

# USF WRITES

## Instructor Manual

Version 1.6

Updated: August 2024

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# Terminology

**All Courses Page:** After logging in, the All Courses page is the first page displayed to instructors. This page shows all the instructor’s enrolled courses ordered by term.

**Button:** Displayed in boldface brackets (i.e. **[Submit]**), buttons represent clickable content within a page.

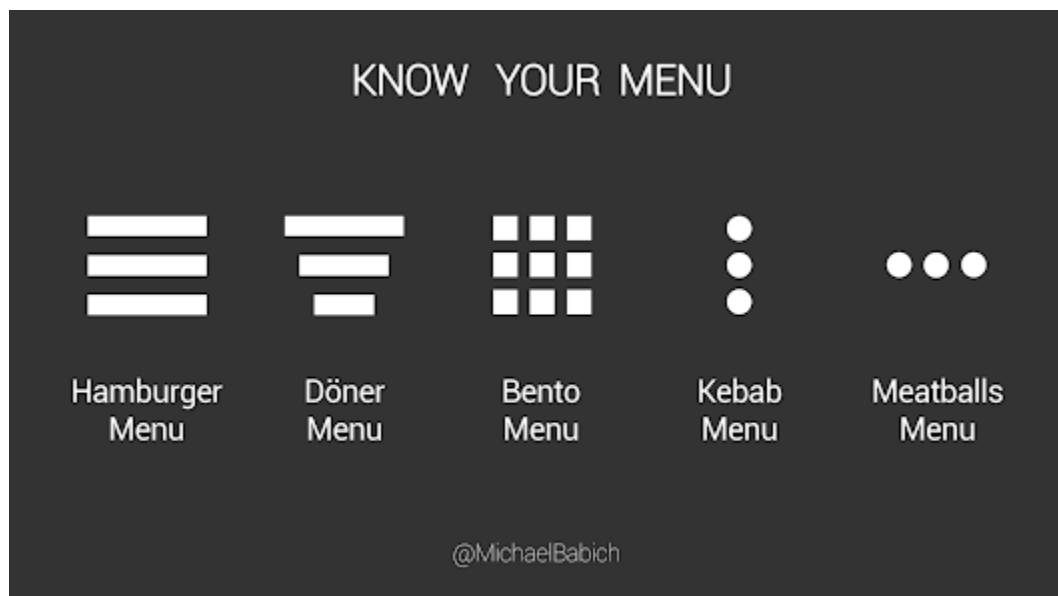
**Collective Feedback File (CFF):** A collection of issues in student writing for a particular project. Instructors create CFFs and provide these to their students for review at the end of a scoring period.

**Course Tiles:** Found in the “All Courses” page, the header of each course will be displayed in Course Tiles, which are white text in a green background.

**Project Tiles:** Found in the “Projects” page, each project will be displayed in Project Tiles, which are black text in a gray background.

**Tip(s):** Supporting information needed to complete the various tasks or instructions.

**USF NetID or NetID:** Each USF student and instructor will need to retrieve their USF NetID from the university. Visit [USF’s website](#) for more information.



# 1.Login Page

## 1.1. Login

USF Writes now uses the Universities' NetID Single Sign-On (SSO) for authentication. If you are already signed into a university system, such as MyUSF or Canvas, you will be automatically signed into USF Writes.

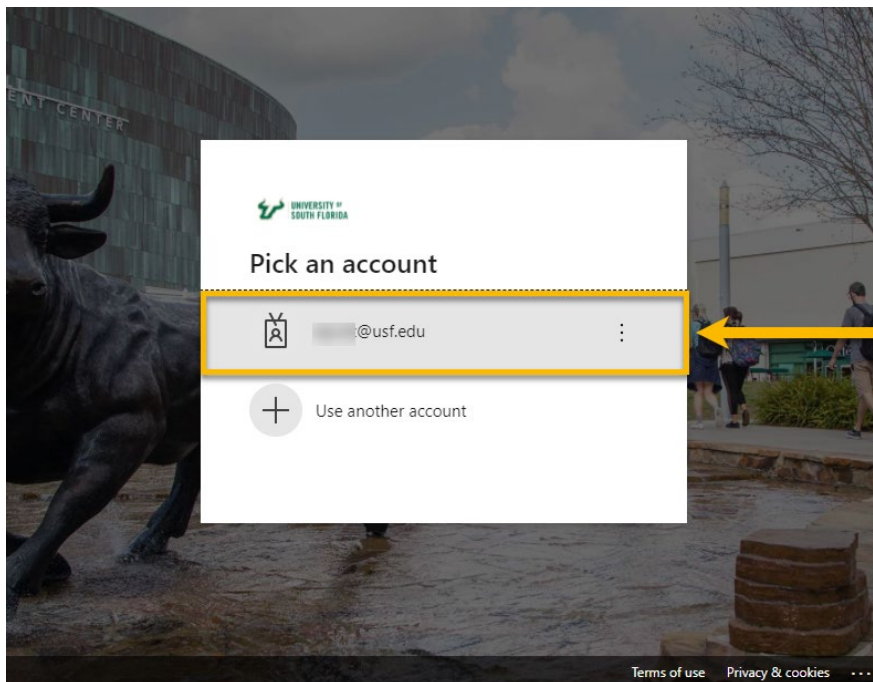
If you are not currently signed into a university system, you will be redirected to a Microsoft page that will prompt you to login using your USF email address.

Once you sign in, you will be routed back to USF Writes.

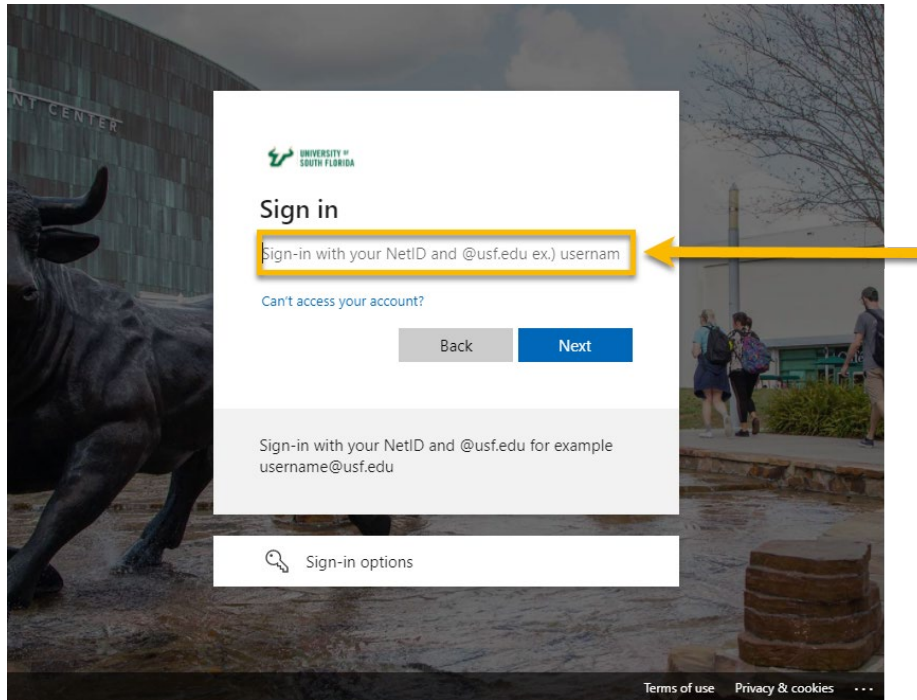
**Step 1:** Open **USF Writes** website at <https://usfwrites.usf.edu/>.

**Step 2:** You will see **one** of two login windows. One will ask you to **pick** your account. The other will require you to **Sign-in with your USF email** (NetID and @ usf.edu)

Pick an account:

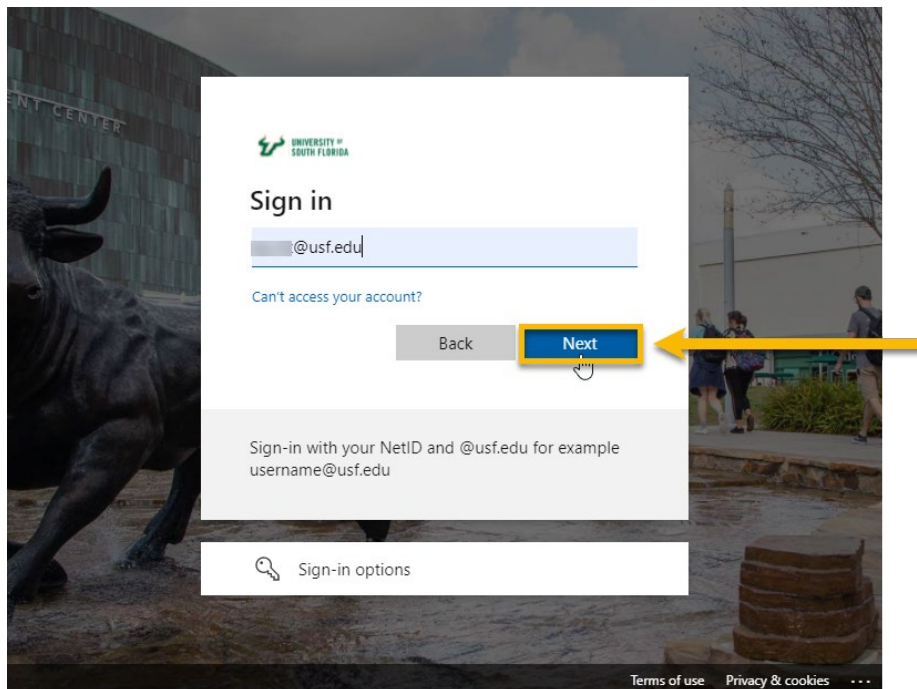


Or sign in with NetID and @usf.edu:

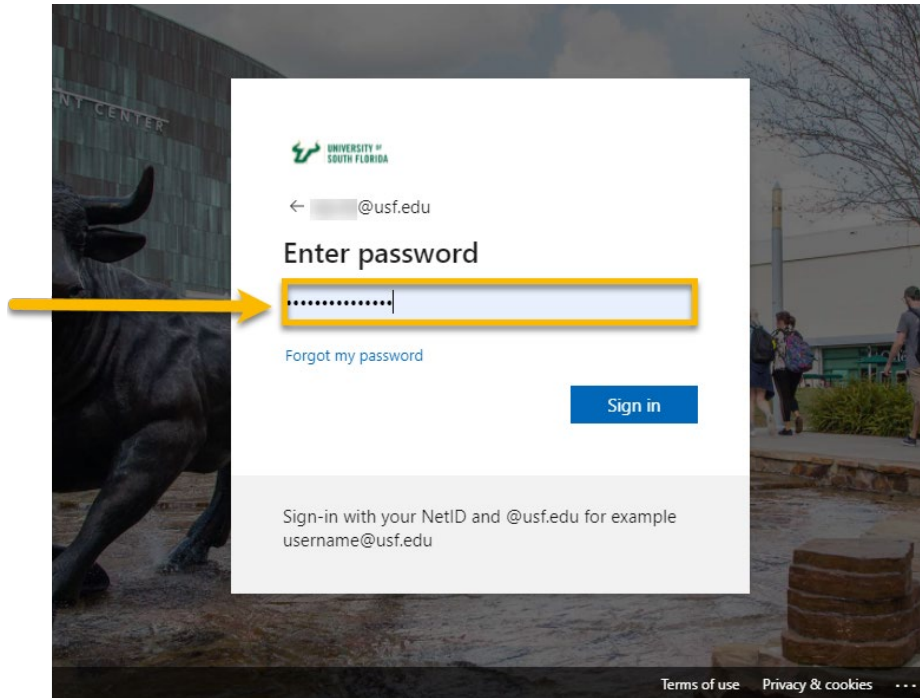


You **MUST** enter your username as NETID@usf.edu

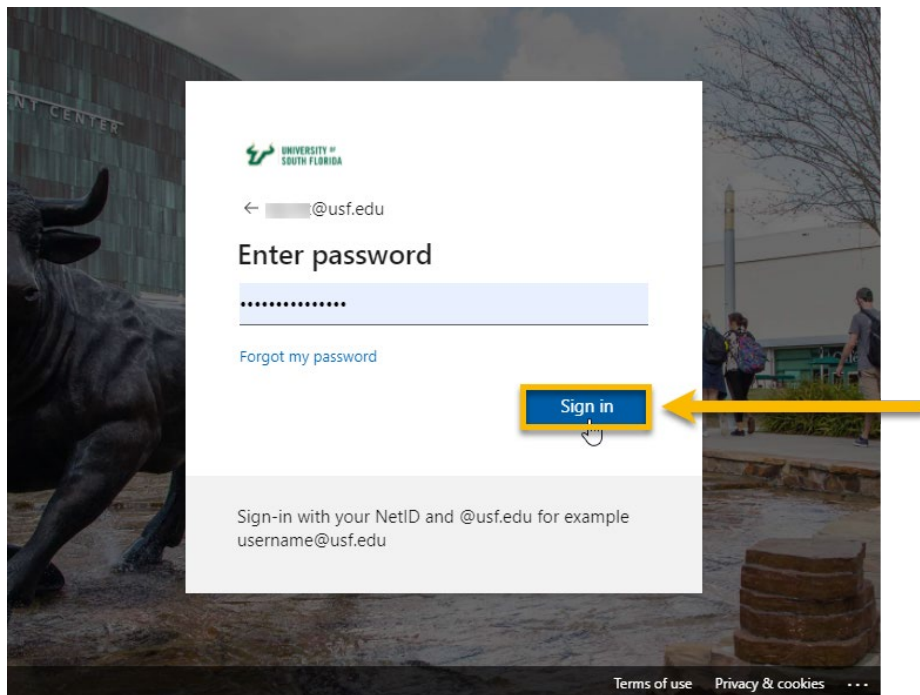
And select [**Next**]:



