the status on the right. The left panel has a title bar and contains the following information: 'Assignment: Sample Essay Submission', 'Title: Test Submit', and a large empty box below. The right panel shows the status with three items: 'Received' with a green checkmark, 'Validated' with a green checkmark, and 'Ready to Submit' with a loading spinner icon.

Student View - Submission

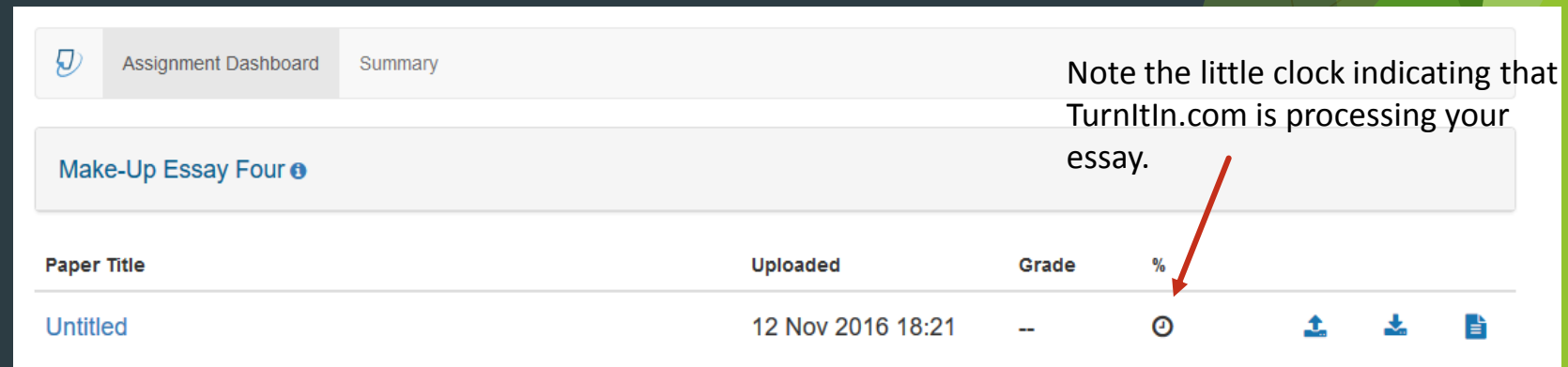
When the system is finished processing the essay, the student will see a page like this. Here the student can do a final preview of the essay prior to the final submission.

Once one is ready, click the 'Accept submission-save' to submit the essay to Northwest online.

After submission, the Assignment Dashboard will look like this with the submission Indicated.



The 'Submit File' window displays a preview of a sample essay submission. On the left, under the 'Assignment' section, it shows 'Sample Essay Submission' and 'Test Submission Intro'. The 'Submission text' section contains a link: 'Click here to preview text'. On the right, the preview shows the text of the essay, which includes a title 'Rules/Parameters for the 42-hour General Education Block from the Missouri Department of Higher Education', a short summary, and detailed goals for the block. At the bottom right of the window, there are two buttons: 'Cancel submission' and 'Accept submission - save'.



The Assignment Dashboard shows a submission status for 'Make-Up Essay Four'. The table below lists the submission details.

Paper Title	Uploaded	Grade	%
Untitled	12 Nov 2016 18:21	--	🕒

Note the little clock indicating that TurnItIn.com is processing your essay.

Student View - Submission

You will see a little colored shape and a percentage. This is your similarity (aka originality) index.

You can also download a digital receipt for your submission to ensure that your paper has been submitted.

Once TurnItIn.com is finished processing the essay, the dashboard will look like this.

The screenshot shows the TurnItIn Assignment Dashboard. At the top, there are tabs for 'Assignment Dashboard' and 'Summary'. Below this, the assignment title 'Make-Up Essay One' is displayed. A table lists the submission details:

Paper Title	Uploaded	Grade	%	Actions
Test Paper	24 Oct 2016 20:53	--	1%	Upload/Resubmit, Download, Receipt

Red arrows point from the text annotations to the '1%' similarity percentage, the 'Upload/Resubmit' button, and the 'Download' button.

It is recommended that each student review the essay for plagiarism or regurgitation issues prior to due date and if necessary make corrections and resubmit the essay. This is done by clicking on the similarity (aka originality) index. This will open TurnItIn.com's essay review function. There will be two possible views "Classic View" and the newer "Feedback Studio" view. I recommend the "Feedback Studio" view.

This block compares two views of the TurnItIn essay review interface. The 'Older View' (Classic View) is shown in the top right, displaying a 'Match Overview' table with a score of 1% and a 'Download' button. The 'Newer View' (Feedback Studio) is shown in the bottom left, displaying a detailed 'Test Student1' report with a 'Word Count: 1391' and a 'Return to Turnitin Classic' link. A yellow arrow labeled 'Toggle' points from the 'Older View' to the 'Newer View'.

Student View - Submission

Click on the Similarity Index button and the full analysis of originality will open. It will provide the student with possible sources of the similarity. The student may want to fix these issues and resubmit the essay before the due date.

The screenshot shows the Turnitin Feedback Studio interface. The main text area displays an essay titled "What is Knowledge?". The text is highlighted with red boxes indicating similarity. On the right side, there is a "Match Overview" panel showing a similarity index of 26%. Below this, a list of sources is shown:

Source	Similarity
Submitted to Northwes...	18%
www.udemy.com	5%
er.nau.edu.ua	3%

Red arrows point from the text in the essay to the similarity index and the sources list.

