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.
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
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)
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’.
How to create an assignment

You will now see the assignment page.

To re-edit your assignment settings, click on the ‘Edit Assignment Settings’ button.

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

Helpdesk button takes one to TurnItIn.com help and resource page.
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)
How to create an assignment

Special TurnItIn.com Optional Settings

- Late Submissions
- Sources for comparison
- Resubmissions

Various Setting Options

Peer Grading via TurnItIn.com

Add PeerMark assignments
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
How to create an assignment

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

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

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

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

The Assignment Dashboard will look like this.
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.

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

Note the little clock indicating that TurnItIn.com is processing your essay.
Once TurnItIn.com is finished processing the essay, the dashboard will look like this.

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.

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.
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 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.

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.

Download Essay Feedback Report
Student can attach comments here at any time.
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](image)

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.

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/EI). 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/EI. It is appears that the practice of
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.

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

Comments in text from student.

Useful if using Peer Review and tracking all comments.
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

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

Note: You can toggle back and forth between Older (GradeMark) and Newer (Feedback Studio) views.
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 monotheism. The Judeo-Christianism wanted to preserve the particular tribal character (hebraism) of the heritage, but the Pauline forces began 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 apologists gives way to the age of theology, and most importantly with Constantine’s adoption of Christianity two new forces began 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 powerful 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 concept of thesis as well, but most strongly for early Christian thought via Platonism and non-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 covenant people’ and with the rise of this radical monotheism (no longer simply monolatry), forces were released which paved the way for systemic anti-Semitism, including anti-Semitism.

One of the most interesting linguistic 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—Yhwh, El, Elohim, 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 Islam? The questions on the paper were:

1. 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?

2. These are very interesting and important questions. But I cannot respond without nausea.
Grading the Assignment  Method One  ---  Feedback Studio  Grading Level

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 Clipboard (User preferences)
- Punctuation
- Usage

You can manage these all through the QuickMarks manager.

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 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 mantel of being ‘the covenanted people’ and with the rise of this radical monothelism (no longer simply monolatry), forces were released which paved the way for systemic anti-isms, including anti-Semitism.

One of the most interesting linguistic 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 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.
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.
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.
Grading the Assignment  Method One --- Feedback Studio

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.

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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 throughout regions 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/Eli). 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 later 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.

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 any other form of religion.
Grading the Assignment  Method One --- Feedback Studio

Thoughts on polytheism and monotheism, gods and what not.

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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 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 or spirits, which may include ancestors, demons, gods and others. In some cases...
Grading the Assignment  Method One ---  Feedback Studio

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 throughout 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 E1). 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 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 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.

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Grading the Assignment

Method One --- Feedback Studio

Click here for side by side comparison.

Thoughts on polytheism and monothelism, 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 history and also known to practice even by Abraham’s household (Sarah hides the existence of their slave girl Hagar). In the Bible, the belief in multiple gods is probably the result of an earlier belief in a variety of spirits, demons, and other supernatural forces. These belief systems are similar to animism, ancestor worship, and totemism. However, in polytheism, these beliefs are personalized and organized into a cosmic family.

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, and animals and animal-human hybrids. The belief in multiple gods is probably the result of an earlier belief in a variety of spirits, demons, and other supernatural forces. These belief systems are similar to animism, ancestor worship, and totemism. However, in polytheism, these supernatural forces are personalized and organized into a cosmic family.

The deities of polytheism are often portrayed as complex personas 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 and perceptions. Polytheism cannot be clearly 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, including one to the wife of Yahweh (El). It 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 or spirits, which may include ancestors, demons, winds, and others. In some cases,

Click the ‘All Sources’ box and you reveal 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

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

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

Method One --- Feedback Studio

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
After the essay has been graded, a grade will appear in your Essay Dashboard. To review your essay, again click on the colored square/percent. And this will open the essay with the comments.

You may find general comments on the essay and/or edits and comments in the text.