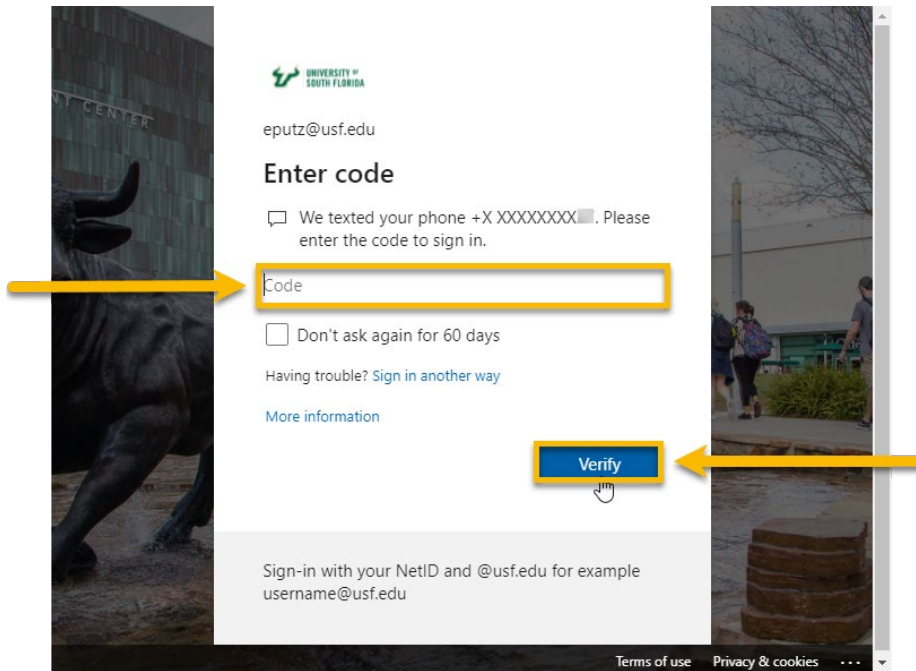
**Step 3: Enter your Password:**



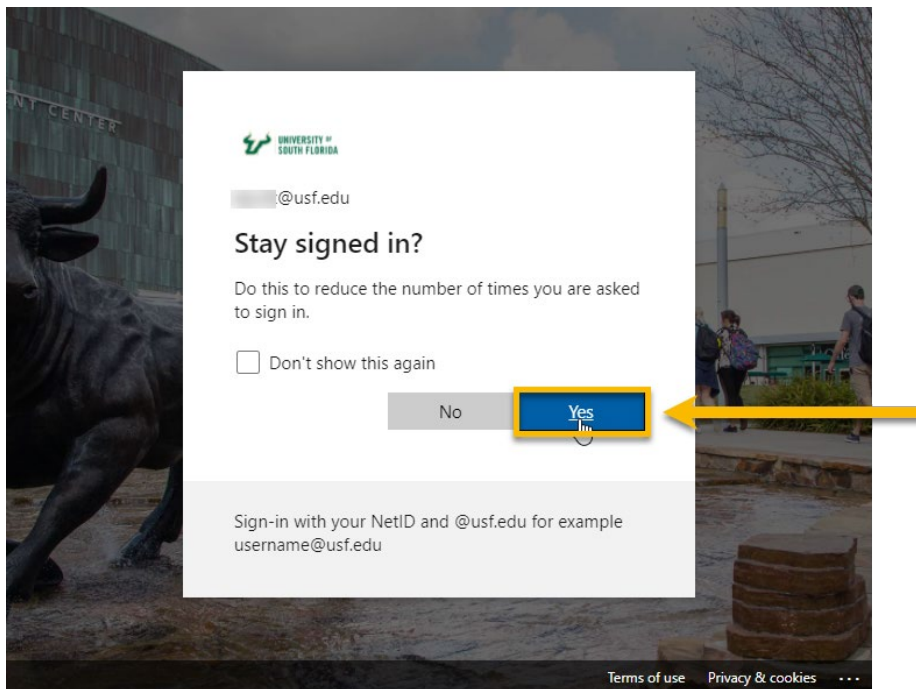
**Step 4: Click on the [Sign In] button:**



**Step 5:** If you have enabled **MULTIFACTOR AUTHENTICATION (MFA)** - and you should - you will be prompted to enter the code and select **[Verify]**:



**Step 6:** Stay signed in select **[Yes]**:





You will then be redirected back to USF Writes:

The screenshot shows the USF Writes interface. On the left is a dark green sidebar with the USF logo and 'WRITES' text. Below the logo, it says 'Hi, SRV'. There is a 'Course selection' dropdown menu, and two menu items: 'Reports' with a bar chart icon and 'Help' with a question mark icon. The main content area is titled 'All Courses' and has a sub-header 'Current Summer 2022 Courses (3)'. Two course cards are displayed side-by-side. The first card is for 'ENC 1101 SEC 009', with the term 'Summer 2022 Part: C' and enrollment as 'Instructor'. The second card is for 'ENC 2210 SEC 700', with the term 'Summer 2022 Part: A' and enrollment as 'Instructor'. Each card has a white background with a dark green header and a white footer containing four icons: a list icon, a pencil icon, a speech bubble icon, and a group of people icon.

## 1.2. USF NetID problems

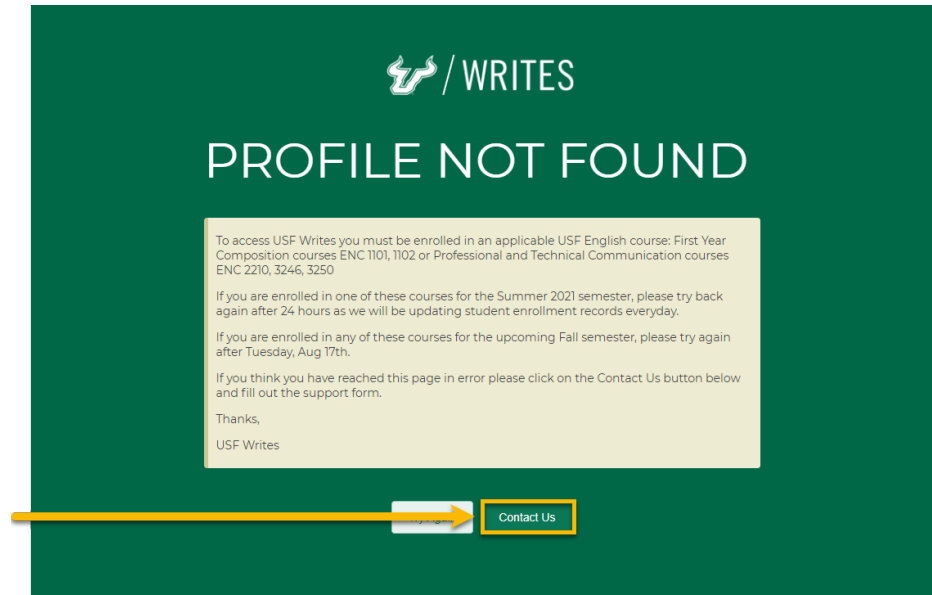
If you are having problems with your NetID and Single Sign On (SSO) please contact USF IT at [help@usf.edu](mailto:help@usf.edu).

For more information regarding SSO see: <https://netid.usf.edu/>

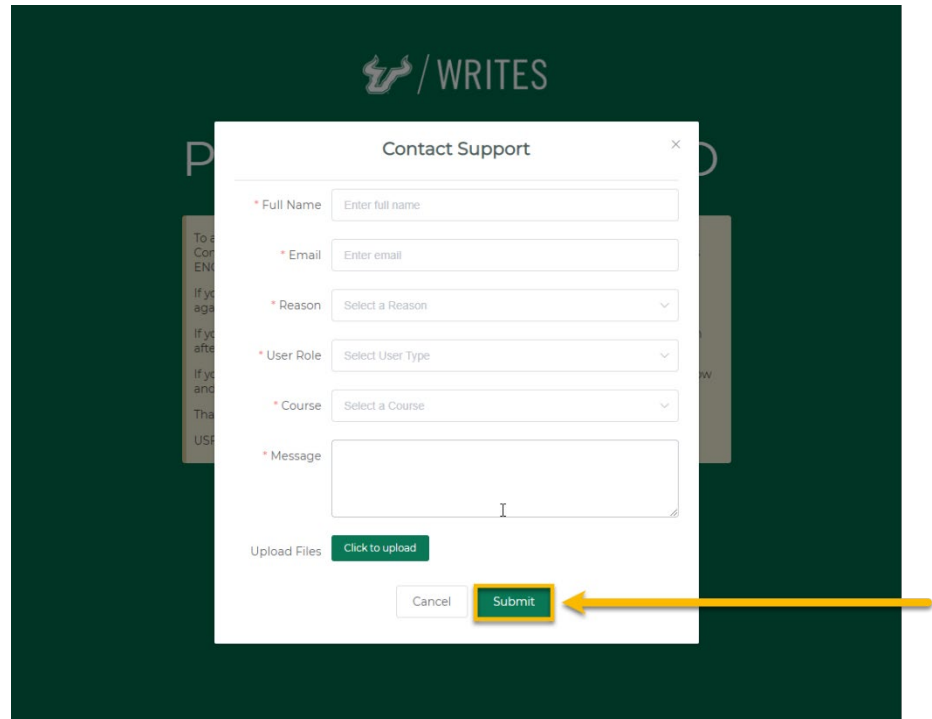
# 1.3. Profile Not Found

If the system does not recognize you as an instructor enrolled in an applicable ENC English course, you will see the “PROFILE NOT FOUND” page. Please wait 24 hours and try again or contact support.