Originality Index

Possible Sources

The screenshot shows the Turnitin Feedback Studio interface. The main text area displays the same essay as the previous screenshot. On the right side, there is an "e-rater Results (Beta)" panel showing various grammar and technical issues. The issues are listed in a table:

Issue	Count
Grammar	4
Proofread	0
S/V	1
Garbled	0
Possessive	0
Verb	2
Run-on	0
Word Error	0
Frag.	0
Pronoun	1
Compound	0
Hyph	0
Missing "?"	0
Dup.	0
Fused	0
Missing Apos.	0
Sentence Cap.	0
Missing Punc.	0
Proper Nouns	0

Red arrows point from the text in the essay to the e-rater results panel.

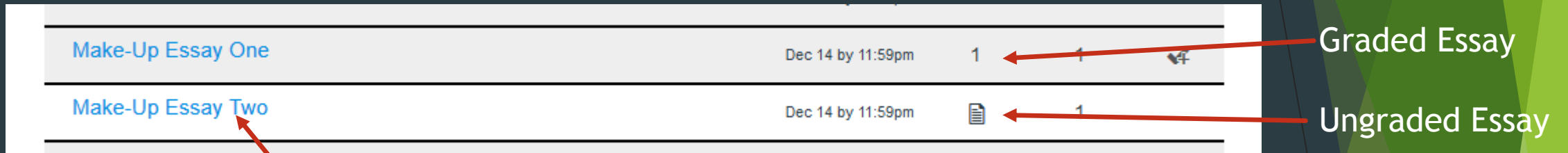
The student can also check grammar and other technical issues by clicking on the ETS button. You may wish to correct these and resubmit your essay before due date.

Essays and TurnItIn.com

Student Review of Essay *via* Gradebook

Besides the Feedback Studio system (accessed through the deposit page), the student may access the essay through the Canvas Northwest Online Gradebook which uses Canvas' built in tool called Crocodoc.

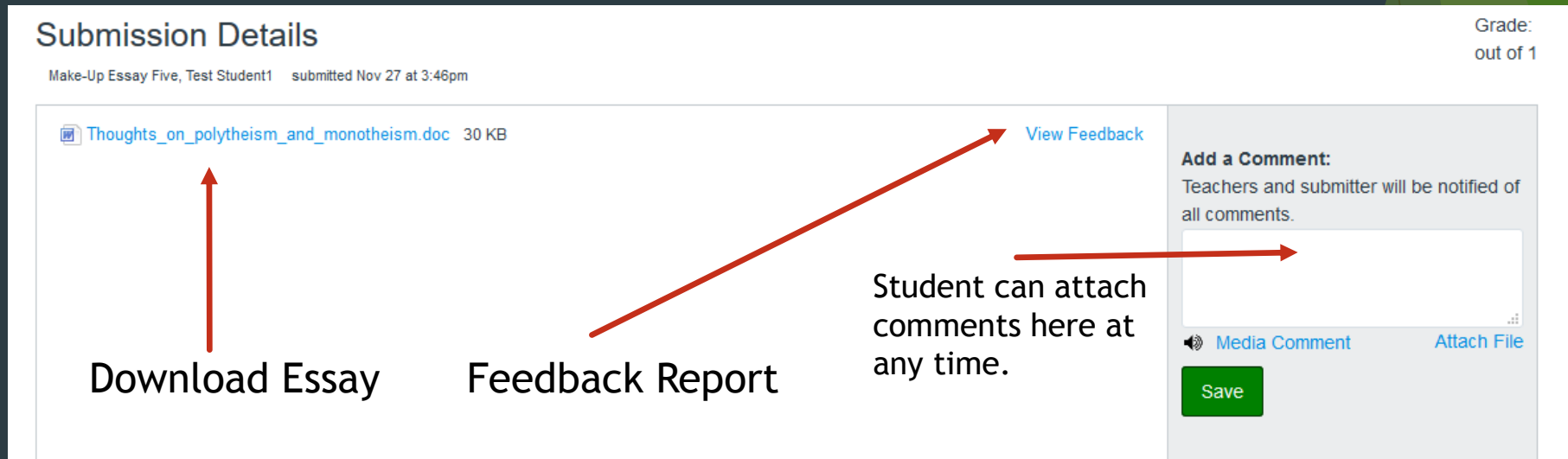
Once in the grade book, the student can see the essay item listed. Our focus here is on **UNGRADED** essays.



Make-Up Essay One	Dec 14 by 11:59pm	1	← 1	Graded Essay
Make-Up Essay Two	Dec 14 by 11:59pm	1	← 1	Ungraded Essay


Click on the title of the essay assignment to open the submission details window

This view of the Submission Details is prior to the TurnItIn.com Similarity Index Report.



Submission Details Grade: out of 1


Make-Up Essay Five, Test Student1 submitted Nov 27 at 3:46pm

 [Thoughts_on_polytheism_and_monothieism.doc](#) 30 KB

[View Feedback](#)

Download Essay **Feedback Report** **Student can attach comments here at any time.**

Add a Comment:
Teachers and submitter will be notified of all comments.

 [Media Comment](#) [Attach File](#)

[Save](#)

Essays and TurnItIn.com

Student Review of Essay *via* Gradebook

After TurnItIn.com has completed the Similarity Index report, the Submission Details page looks like this.