**Step 1:** If your profile is not found, contact USF Writes by selecting [**Contact Us**]:



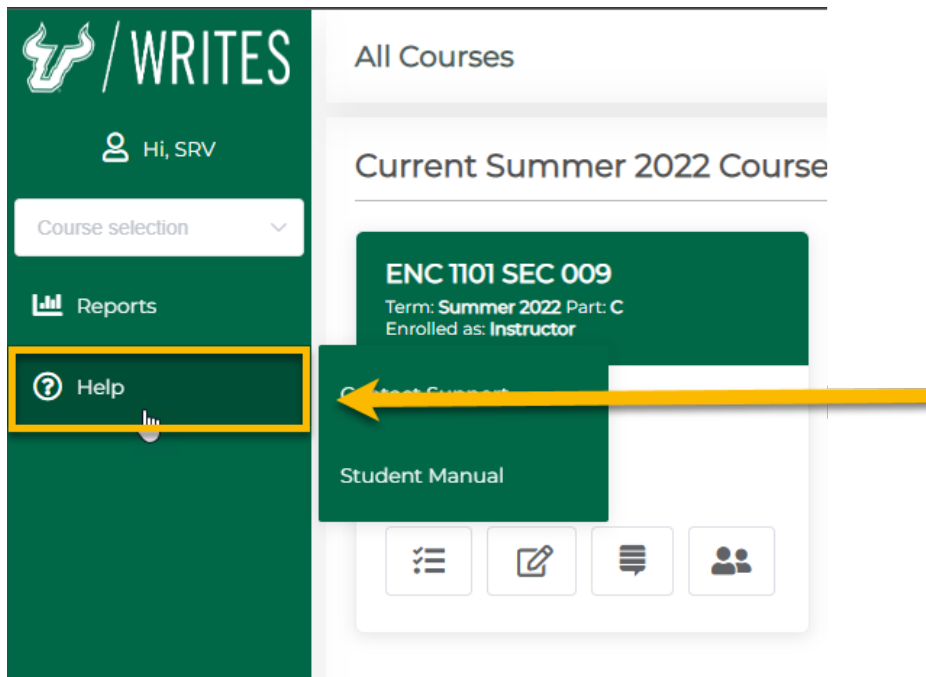
**Step 2:** Fill out the Contact Support form and [**Submit**]:



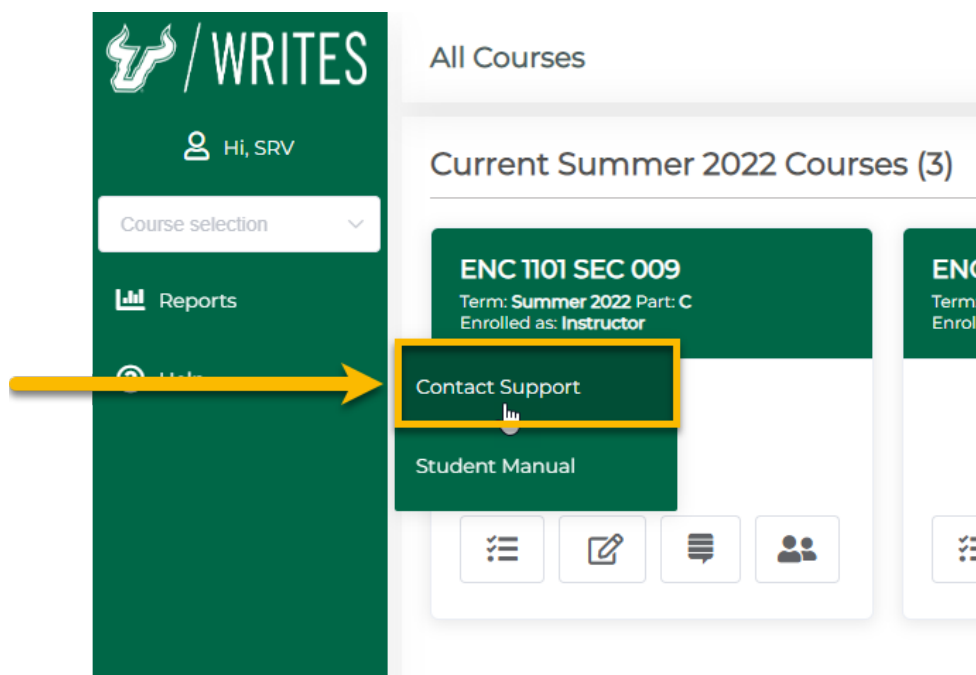
## 1.4. Contact Support

This feature allows instructors to send support tickets to the USF Writes support team.

**Step 1:** Access the **Contact Support** form from the left Menu Bar [**Help**]:



**Step 2:** and then select [**Contact Support**]:



**Step 3:** Once the form has been accessed, enter all mandatory fields in the **Contact Support** form and Click on the [**Submit**] button to send the message to the USF Writes support team:

**Contact Support** ×

---

\* Full Name

\* Email

\* Reason

\* User Role

\* Course

Project

\* Message 

USF Writes is an invaluable tool which enhances writing pedagogy and I cannot imagine teaching without it. Thank you!

Upload Files

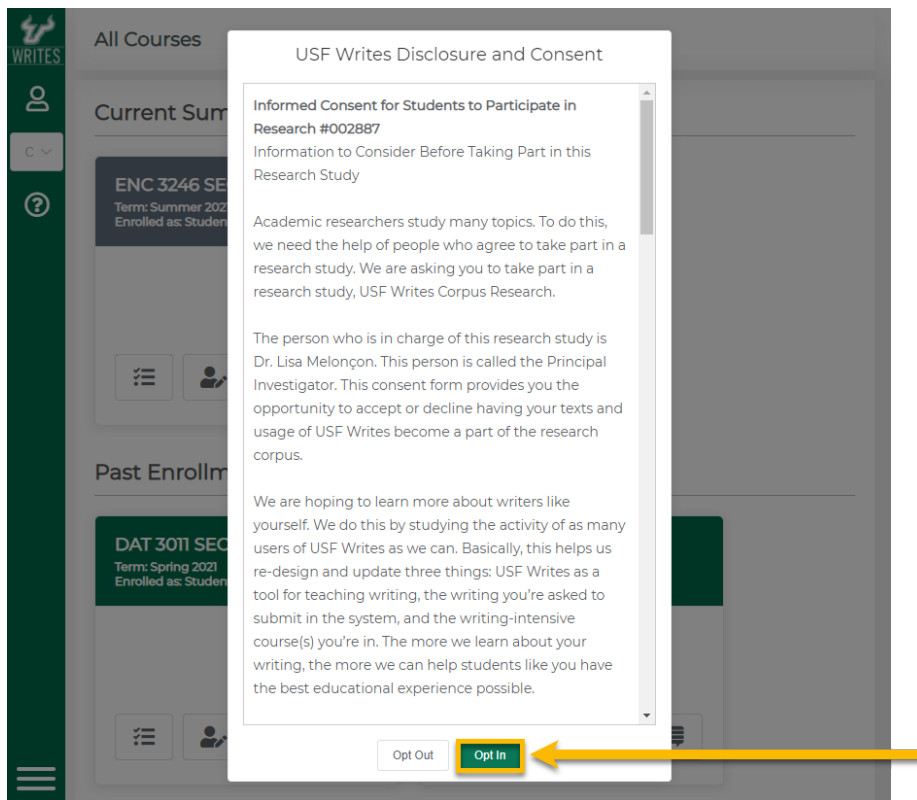
←

## 2.USF Writes Disclosure and Consent

You may select to either opt in or opt out for your anonymous work to be used for research purposes.

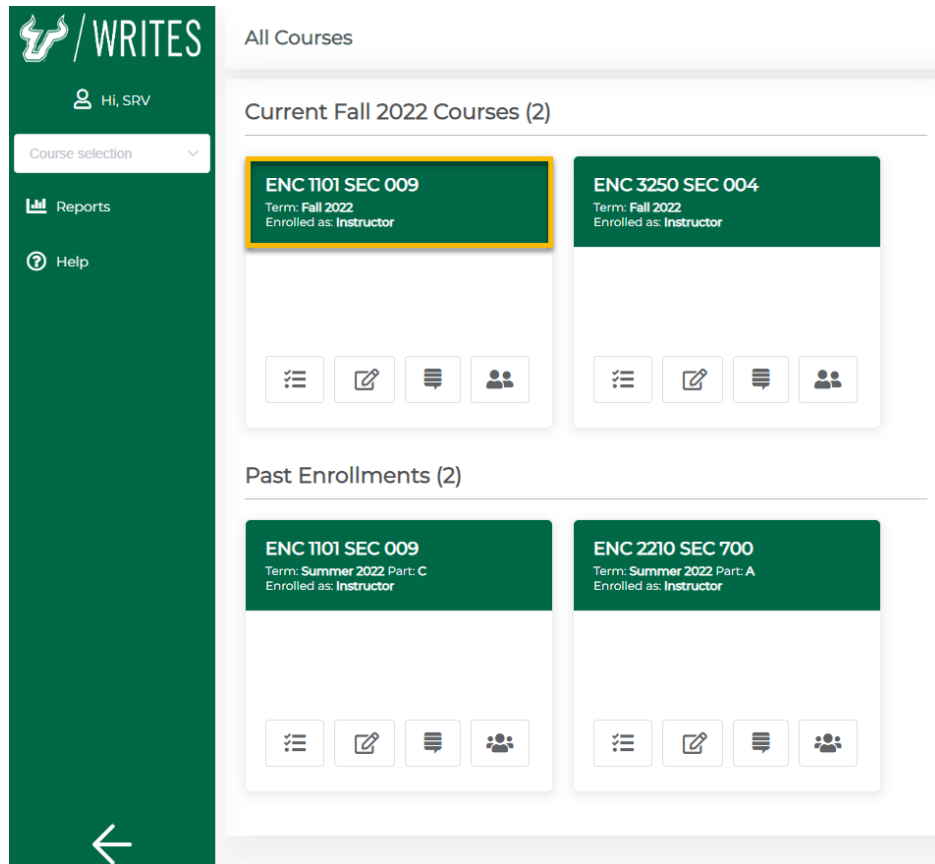
Should you agree to opt in and allow researchers to use your writing for research purposes, your writing will be anonymized and shared among researchers. No writing shared with researchers will be connected to your identity in any way. Learn more about **the research** using USF Writes.

**Step 1:** Click [**Opt In**] to allow researchers to use your anonymous data or [**Opt Out**] to deny:







### 3. All Courses page

After logging in, the first page that is displayed to instructors is the **All Courses** page. This page shows all the instructor's enrolled courses ordered by term.



You can navigate to a specific course by clicking on the course tile or using the control buttons to go directly to a course page.

The control buttons are as follows:

-  Takes you to the **Projects** page of the selected course.
-  Takes you to the **Scoring** page of the selected course.
-  Takes you to the **Collective Feedback** page of the selected course.
-  Takes you to the **Peer Review Formation** page of the selected course.

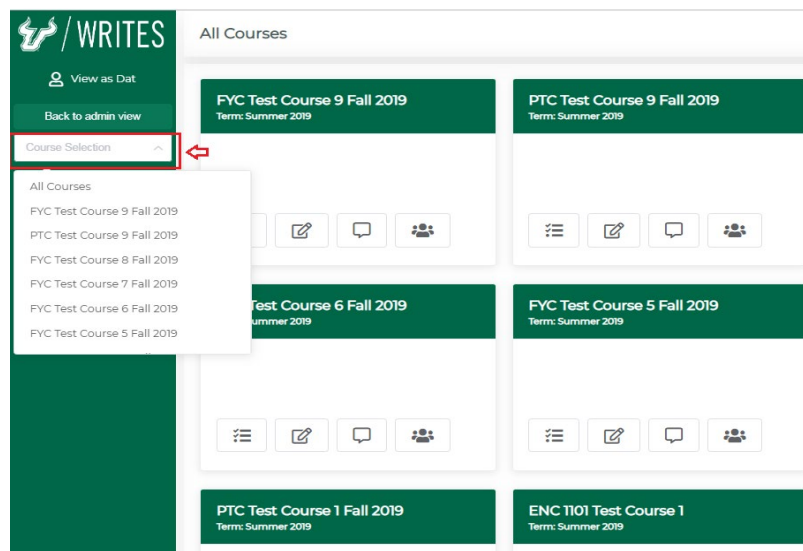
# 4. Projects

## 4.1. Projects Page

After selecting a course, the next page displayed to you is the **Projects** page. This page shows all the active projects in the course. It also allows instructors to manage the project template of the course by viewing project details, adding new projects, and editing/deleting existing projects.

To access the **Projects** page, follow these steps:

**Step 1:** Select a course by choosing one in the **Course Selection** drop-down menu or by clicking on a course tile in the **All Courses** page.



**Step 2:** The **Projects** page is displayed below:

ENC 3250 SEC 013 > Projects

Search for projects by name Order By Due Dates + New Project

**Document Series (DRAFT)**  
Due Date: Sun, Sep 8 at 11:59 pm EST | Submitted: 0 students View Submissions

**Self Review**  
Due Date: Wed, Sep 11 at 11:59 pm EST | Submitted: 0 students

**Document Series (FINAL)**  
Due Date: Mon, Sep 16 at 11:59 pm EST | Submitted: 0 students View Submissions

**Instructor Review**

**Document Series Reflection**  
Due Date: Mon, Sep 16 at 11:59 pm EST | Submitted: 0 students View Submissions

**Instructor Review**

**Presentation Project Storyboard**  
Due Date: Sun, Oct 6 at 11:59 pm EST | Submitted: 0 students View Submissions

**Peer Review**  
Due Date: Wed, Oct 9 at 11:59 pm EST | Submitted: 0 students Team Formation

There is always one control button in each **Project Tile**:

- **[View Submissions]**: View all student submissions and scores for the selected project.

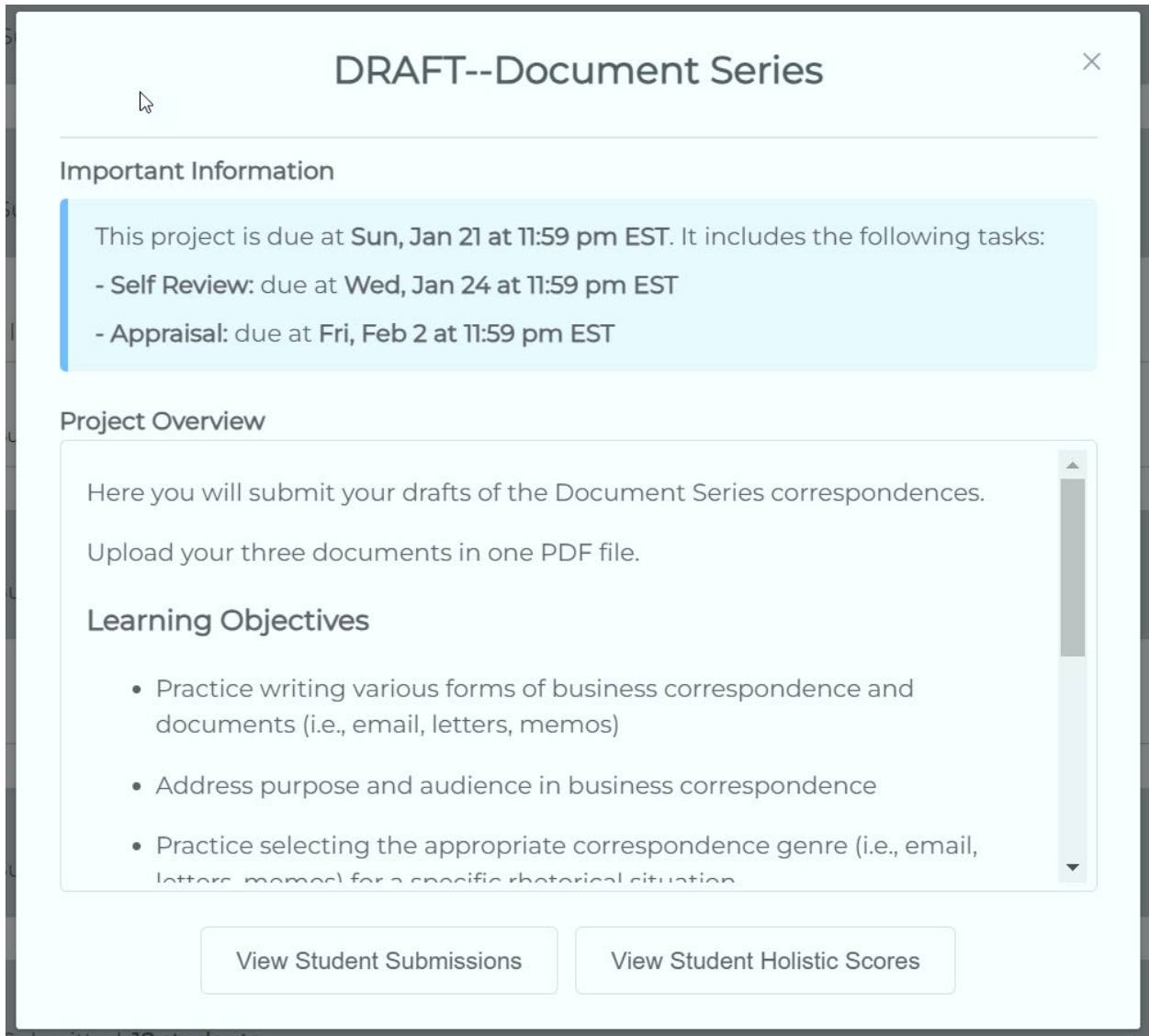
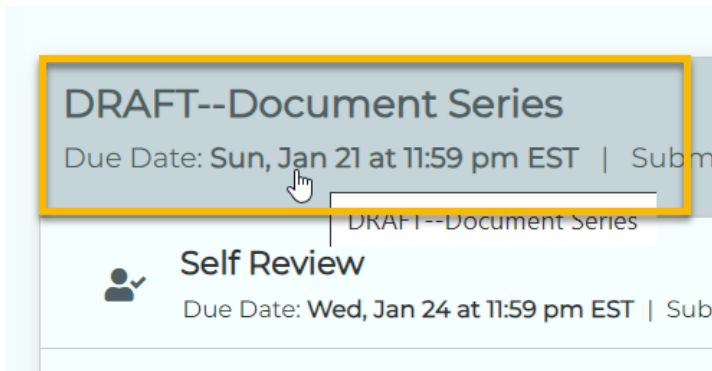
Additionally, if the Project is a Group Project you will see the **[Group Formation]** button which is described in detail here

**DRAFT--Feasibility Report**  
Due Date: Sun, Apr 7 at 11:59 pm EST | Submitted: 5 students Group Formation View Submissions

**Self Review**  
Due Date: Wed, Apr 10 at 11:59 pm EST | Submitted: 4 students



**Step 3:** To view a project in detail, click on any part of a project tile. The project detail dialog shows information regarding project due date, activities, and overview. See [Terminology](#) page for tile distinctions.

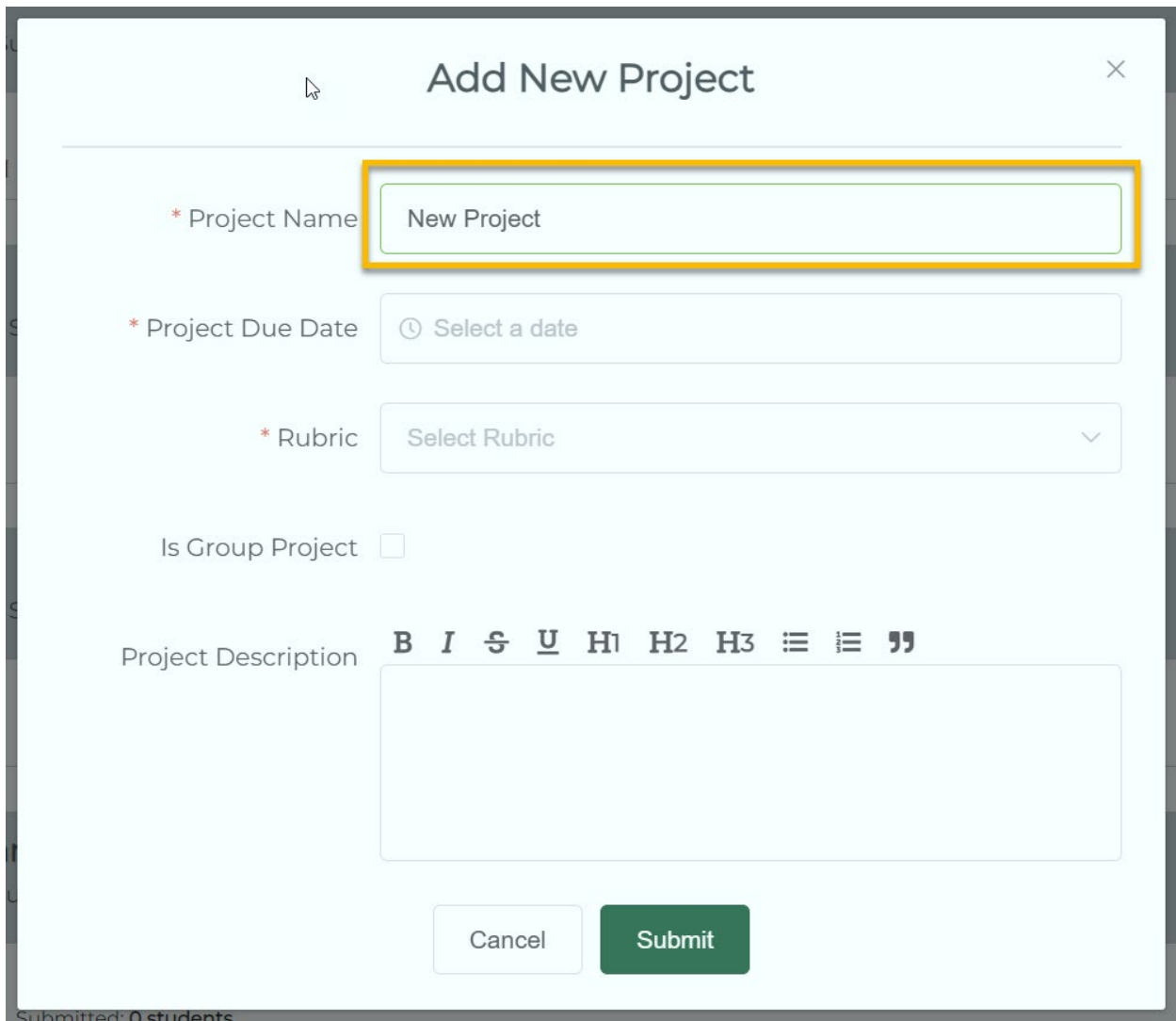


## 4.2. Create New Project

**Step 1:** Click on the [New Project] button on the Projects page.



**Step 2:** Enter the “Project Name” in the New Project dialog.

A screenshot of the 'Add New Project' dialog box. The title bar reads 'Add New Project' with a close button (X) on the right. The form contains the following fields:

- '\* Project Name' with a text input field containing 'New Project', highlighted with a yellow border.
- '\* Project Due Date' with a date picker field showing 'Select a date'.
- '\* Rubric' with a dropdown menu showing 'Select Rubric'.
- 'Is Group Project' with an unchecked checkbox.
- 'Project Description' with a rich text editor toolbar containing icons for Bold (B), Italic (I), Strikethrough (ABC), Underline (U), H1, H2, H3, Bulleted List, Numbered List, and Quote, followed by a large text area.

At the bottom, there are 'Cancel' and 'Submit' buttons. The text 'Submitted: 0 students' is visible at the bottom left of the dialog.

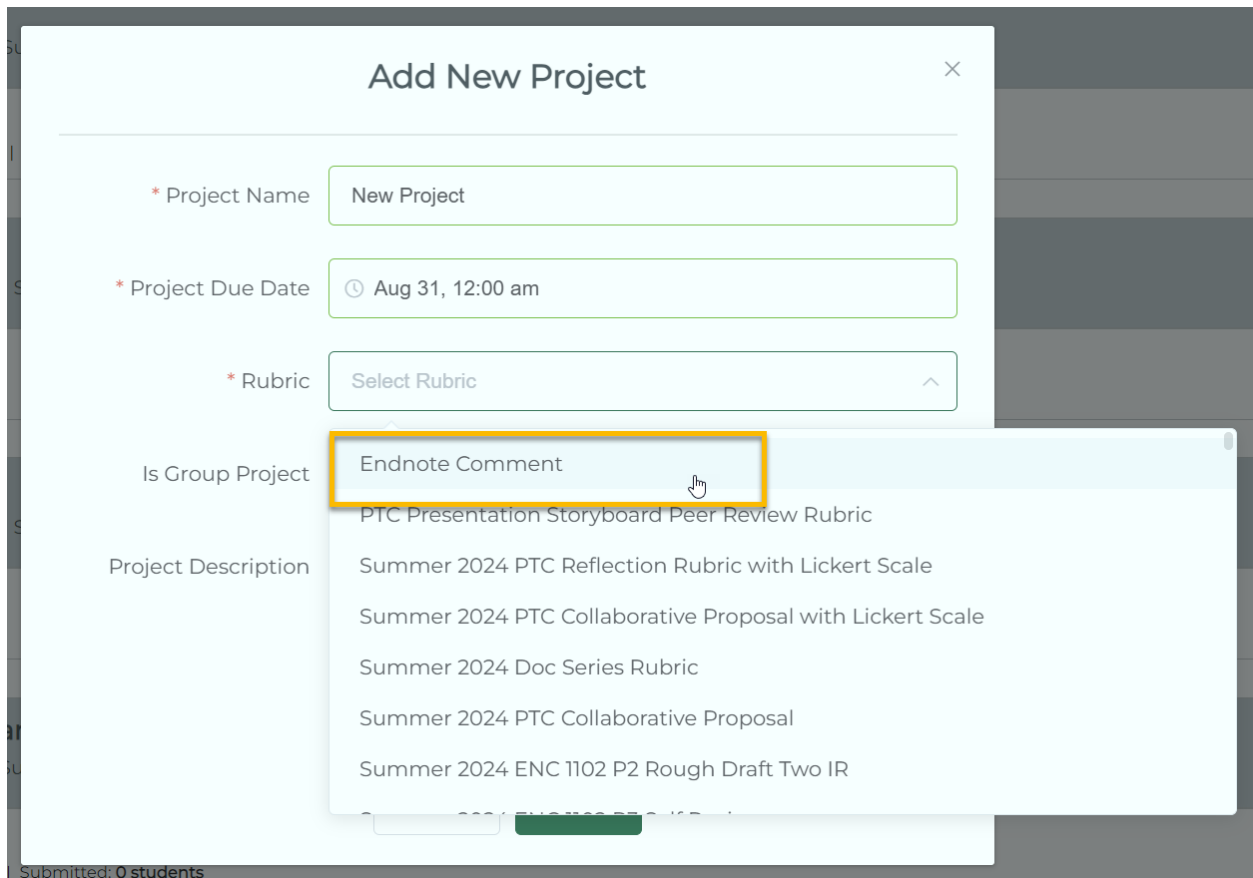
**Step 3:** Select the “Project Due Date.”