Submission Details Grade: 1 out of 1

Make-Up Essay One, Test Student1 submitted Oct 24 at 8:53pm

[Process_for_Interdisciplinary_Courses.docx](#) 22.7 KB 1.0% 1.0% [View Feedback](#)

[Download Essay in original submitted form.](#)

[Feedback Report](#)

[The TurnItIn.com Similarity Index appears here.](#)

Add a Comment:
Teachers and submitter will be notified of all comments.

[Media Comment](#) [Attach File](#)

[Save](#)

[Student can attach comments here at any time.](#)

The TurnItIn.com Similarity Index appears here.

Caution: Students have reported that what is posted here does not always match what appears in the actual Similarity Index report with TurnItIn.com.

Clicking on the index seems as if it should give the detailed Similarity Index report, but it only returns to the course site Home Page. Hence, it is recommend to use the Feedback Studio option from the deposit page.

Essays and TurnItIn.com

Student Review of Essay *via* Gradebook

Clicking on the Feedback Report the student's essay opens in Crocodoc. Here the student can use the built-in tools to add comments, draw, highlight, add text comments, and strikeout text. Note: This will NOT modify the originally submitted document, but will allow interactive communication with instructor.



Essays and TurnItIn.com

Student Review of Essay via Gradebook

Hence the student can interact with his/her submitted essay EVEN PRIOR to evaluation by instructor.

The screenshot displays the TurnItIn.com interface. At the top, a document titled "Thoughts_on_polytheism_and_monotheism.doc" (30 KB) is shown with a "View Feedback" link. Below this is a "Preview of Thoughts_on_polytheism_and_monotheism.doc" window. The preview shows a document with a toolbar at the top containing icons for zooming, commenting, drawing, highlighting, and text formatting. The document text discusses polytheism and monotheism. A yellow comment box on the right side of the preview reads: "Test Student1: I don't know what I am saying". A red arrow points from this comment box to the "Comments in text from student." label. Another red arrow points from the comment box to the "Add a Comment:" section on the right. The "Add a Comment:" section includes a text input field, a "Save" button, and links for "Media Comment" and "Attach File". A red arrow points from the "Save" button to the "Comment left by student for instructor or peers via comment window." label. A third red arrow points from the "Add a Comment:" section to the "Useful if using Peer Review and tracking all comments" label.

Thoughts_on_polytheism_and_monotheism.doc 30 KB View Feedback

Preview of Thoughts_on_polytheism_and_monotheism.doc

Comment 1 of 3 Powered by crocodoc

Comment Draw Highlight Text Strikeout Text tool: 10pt

Thoughts on polytheism and monotheism, gods and what not.

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, but may well have been lifted from other Semitic groups, specifically the Canaanites.

Within the context of polytheism 'being a covenanted people' or eventually 'a chosen people' has a radically different flavor in its origin than what develops latter with monotheism. It was more like having a protector of your group, while other groups had a different protector. It did, of course, have a flavor of 'inside the tribe' and 'outside the tribe', but since other groups had their 'protector god', there was a kind of equilibrium established.

By the time of the 1st temple, the practice of polytheism was still apparent with the archeological and textual evidence of shrines to other gods in the outer court of the temple, included one to the wife of Yahweh/El. It is appears that the practice of monotheism (more accurately monolatry) triumphs only after the return from Exile. This

Test Student1: I don't know what I am saying

HELP ME HERE

I found this exercise rather strange.
Test Student1, Nov 27 at 7:53pm

Add a Comment:
Teachers and submitter will be notified of all comments.

Media Comment Attach File

Save

Comment left by student for instructor or peers via comment window.

Useful if using Peer Review and tracking all comments

Comments in text from student.

Northwest Online and TurnItIn.com

Step One: How to create and assignment


Step Two: The Student's View - Submission

Step Three: Grading the Assignment

Grading the Assignment

Method One --- TurnItIn.com's grading tools called Feedback Studio

Note: You can toggle back and forth between Older (GradeMark) and Newer (Feedback Studio) views.








Assignment Inbox

Settings

Helpdesk ?

Download All ▾

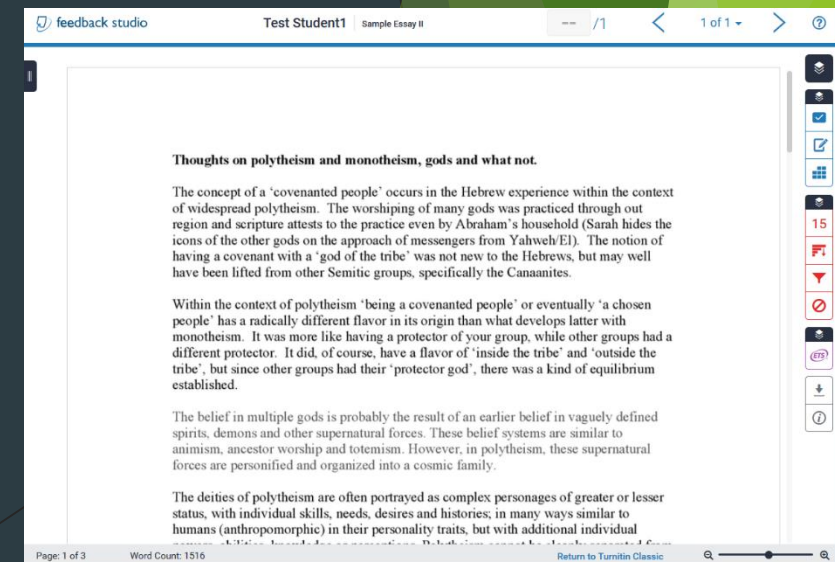
Download Selected ▾

<input type="checkbox"/>	Author / Paper Title	Paper ID	Uploaded ▾		Grade	%	
<input type="checkbox"/>	Test Student1 Sample Essay II	743034999	Nov 27th 2016, 3:46 PM			15%	  

Open student essay by clicking on the title or the little pencil under Grade.