The image shows a 'Add New Project' form with the following fields:

- \* Project Name:** A text input field containing 'New Project'.
- \* Project Due Date:** A date picker dropdown menu is open, showing a calendar for August 2024. The date '31' is highlighted with a yellow box and a mouse cursor.
- \* Rubric:** A dropdown menu with 'Select date' and 'Select time' options.
- Is Group Project:** A checkbox.
- Project Description:** A large text area.

At the bottom of the date picker, there are 'Now' and 'OK' buttons.

**Step 4:** Select a default project “Rubric” from the “Rubric Selection” drop-down list.



The screenshot shows a modal window titled "Add New Project" with a close button (X) in the top right corner. The form contains several fields:

- \* Project Name:** A text input field containing "New Project".
- \* Project Due Date:** A date and time picker field showing "Aug 31, 12:00 am".
- \* Rubric:** A dropdown menu with "Select Rubric" as the current selection. The dropdown is open, showing a list of rubric options. The first option, "Endnote Comment", is highlighted with an orange border and a mouse cursor.
- Is Group Project:** A checkbox field.
- Project Description:** A text area field.

At the bottom left of the modal, it says "Submitted: 0 students".

**Step 5:** If this is a “Group Project” check the box. Students who are assigned to a group will submit the paper as a group and receive instructor feedback for the paper as a group. They will also perform self review and peer review as a group.

The screenshot shows a modal window titled "Add New Project" with a close button (X) in the top right corner. The form contains the following elements:

- \* Project Name:** A text input field containing "New Project".
- \* Project Due Date:** A date and time picker showing "Aug 31, 12:00 am".
- \* Rubric:** A dropdown menu with "Endnote Comment" selected.
- Is Group Project:** A checkbox that is checked, highlighted with a yellow box and a hand cursor icon.
- Project Description:** A rich text editor with a toolbar containing icons for Bold (B), Italic (I), Strikethrough (S), Underline (U), Heading 1 (H1), Heading 2 (H2), Heading 3 (H3), Bulleted List, Numbered List, and Quote. The text area below the toolbar is empty.
- Buttons:** "Cancel" and "Submit" buttons at the bottom.
- Status Bar:** At the bottom left, it says "Submitted: 0 students".

**Step 6:** Enter “Project’s Description.”

### Add New Project ×

\* Project Name

\* Project Due Date

\* Rubric

Is Group Project

Project Description **B I ~~S~~ U H1 H2 H3 ☰ ☷ ”**

This a new project

I

Submitted: 0 students

**Step 7:** Click the [Submit] button.

Project Description **B I ~~S~~ U H1 H2 H3 ☰ ☷ ”**


This a new project

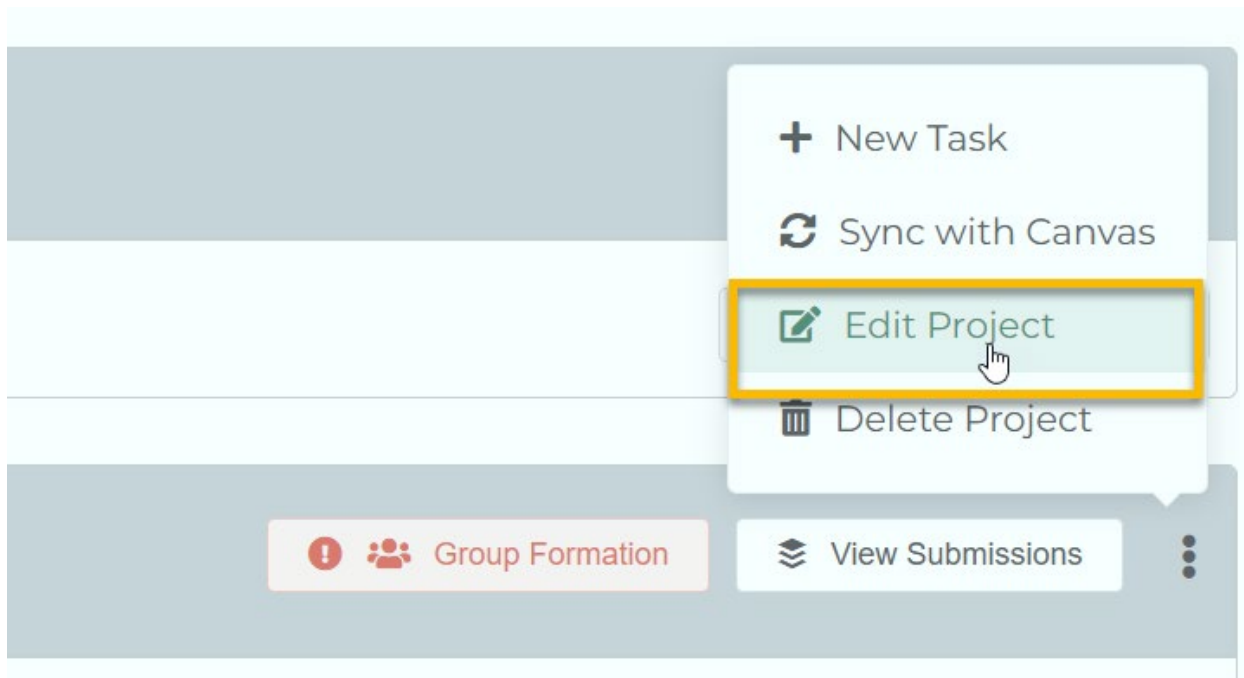
Submitted: 0 students

New Projects are always created with a default Instructor Review task



## 4.3. Edit Existing Project

**Step 1:** To edit an existing project, click on the [**Kebab More Options**] button (three vertical ellipses) on the right side of the project you would like to edit and select the [**Edit Project**] icon 



**Step 2:** Edit the project in the **Edit Project** box.

## Edit New Project ✕

\* Project Name

\* Project Due Date

\* Rubric

Is Group Project

Project Description **B I ~~S~~ U H1 H2 H3 ☰ ☷ ”**

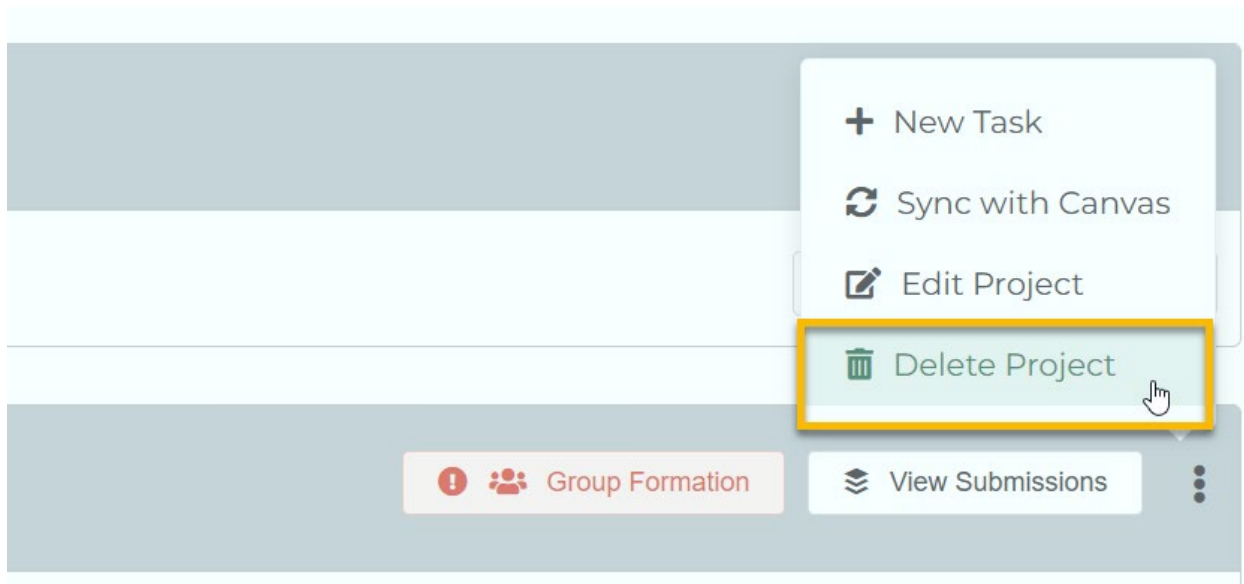
**Step 3:** Click [**Submit**] button:

Project Description **B I ~~S~~ U H1 H2 H3 ☰ ☷ ”**

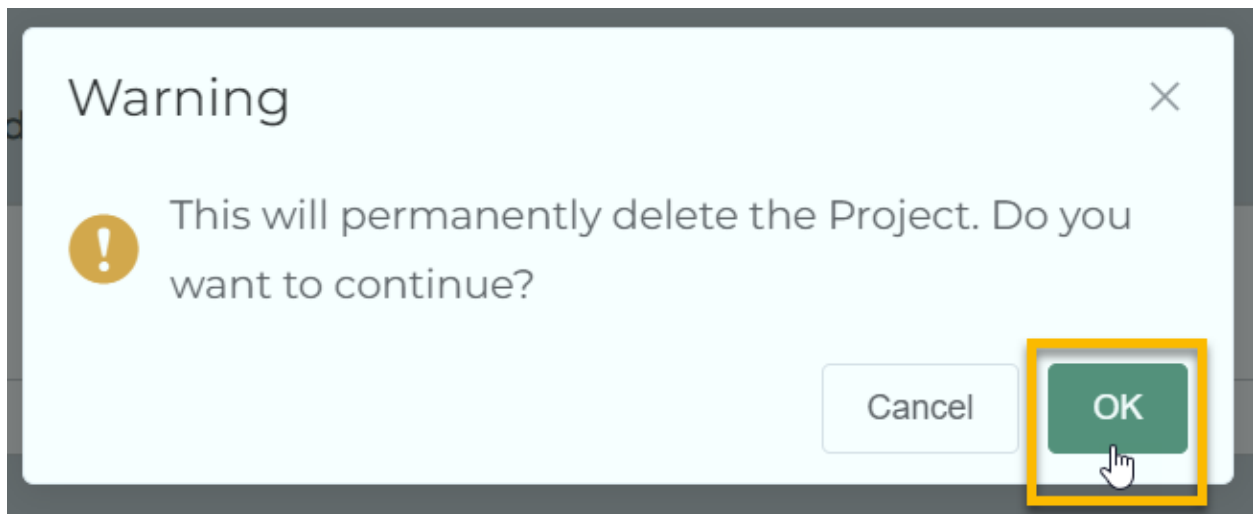


## 4.4. Delete Existing Project

**Step 1:** To delete project, click on the **[Kebab More Options]** button (three vertical ellipses) on the right side of the project you would like to delete and select the **[Delete Project]** icon 🗑️



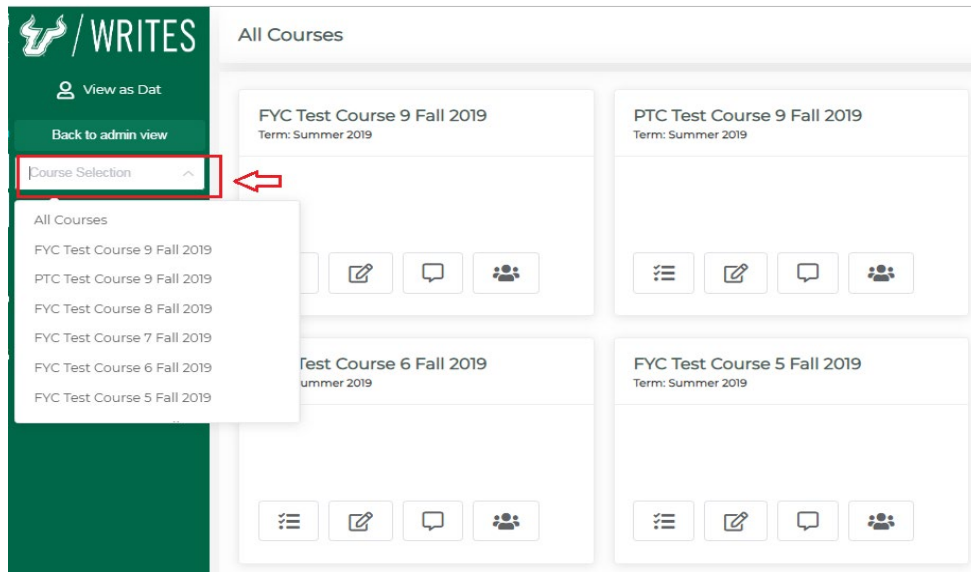
**Step 2:** Confirm that you want to delete the project by clicking the **[OK]** button.