Open student essay to Similarity report by clicking colored square or percent.

Opens student paper in Feedback Studio



Grading the Assignment Method One --- Feedback Studio

The screenshot displays the Feedback Studio interface. At the top, the header includes the 'feedback studio' logo, the student's name 'Test Student1', and the assignment title 'Sample Essay II'. A navigation bar shows a progress indicator '1 of 1' and a search icon. The main content area displays a student's essay titled 'Thoughts on polytheism and monotheism, gods and what not.' The essay text is as follows:

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, but may well have been lifted from other Semitic groups, specifically the Canaanites.

Within the context of polytheism 'being a covenanted people' or eventually 'a chosen people' has a radically different flavor in its origin than what develops latter with monotheism. It was more like having a protector of your group, while other groups had a different protector. It did, of course, have a flavor of 'inside the tribe' and 'outside the tribe', but since other groups had their 'protector god', there was a kind of equilibrium established.

The belief in multiple gods is probably the result of an earlier belief in vaguely defined spirits, demons and other supernatural forces. These belief systems are similar to animism, ancestor worship and totemism. However, in polytheism, these supernatural forces are personified and organized into a cosmic family.

The deities of polytheism are often portrayed as complex personages of greater or lesser status, with individual skills, needs, desires and histories; in many ways similar to humans (anthropomorphic) in their personality traits, but with additional individual

The sidebar on the right contains several icons: a stack of papers (Layers Button), a checkmark (Grading Tools (Blues)), a grid (Similarity Index/Tools (Reds)), a red '15' (E-Rater by Educational Testing Service (ETS) (Purples)), a download arrow (Download), a submission information icon (Submission Information), and a page and word count icon (Pages and Word Count). At the bottom, there is a search bar and a zoom slider.

Place for Grade

Submission Navigation

Layers Button

Grading Tools (Blues)

Similarity Index/Tools (Reds)

E-Rater by Educational
Testing Service (ETS)
(Purples)

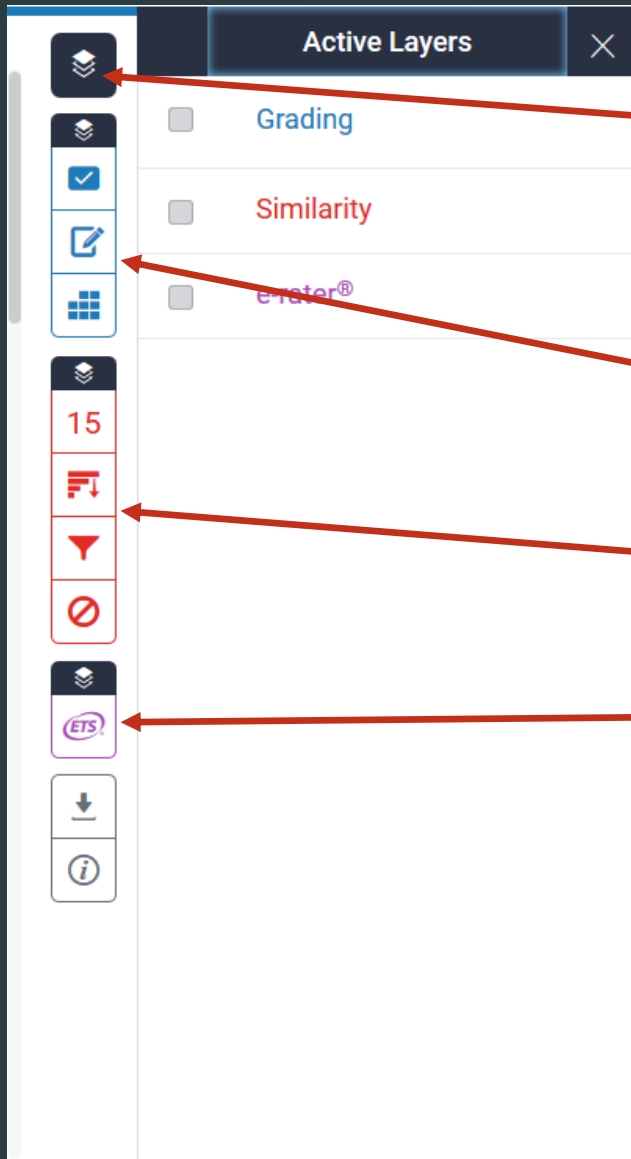
Download

Submission Information

Pages and Word Count

Enlarge Sidebar

Grading the Assignment Method One --- Feedback Studio



Click on the Active Layers button to reveal the three layers that are overlayed on the student's submission:

Grading

Similarity

E-rater (Grammar)

Grading the Assignment

Method One --- Feedback Studio

Grading Level

The Christian movement begins within this context of Judaic monolatry. The Judeo-Christians wanted to preserve the particular tribal character (Jewishness) of the heritage; but the Pauline forces begin the process of expanding the message to the non-Jew. Paul's speech about the 'Unknown god' does not indicate a triumph of monotheism, but rather a brilliant way to introduce his story about his god into the polytheistic context.

As the age of apologetics gives way to the age of theology, and most importantly with Constantine's adoption of Christianity two new forces begin to emerge to shape monotheism as we have come to know it (i.e., the belief in the *existence* of one and only one god). The political advantages of this are obvious---destroy the gods of a people and you have destroyed the most power icon that holds them together as a people. The other force comes from the Christian theological absorption of Greek philosophy. The Platonic tradition (from Parmenides) had stressed the fundamental unity of reality. This found its way into Aristotle's concept of *theos* as well, but most strongly for early Christian thought via Plotinus and neo-Platonism. Here 'god' understood as 'Being' is radically one, unity, undivided, having no parts ('one' is non-numerical here). In the culture, the philosophical insight ('god is one') becomes conjoined to the concept of the tribal god of the empire (now the Christian tribal god) and we have 'there is only one god' ('one' is numerical here, distinguished from 'two', 'three', etc). This belief that 'there exists only one tribal god' becomes a powerful political tool, albeit a philosophical corruption.

If there is only one god, and it is the god of my tribe, the language of exclusion triumphs. As the Christian movement claimed the Jewish mantle of being 'the covenanted people' and with the rise of this radical monotheism (no longer simply monolatry), forces were released which paved the way for systemic anti-isms, including anti-Semitism.

One of the most interesting linguist pieces to this triumphant monotheism is the word god itself as it develops in Christian cultures. We tend not to call our tribal god(s) by their proper name---Yahweh, El, Eloim, or the respectful title Adonai, etc. Rather we have usurped the word 'god' and call it 'God'. We have turned the collective notion of 'the gods' into a proper name for one and only one entity. We operate under the assumption that there is universal acceptance of what 'God' is, when this is far from the case. This we can see most intensely in Fundamentalism.

What does this have to do with Just Faith?

The questions on the paper were:

Whose side is God on? Is God on any side? What is God's vision for people? Why do we call Hebrews the Chosen People? Does God always favor Israel, Hebrews and the people called Jews today?

These are very interesting and important questions. But I cannot respond without nuance

The screenshot shows the 'Active Layers' panel in the Feedback Studio. It contains three items: 'Grading' (checked), 'Similarity' (unchecked), and 'e-rater®' (unchecked). A red arrow points from the text 'Tic the box for Grading' to the checked box next to 'Grading'.

Grading the Assignment

Method One --- Feedback Studio

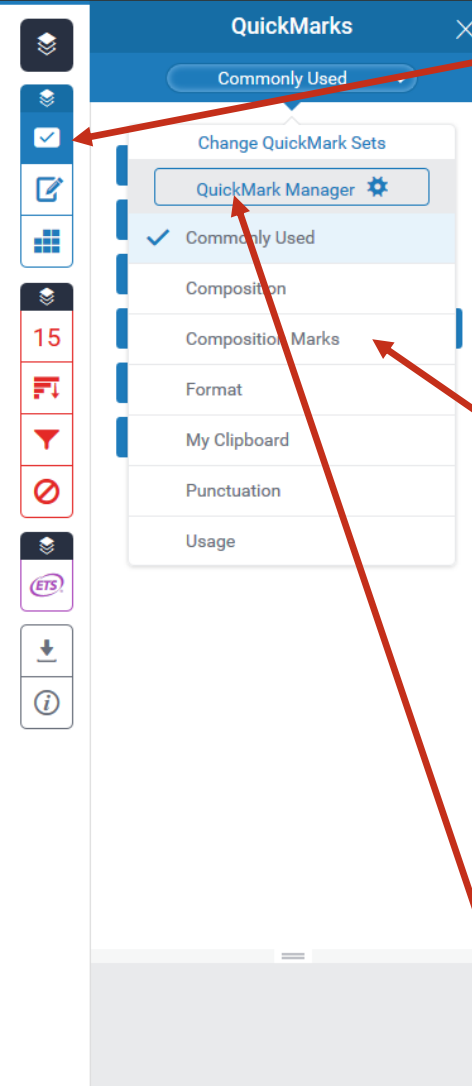
Grading Level

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Click on the QuickMarks button and you will have lists of standard and custom made buttons for inserting into the essay.

There are multiple categories:

- Commonly Used
- Composition
- Composition Marks
- Format
- My Clipbord (User preferences)
- Punctuation
- Usage

You can manage these all through the QuickMarks manager.

Grading the Assignment Method One --- Feedback Studio

Grading Level

You can easily switch QuickMark categories through the dropdown menu.

You can easily insert a particular QuickMark item into the student paper by drag and drop.

You can edit a QuickMark and add comments to it by clicking on the inserted QuickMark.

You can also delete an inserted QuickMark by opening it up and clicking on the trashcan.

Thoughts on polytheism and monotheism, gods and what not.

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshipping of many gods was practiced throughout the region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh). Having a covenant with a 'god of the tribe' was not new to the Hebrews. They have been lifted from other Semitic groups, specifically the Canaanites.