## 4.5. View Submissions

This feature allows instructors to view the submission status of the “Self Review,” “Peer Review,” and overall project, as well as the instructor scoring status for the project submission.

**Step 1:** Select a course by choosing one in the **Course Selection** drop-down list or clicking on a course tile in the **All Courses** page.



**Step 2:** Click [View Submissions] in the **Score Book**.



**Step 3:** The **Student Submissions** page is displayed as follows:

Student Name	Self Review Submission		Peer Review Submission		Project Submission		
	Status	Action	Status	Action	Submission Status	Scoring Status	Action
Le Dat	No Submission		No Submission		No Submission	--	
Nguyen Trang	No Submission		In Progress (1/2)	<a href="#">View</a>	Submitted	Scored	<a href="#">View</a>
Test1 Student1	No Submission		In Progress (1/2)	<a href="#">View</a>	Submitted	Scored	<a href="#">View</a>
Test2 Student2	No Submission		No Submission		Submitted	--	<a href="#">Score</a>
Test3 Student3	No Submission		No Submission		Submitted	Scored	<a href="#">View</a>
Test4 Student4	No Submission		No Submission		Submitted	--	<a href="#">Score</a>
Test5 Student5	No Submission		No Submission		No Submission	--	

The **Student Submissions** table includes the following information:

- **Student Name**
  - Full name of students in the course ordered by last name.
- **Self Review Submission**
  - **Status:** No submission or submitted. The status shows if a student has or has not submitted “Self Review.”
  - **Action:** Click on the **View** button to see the “Self Review Submission.”
- **Peer Review Submission**
  - **Status:** No submission, In Progress, or Completed. The status shows if a student has/ has not or is in the process of completing their peer review.
  - **Action:** Click on the **View** button to see Peer Review Submission.
- **Project Submission**
  - **Submission Status:** No submission or Submitted. The status shows if a student has or has not submitted a paper for the project.
  - **Scoring Status:** In Progress or Scored. This status shows if the instructor has scored the student paper.
  - **Action:**
    - **View:** View feedback
    - **Score:** Score the student’s paper
    - **Continue:** Continue scoring

For “Group Projects,” the **Student Submission** page is displayed as follows:

ENC 1101 Test Course 1 > Project 1 Part 2 > Student Submissions

Search for student submission

Group Name	Group Members	Self Review Submission		Peer Review Submission		Project Submission		
		Status	Action	Status	Action	Submission Status	Scoring Status	Action
Group 1	1. Student1 Test1 2. Student2 Test2 3. Trang Nguyen	No Submission		No Submission		Submitted		<input type="button" value="Score"/>
Group 2	1. Student3 Test3 2. Student4 Test4 3. Student5 Test5	No Submission		No Submission		No Submission		

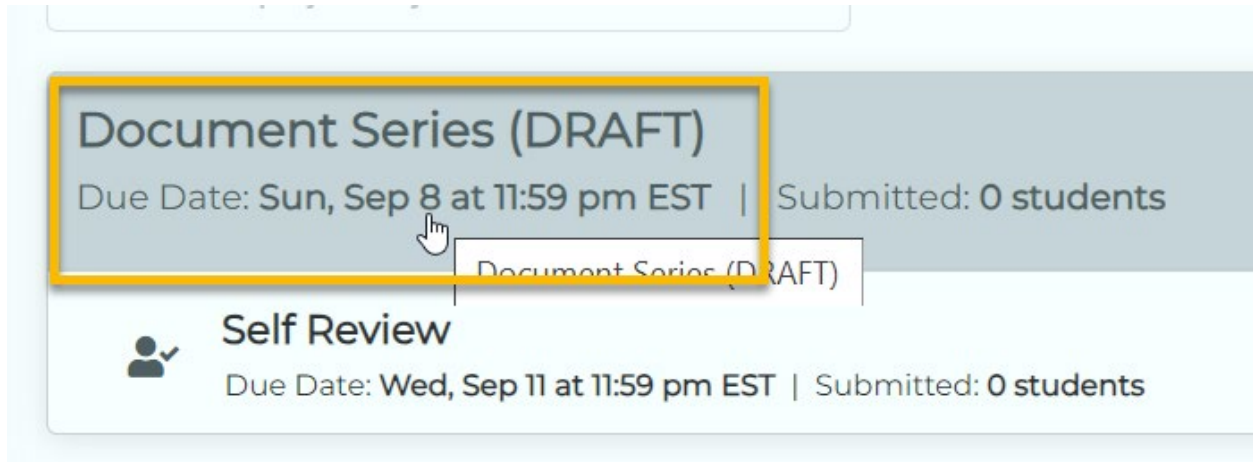
The **Student Submissions** table includes the following information:

- **Group Name(s)**
  - List of all groups that are setup within the “Group Project Team Formation.”
- **Group Member(s)**
  - List of all students in the group.
- **Self Review Submission**
  - Status: No submission or Submitted. The status shows if a group has or has not submitted self review.
  - Action: Click on the **[View]** button to see “Self Review Submission.”
- **Peer Review Submission**
  - Status: No submission, In Progress, or Completed. The status shows if a group has or has not or in the process of completing its peer review.
  - Action: Click on the View button to see Peer Review Submission.
- **Project Submission**
  - Submission Status: No submission or Submitted. The status shows if a group has or has not submitted a paper for the project.
  - Scoring Status: In Progress or Scored. This status shows if the instructor has scored the group’s paper.
  - Action:
    - View: View feedback
    - Score: Score the group’s paper
    - Continue: Continue scoring

## 4.6. View Scores

This feature allows instructors to see the **Holistic Scores** that students received from “Self Review,” “Peer Review,” and “Instructor Review” Tasks.

**Step 1:** Select a Project and click on the **Project Title**:



**Step 2:** Click on [View Student Holistic Scores] in the **Projects Title** page.

## Document Series (DRAFT) ×

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### Important Information

This project is due at **Sun, Sep 8 at 11:59 pm EST**. It includes the following tasks:

- **Self Review:** due at **Wed, Sep 11 at 11:59 pm EST**

### Project Overview

Here you will submit your drafts of the Document Series correspondences.

Upload your three documents in one PDF file.

### Learning Objectives

- Practice writing various forms of business correspondence and documents (i.e., email, letters, memos)
- Address purpose and audience in business correspondence
- Practice selecting the appropriate correspondence genre (i.e., email, letters, memos) for a specific rhetorical situation

[View Student Submissions](#)[View Student Holistic Scores](#)

Due Date: Wed, Oct 9 at 11:59 pm EST | Submitted: 0 students

**Step 3:** The **Student Scores** page is as follows:

Student Name	Self Review Holistic Score	Peer Review Holistic Score	Instructor Review Holistic Score
Le Dat	--	--	--
Nguyen Trang	--	--	Not Given
Test1 Student1	--	Nguyen Trang:1	Not Given
Test2 Student2	--	Test1 Student1: Not Given	--
Test3 Student3	--	--	Not Given
Test4 Student4	--	--	--
Test5 Student5	--	--	--

The table contains the following data:

- **Student Name:** Full name of the students in the course ordered by last name.
- **Self Review Holistic Score:** Holistic Score that the student gave themselves.
- **Peer Review Holistic Score:** Holistic Scores given by team members. The name of the members and the associated scores will be displayed.
- **Instructor Holistic Score:** Holistic Score given by the instructor.

For “Group Projects,” the **Student Scores** page is as follows:

Group Name	Group Members	Self Review Holistic Score	Peer Review Holistic Score	Instructor Review Holistic Score
Group 1	1. Student1 Test1 2. Student2 Test2 3. Trang Nguyen			1
Group 2	1. Student3 Test3 2. Student4 Test4 3. Student5 Test5			

The table contains the following data:

- Group Name: List of all groups that are setup in “Group Project Team Formation.”
- Group Members: List of all students in the group.
- Self Review Holistic Score: Holistic Score that the student gave themselves.
- Peer Review Holistic Score: Holistic Scores given by team members. The name of the members and the associated scores will be displayed.
- Instructor Holistic Score: Holistic Score given by the instructor.

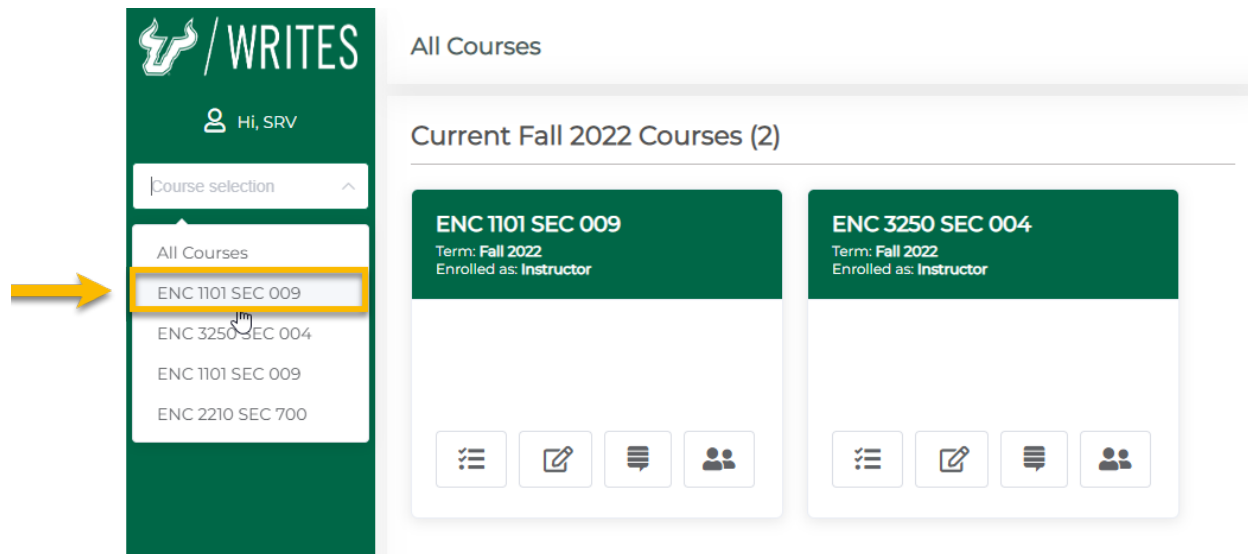
**Tips:**

- Not Given: Scoring has already been submitted but no holistic score given.
- Score: From 1 to 6, the Holistic Score given by the reviewer(s).

## 5. View as a Student

Instructors can view and act as any of their students that have subscribed to the course. To access the student view, follow these steps:

**Step 1:** Select a course by choosing one in the **Course Selection** drop-down list or by clicking on a course tile in the **All Courses** page.



**Step 2:** Select a student in the **View as Student** drop-down list.



The screenshot displays the WRITES interface for the course ENC 1101 SEC 009. On the left, a dark green sidebar contains the course name and a user menu. The user menu lists several names: Bicich, Leah; Boyle, Sage; Castamby, Jean; D'Ippolito, Sarah (highlighted with a yellow box and a yellow arrow pointing to it); Frongillo, Giovanni; Grippaldi, Christian; and Hassan, Nathan. The main content area shows the course title and a 'Projects' section. It includes a search bar, 'Order By Due Dates', and a '+ New Project' button. Two project entries are visible: 'P1 Analysis of Writing Concepts Rough Draft' (due Fri, Sep 16 at 11:59 pm EST) and 'P1 Analysis of Writing Concepts Final Draft' (due Fri, Sep 23 at 11:59 pm EST). Each project entry has a 'View Submissions' button and a list of review types: 'Instructor Review' and 'Self Review' (with a due date of Sun, Sep 18 at 11:59 pm EST).

**Step 3:** To use the system as a student, review the **Student Manual**.

# 6.Score Paper

This function is used by instructors for scoring student papers.