Within the context of polytheism 'being a covenanted people' or 'people' has a radically different flavor in its origin than what deviates from monotheism. It was more like having a protector of your group, a different protector. It did, of course, have a flavor of 'inside the tent' since other groups had their 'protector god', there was a distinction.

The belief in multiple gods is probably the result of an earlier belief in vaguely defined spirits, demons and other supernatural forces. These belief systems are similar to animism, ancestor worship and totemism. However, in polytheism, these supernatural forces are personified and organized into a cosmic family.

The deities of polytheism are often portrayed as complex personages of greater or lesser status, with individual skills, needs, desires and histories; in many ways similar to humans (anthropomorphic) in their personality traits, but with additional individual powers, abilities, knowledge or perceptions. Polytheism cannot be cleanly separated from the animist beliefs prevalent in most folk religions. This "family" becomes the nucleus of a particular culture's belief system. The family of gods was used to explain natural

Improper Citation

What are you trying to say here?

Add comment

Improper Citation

What are you saying

Needs topic

QuickMarks

Format

QuickMarks toolbar containing various formatting and editing options:

- Format dropdown menu
- Buttons: Bold, Br., Cap. Error, Citation Needed, Close up space, Del., Improper Citation, Ital., Left, Line Space, Lower, Lowercase, no, Raise, rom, Sp., Space, wf, What are you saying

Grading the Assignment Method One --- Feedback Studio

Grading Level

At anytime in the grading process, you can also click on the student's document and open the 'Comment Bar'.

From here you can add:
a QuickMark,
a Comment Window, or
an Inline Text Comment.

All of these can be
edited or deleted by
clicking on them

The screenshot displays the Feedback Studio interface. On the left, a student document is open, showing a text assignment. The document contains several paragraphs of text. Annotations are visible: a 'Run-on' label points to a sentence; 'Improper Citation' labels point to specific phrases in two paragraphs; 'What are you saying' points to a sentence; and a 'Bold' label points to the word 'deities'. A red line connects the 'Comment Bar' icon (a speech bubble with a 'T') in the top left of the document to the 'Active Layers' panel on the right. The 'Active Layers' panel lists 'Grading' (checked), 'Similarity' (unchecked), and 'e-rater®' (unchecked). Below the list are icons for '15' (a list), a funnel, a prohibition sign, 'ETS' (a logo), a download arrow, and an information icon.

Thoughts on polytheism and monotheism, gods and what not.

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, but may well have been lifted from other Semitic groups, specifically the Canaanites.

Within the context of polytheism 'being a covenanted people' or eventually 'a chosen people' has a radically different flavor in its origin than what develops latter with monotheism. It was more like having a protector of your group, while other groups had a different protector. It did, of course, have a flavor of 'inside the tribe' and 'outside the tribe' since other groups had their 'protector god', there was a kind of equilibrium maintained.

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Grading the Assignment Method One --- Feedback Studio

Grading Level

Click on the Feedback Summary to add overall comments on paper.

You can leave a voice comment,

You can leave a message text comment.

If you are using rubrics with TurnItIn.com, you can activate it here for your grading process.

There have been some issues reported with this interface and Canvas.

This is an interesting topic.

Thoughts on polytheism and monotheism, gods and what not.

Run-on

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshipping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, but may well have been lifted from other Semitic groups, specifically the Canaanites.

Improper Citation

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What are you saying

Bold

The deities of polytheism are often portrayed as complex personages of greater or lesser status, with individual skills, needs, desires and histories; in many ways similar to humans (anthropomorphic) in their personality traits, but with additional individual powers, abilities, knowledge or perceptions. Polytheism cannot be cleanly separated from

Improper Citation

Grading the Assignment Method One --- Feedback Studio

Similarity Level

The screenshot displays the Turnitin Feedback Studio interface. On the left, a student's essay titled "Thoughts on polytheism and monotheism, gods and what not." is visible. The essay text includes paragraphs about polytheism and monotheism, with several sentences highlighted in pink and blue. On the right, the "Active Layers" panel is shown, featuring three checkboxes: "Grading" (unchecked), "Similarity" (checked), and "e-rater®" (unchecked). A red arrow points from the "Similarity" checkbox to the text "Tic the box for Similarity and you reveal the 'matches' TurnItIn.com has found in the student's essay." Another red arrow points from the "Similarity" checkbox to the highlighted text in the essay. A third red arrow points from the "Similarity" checkbox to the highlighted text in the essay.

Thoughts on polytheism and monotheism, gods and what not.

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, but may well have been lifted from other Semitic groups, specifically the Canaanites.

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By the time of the 1st temple, the practice of polytheism was still apparent with the archeological and textual evidence of shrines to other gods in the outer court of the temple, included one to the wife of Yahweh/El. It is appears that the practice of monotheism (more accurately monolatry) triumphs only after the return from Exile. 1 The gods of polytheism are in many cases the highest order of a continuum of supernatural beings or spirits, which may include ancestors, demons, wights and others. In some cases

Tic the box for Similarity and you reveal the 'matches' TurnItIn.com has found in the student's essay.

Grading the Assignment Method One --- Feedback Studio

Similarity Level

Click the box with the Similarity Index and you reveal the Match Overview for the essay.

Links are provided for the matches with the associated percentage of the match.

The texts are color coded to match with the links in the right column.

Thoughts on polytheism and monotheism, gods and what not.

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, but may well have been lifted from other Semitic groups, specifically the Canaanites.

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The screenshot shows the 'Match Overview' window. At the top, it displays a similarity level of 15%. Below this, there is a list of four matches, each with a number, a link, and a percentage. The matches are:

Match Number	Link	Percentage
1	en.wikipedia.org Internet Source	7%
2	lrd.yahooapis.com Internet Source	3%
3	Submitted to Western ... Student Paper	2%
4	Submitted to Yosemite ... Student Paper	2%

On the left side of the interface, there is a vertical toolbar with various icons. The icon for the similarity index (a box with the number 15) is highlighted with a red arrow pointing to it. Another red arrow points from the text 'Click the box with the Similarity Index...' to this icon. A third red arrow points from the text 'Links are provided for the matches with the associated percentage of the match.' to the link for match 3. A fourth red arrow points from the text 'The texts are color coded to match with the links in the right column.' to the text in the essay that is color-coded to match the link for match 4.

Grading the Assignment

Method One --- Feedback Studio

Similarity Level

Click here for side by side comparison.

Thoughts on polytheism and monotheism, gods and what not.

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the

< www.freejesus.net Internet Source >

. In other polytheistic cultures such as ancient Egypt, gods take on the form and characteristics of objects found in nature, including trees, sacred herbs, cattle, animals and animal-human hybrids. The belief in multiple gods is probably the result of an earlier belief in vaguely defined spirits, demons and other supernatural forces. These belief systems are similar to animism, ancestor worship and totemism. However, in polytheism, these

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15

All Sources

Match 1 of 3

• www.mormonapologeti... Internet Source	9%
• Submitted to Yosemite Student Papers - 2 papers	8%
• Submitted to Western ... Student Paper	8%
• lrd.yahooapis.com Internet Source - 3 urls	8%
• www.theologyonline.co... Internet Source	8%
• clipmarks.com Internet Source	8%
• www.polytheism.net Internet Source - 2 urls	8%
• www.freejesus.net Internet Source	8%
• m.clipmarks.com Internet Source	8%
• polytheism.net Internet Source	8%

Exclude Sources

Click the 'All Sources' box and you reveal the all of the sources found for the essay.

Links are provided for the matches with the associated percentage of the match.

Actual text source is provided for each of the links in the right column once they are highlighted.

You can adjust the 'index' by modifying filters, settings and excluding sources.

Grading the Assignment

Method One --- Feedback Studio

Similarity Level

The screenshot displays the Feedback Studio interface. On the left, a document titled "Thoughts on polytheism and monotheism, gods and what not." is shown. The document contains several paragraphs of text. Annotations are visible: a "Quick Mark" labeled "Improper Citation" is placed on the first paragraph, and an "Interline Comment" is placed on the second paragraph. A "Comment Box" is also visible. On the right, a "Sources" panel lists various internet sources with their similarity percentages. A red arrow points from the "Comment Bar" editor in the top right to the document frame.

Thoughts on polytheism and monotheism, gods and what not.

The concept of a 'covenanted people' occurs in the Hebrew experience within the context of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides the icons of the other gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, but may well have been lifted from other Semitic groups, specifically the Canaanites.

Within the context of polytheism 'being a covenanted people' or eventually 'a chosen people' has a radically different flavor in its origin than what develops latter with monotheism. It was more like having a protector of your group, while other groups had a different protector. It did, of course, have a flavor of 'inside the tribe' and 'outside the tribe', but since other groups had their 'protector god', there was a kind of equilibrium established.

The belief in multiple gods is probably the result of an earlier belief in vaguely defined spirits, demons and other supernatural forces. These belief systems are similar to animism, ancestor worship and totemism. However, in polytheism, these supernatural forces are tied and organized into a cosmic family.

What are you doing here?

theism are often portrayed as complex personages of greater or lesser powers, abilities, knowledge or perceptions. Polytheism cannot be cleanly separated from the animist beliefs prevalent in most folk religions. This "family" becomes the nucleus of a particular culture's belief system. The family of gods was used to explain natural phenomena and to establish a culture's role in the universe.

By the time of the 1st temple, the practice of polytheism was still apparent with the archeological and textual evidence of shrines to other gods in the outer court of the temple, included one to the wife of Yahweh/El. It is appears that the practice of monotheism (more accurately monolatry) triumphs only after the return from Exile. The gods of polytheism are in many cases the highest order of a continuum of supernatural beings, spirits, which minimally represent human qualities and others. In some cases

Quick Mark

Interline Comment

Comment Box

All Sources

Source	Similarity
www.mormonapologeti...	9%
Submitted to Yosemite ...	8%
Submitted to Western ...	8%
lrd.yahooapis.com	8%
www.theologyonline.co...	8%
clipmarks.com	8%
www.polytheism.net	8%
www.freejesus.net	8%
m.clipmarks.com	8%
polytheism.net	8%

Exclude Sources

Left click on the document frame and you will see the 'Comment Bar' editor for adding comments. These are stored with other comments in the Grading Level.

You can add:
a QuickMark,
a comment box,
or an interline comment

The student will see when he or she reviews the essay after grading.

Grading the Assignment Method One --- Feedback Studio

e-Rater Level

of widespread polytheism. The worshiping of many gods was practiced through out region and scripture attests to the practice even by Abraham's household (Sarah hides icons Article Error gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, P/V may well have been lifted from other Semitic groups, specifically the Canaanites.