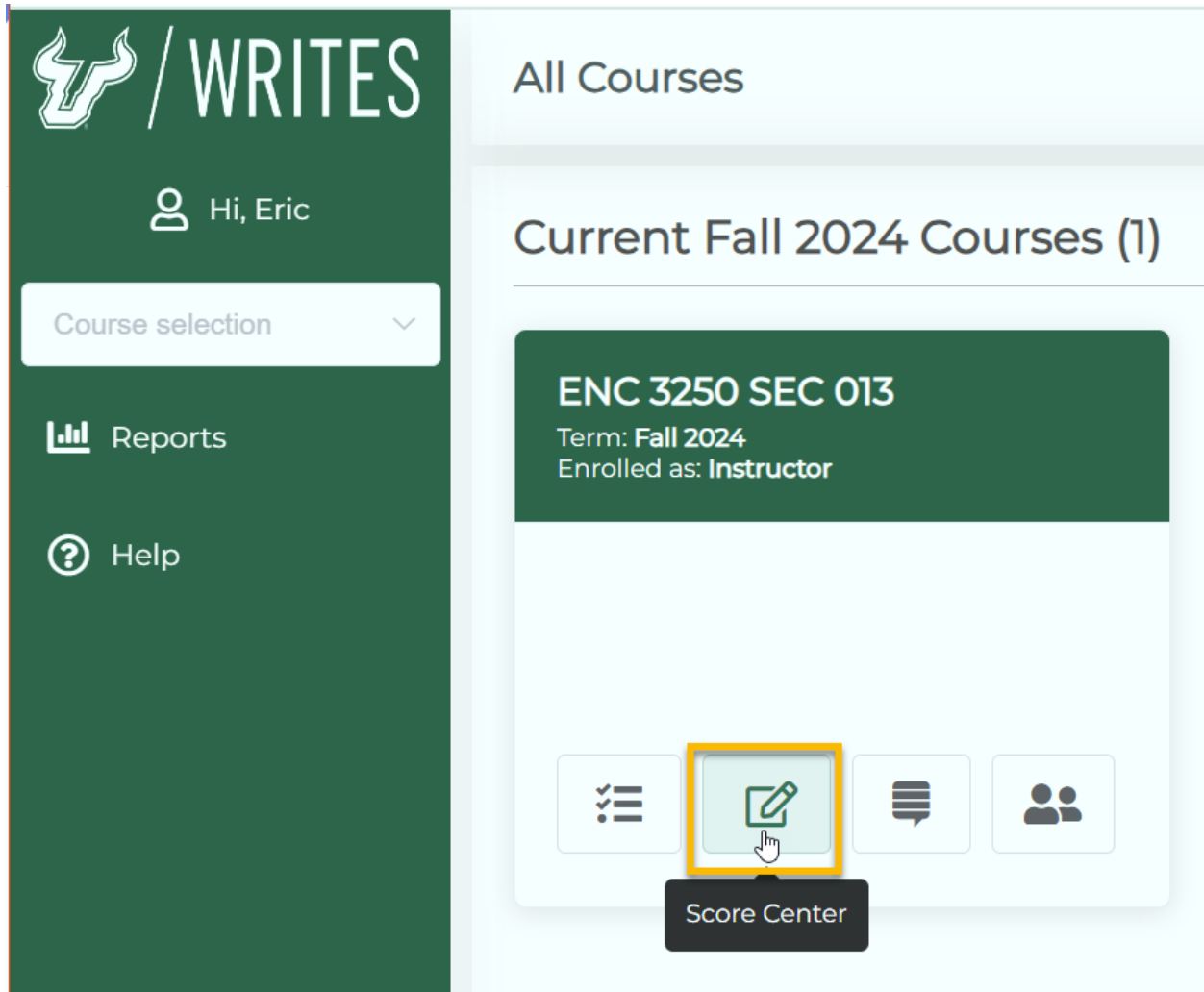
## Tips:

1. When the instructor scores papers, the **[Submit]** button must be clicked when the scoring is completed. By default, the **[Submit]** button will be greyed out and disabled.
  - The **[Submit]** button will turn red when the instructor starts adding scores or comments. It will stay red and the scoring status will be “In Process” until it is clicked. Students are not able to see the instructor’s scoring progress.
  - Once the **[Submit]** button is clicked, the button will turn green and the scoring status will be updated to “Scored.” Students can view the instructor feedback at this point.
2. There is no need to save work before navigating away because work will be auto saved.

**Step 1:** Login as instructor. The **All courses** page will be displayed after logging in.

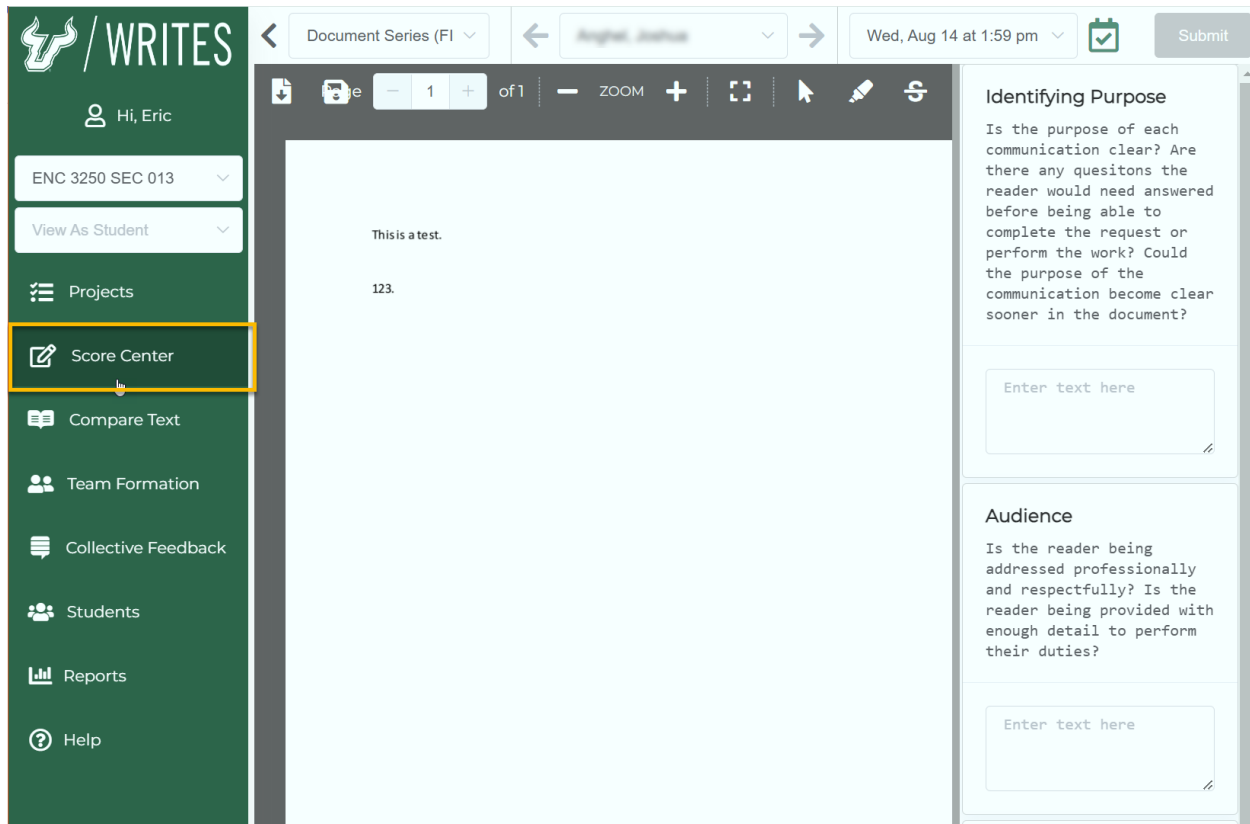
The screenshot displays the WRITES interface. On the left, a dark green sidebar contains the WRITES logo, a user profile for 'Hi, Eric', a 'Course selection' dropdown menu, and navigation links for 'Reports' and 'Help'. The main content area is light blue and titled 'All Courses'. Underneath, it shows 'Current Fall 2024 Courses (1)'. A prominent course card for 'ENC 3250 SEC 013' is shown, indicating the user is enrolled as an 'Instructor' for the 'Fall 2024' term. Below the course card, there are four icons: a list icon, a pencil icon, a speech bubble icon, and a group of people icon.

**Step 2:** In the **All Courses** page, click on the **Score Center** icon in a selected course to score students papers in that course:



**Step 3:** Or if you are already viewing a selected course there are two additional ways to go to the **Scoring** page:

- a. On the left menu bar, click on [**Score Center**]. You will then be navigated to the **Scoring** page.



- b. Select the **[View Submissions]** icon on any project to see the students' submissions status of the selected project.



In the **Student Submissions** page, the instructor can click on the **[Score]** button to score the selected student's paper.


Filter submissions by name

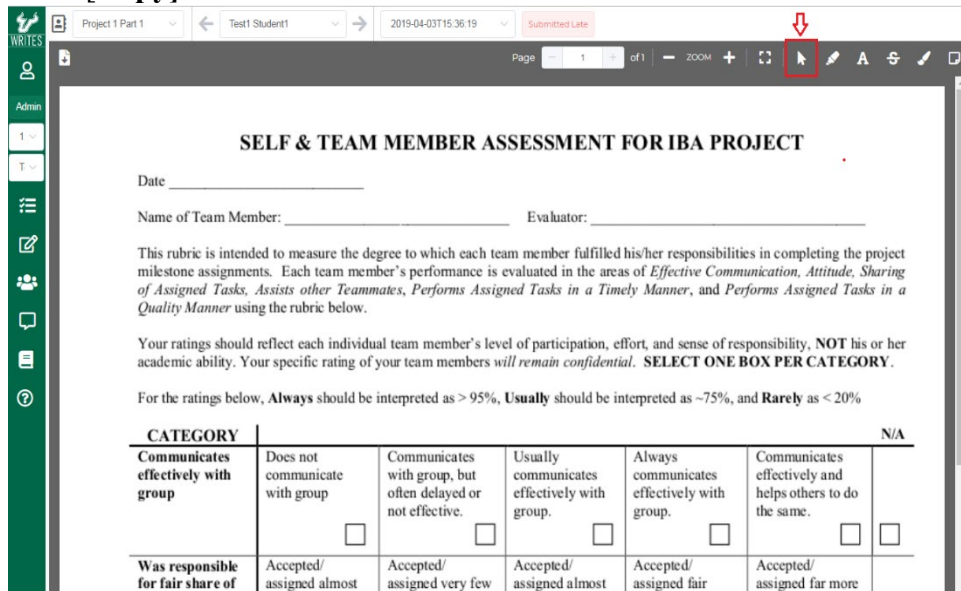
Student Name	Project Submission		
	Submission Status	Scoring Status	Action
Angela, Joshua	Submitted		Score
Baron, Thomas, III	No Submission		

## 6.1 Markup Tools

Using the **Markup Tools** for scoring a student paper.

### I. Copy Text

**Step 1:** Click on [Copy] icon .



Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

Page 1 of 1 | ZOOM + | Copy icon highlighted with red arrow

**SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT**

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

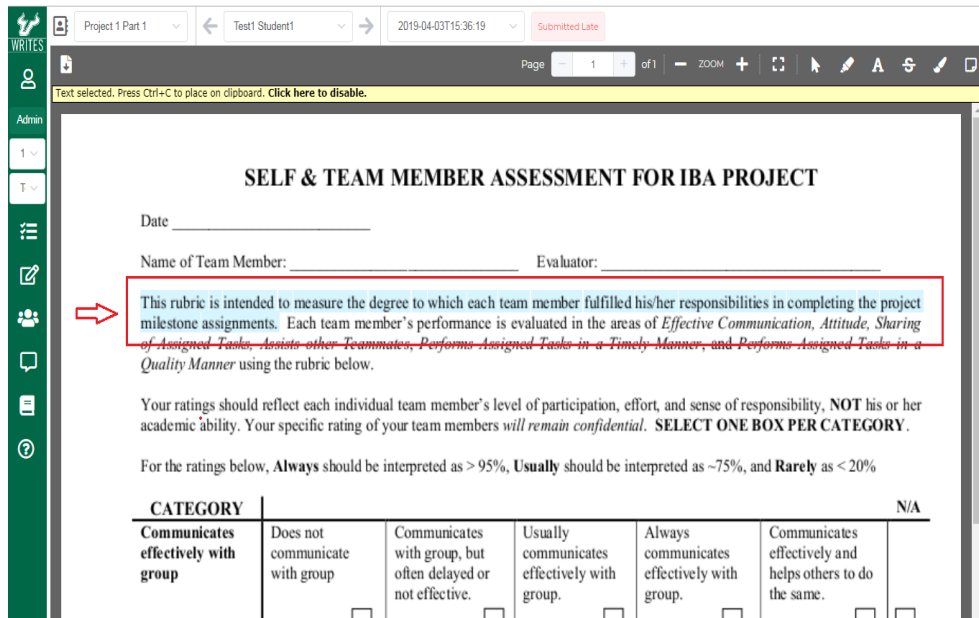
This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner, and Performs Assigned Tasks in a Quality Manner* using the rubric below.