Within the context of polytheism 'being a covenanted people' or eventually 'a chosen people' has a radically different flavor in Wrong Article what develops latter with monotheism. It was more like having a protector of your group, while other groups had a different protector. It did, of course, have a flavor of 'inside the tribe' and 'outside the tribe', but since other groups had their 'protector god', there was a kind of equilibrium established.

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e-rater® Results (Beta)		
<input checked="" type="checkbox"/>	Grammar	1
	S/V	0
	Garbled	0
	Proofread	0
	Run-on	0
	Verb	1
	Possessive	0
	Frag.	0
	Word Error	0
	Pronoun	0
<input checked="" type="checkbox"/>	Mechanics	3
	Compound	1
	Missing "?"	0
	Hyph.	0
	Missing Apos.	0
	Fused	0
	Sup.	0
	Missing ","	2
	Proper Nouns	0
	Sentence Cap.	0
	Missing Punc.	0
<input checked="" type="checkbox"/>	Style	6
	Short	0

Click on the ETS e-Rater button for standard issues with respect to grammar, mechanics, style, usage, and spelling.

Each item can be modified or deleted by click on it.

Also a summary list is provided.

Grading the Assignment Method One --- Feedback Studio

Composite

Once you have complete all three levels, you can return to the Active Layers screen and select all three layers for a final review.

icons (Article Error gods on the approach of messengers from Yahweh/El). The notion of having a covenant with a 'god of the tribe' was not new to the Hebrews, P/V may well have been lifted from other Semitic groups, specifically the Canaanites.

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Improper Citation

2

What are you saying

The belief in multiple gods is probably the result of an earlier belief in vaguely defined spirits, demons and other supernatural forces. These belief systems are similar to animism, ancestor worship and totemism. However, in polytheism, these supernatural forces are personified and organized into a cosmic family.

Bold

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Active Layers

- ☒ Grading
- ☒ Similarity
- ☒ e-rater

Grading the Assignment

Method One --- Feedback Studio

The screenshot displays the Turnitin Feedback Studio interface within a Mozilla Firefox browser. The address bar shows the URL: https://ev.turnitin.com/app/carta/en_us/?lang=en_us&s=1&u=6452059&o=743034999. The page title is "feedback studio". The student's name is "Test Student1" and the assignment is "Sample Essay II". The interface shows a list of essays with "1" selected. The essay text is displayed with various annotations: "Article Error" (purple), "Wrong Article" (purple), "Improper Citation" (blue), "Bold" (blue), "What are you saying" (blue), "Improper Citation" (blue), and "Verb" (purple). The sidebar on the right contains a list of "Active Layers" with checkboxes for "Grading", "Similarity", and "e-rater®". The bottom status bar indicates "Page: 1 of 3", "Word Count: 1516", and "Return to Turnitin Classic".

Final Step

Assign a grade for the essay.

You can use the essay navigational tool to move to the next essay in the assignment.

Saving is automatic as you go through the grading process.

Northwest Online and TurnItIn.com

Step One: How to create and assignment

Step Two: The Student's View - Submission

Step Three: Grading the Assignment

Step Four: The Student's View - Post-Grading

Essays and TurnItIn.com

Review After Grading

After the essay has been graded, a grade will appear in your Essay Dashboard.

Assignment Dashboard Summary			
Essay One ⓘ			
Paper Title	Uploaded	Grade	%
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Text Comment

This is a good paper. Very clear. A few errors, but good.

I think you did a great job. This is the second trial comment for this paper.

From Northwest's Strategic Plan – Focus 2017
Strategic Initiative Three: Enhancing Diversity, Equity, and Inclusion
Goals: 1) Recruit and retain underrepresented students to create an equitable campus climate; 2) Recruit and retain underrepresented employees.

Given the foundational role that the Northwest Core has for the academic life of our students, its indispensable contribution to the development of campus climate and life, and the newly established interface between the academic and co-curricular dimensions of the Northwest Core, DCM has under review the following action items:

1) To ensure maximum student exposure to the issues of Social Justice, DCM is encouraging all departments/schools which host 'universal coverage' Northwest Core to develop ways to embed appropriate social justice thematic and methods into all sections of those courses. Northwest Core groups which have such 'universal coverage' courses are: University Seminar, Oral Communication, Written Communication, Mathematical Reasoning, American Experiences (both History and Political Science), and Literature. All of the other Northwest Core groups have multiple department/schools/disciplines involved in the group.

At this point, DCM is in dialogue with various departments and committees concerning actionable items related to the Social Justice thematic in existing groups:

a) University Seminar is considering the expansion of its theme-based initiative to offer sections focused on Social Justice. The University Seminar committee is looking at ways to maximize the effectiveness of the program by selecting student populations of these sections to assist in transforming our greater campus culture and climate.

b) A common text dealing with Social Justice would be required in all sections of the American History sequence in the Northwest Core. All students are required to take either 33-155 or 33-156 as part of the Northwest Core requirements. The common text will augment the standard textbook in these courses and expose the student to social justice issues through the lens of American History. The history faculty of HSS would select the appropriate text and keep DCM informed concerning its implementation and effectiveness.

c) A common text dealing with Social Justice would be required in all sections of the American Government sequence in the Northwest Core. All students are required to take 34-102 as part of the Northwest Core requirements. The common text will augment the standard textbook in these courses and expose the student to social justice issues through the lens of

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