Your ratings should reflect each individual team member's level of participation, effort, and sense of responsibility, **NOT** his or her academic ability. Your specific rating of your team members *will remain confidential*. **SELECT ONE BOX PER CATEGORY.**

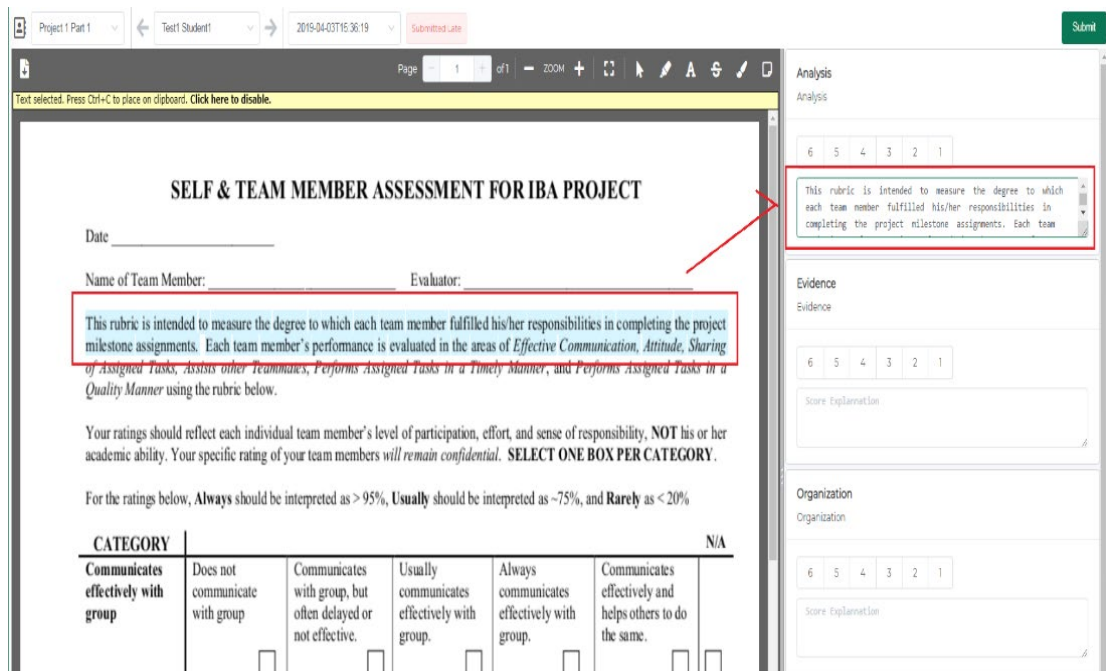
For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

CATEGORY	Does not communicate with group	Communicates with group, but often delayed or not effective.	Usually communicates effectively with group.	Always communicates effectively with group.	Communicates effectively and helps others to do the same.	N/A
<b>Communicates effectively with group</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/assigned almost	Accepted/assigned very few	Accepted/assigned almost	Accepted/assigned fair	Accepted/assigned far more	

**Step 2:** Click and drag across the text to highlight, then use **Ctrl + C** to copy text.



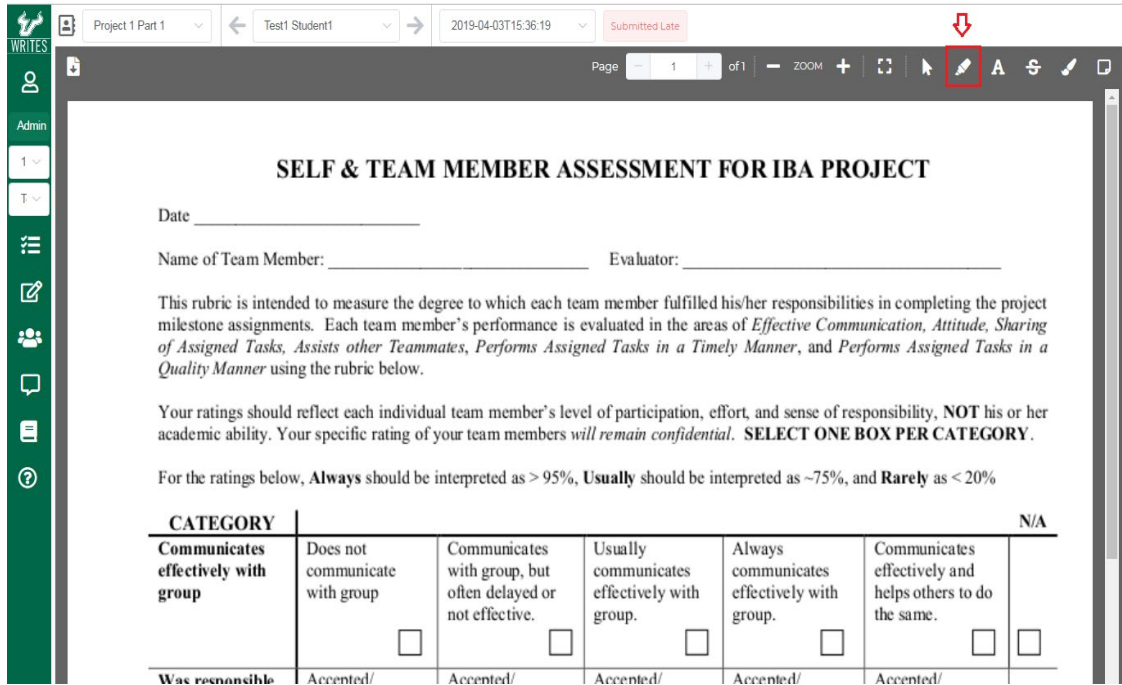
**Step 3:** Use **Ctrl V** to paste copied text into the “Criteria” comment section.



**Tip:** To stop using the markup tool, click on the yellow disable panel in the top of the document.

## II. Highlight

Step 1: Click on the [Highlight] icon .



Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

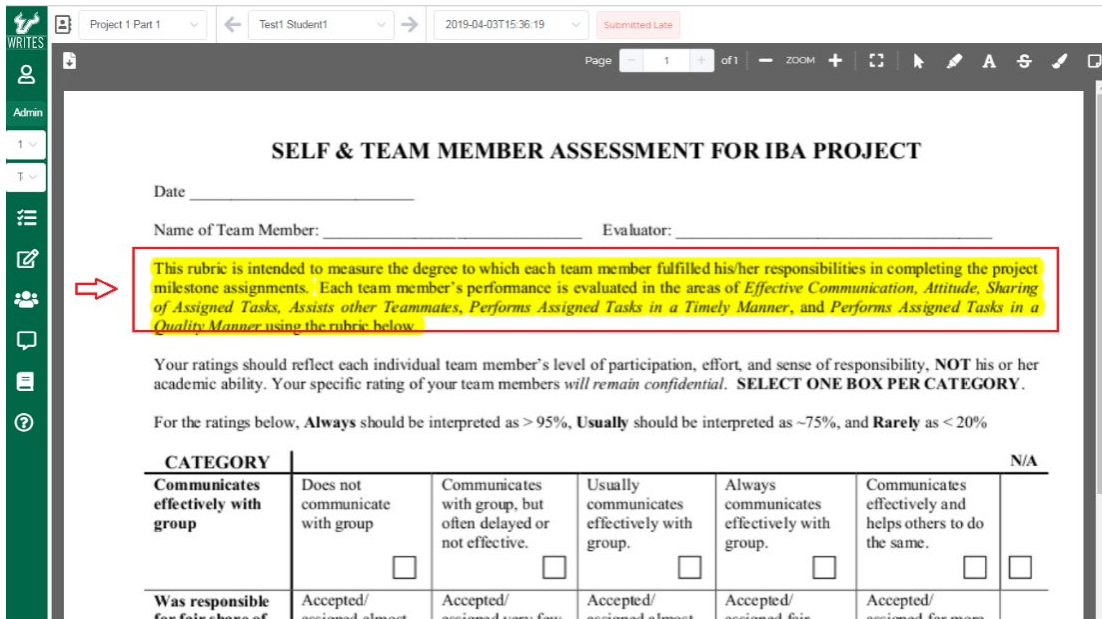
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<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible</b>	Accepted/	Accepted/	Accepted/	Accepted/	Accepted/	

Step 2: Click and drag across the text to highlight.



Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible</b>	Accepted/	Accepted/	Accepted/	Accepted/	Accepted/	

Step 3: Double click to the "Highlight Section" to add comments.

Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

Page 1 of 1 | ZOOM +

**add comments here** **SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT**

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner, and Performs Assigned Tasks in a Quality Manner* using the rubric below. **highlight section**

Your ratings should reflect each individual team member's level of participation, effort, and sense of responsibility, **NOT** his or her academic ability. Your specific rating of your team members *will remain confidential*. **SELECT ONE BOX PER CATEGORY**.

For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible</b>	Accepted/	Accepted/	Accepted/	Accepted/	Accepted/	

### III. Free Text

Step 1: Click on the [Free Text] icon **A**.

Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

Page 1 of 1 | ZOOM +

**SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT**

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner, and Performs Assigned Tasks in a Quality Manner* using the rubric below.

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CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible</b>	Accepted/	Accepted/	Accepted/	Accepted/	Accepted/	

Step 2: Click and drag on the paper to create a text box.



Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/ assigned almost	Accepted/ assigned very few	Accepted/ assigned almost	Accepted/ assigned fair	Accepted/ assigned far more	

**Step 3:** Add your comments to the textbox.

Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner, and Performs Assigned Tasks in a Quality Manner* using the rubric below.

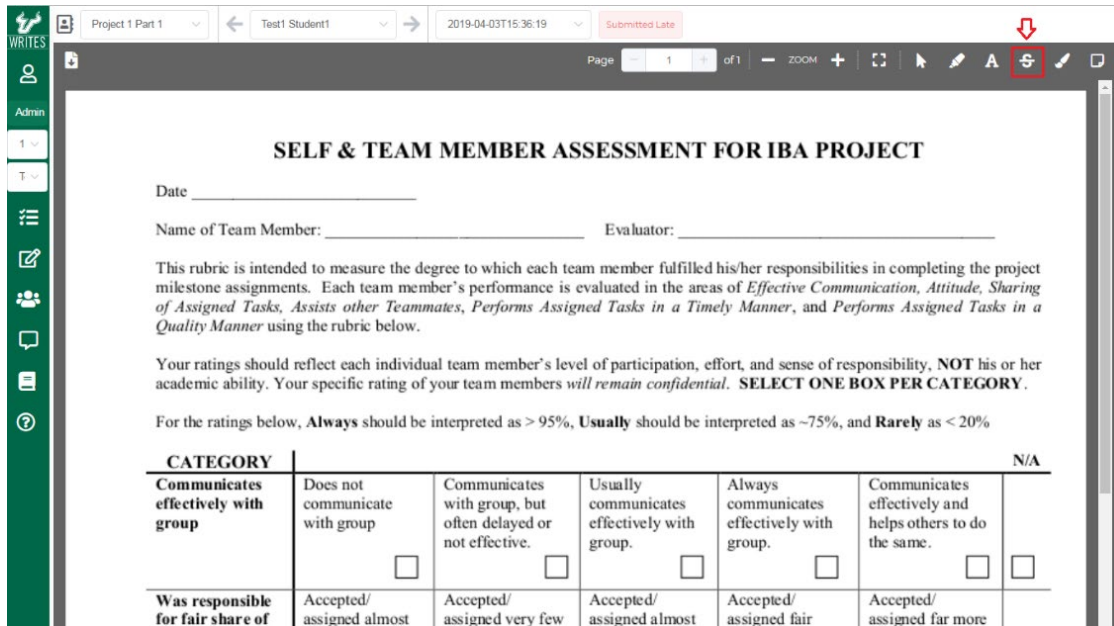
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For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

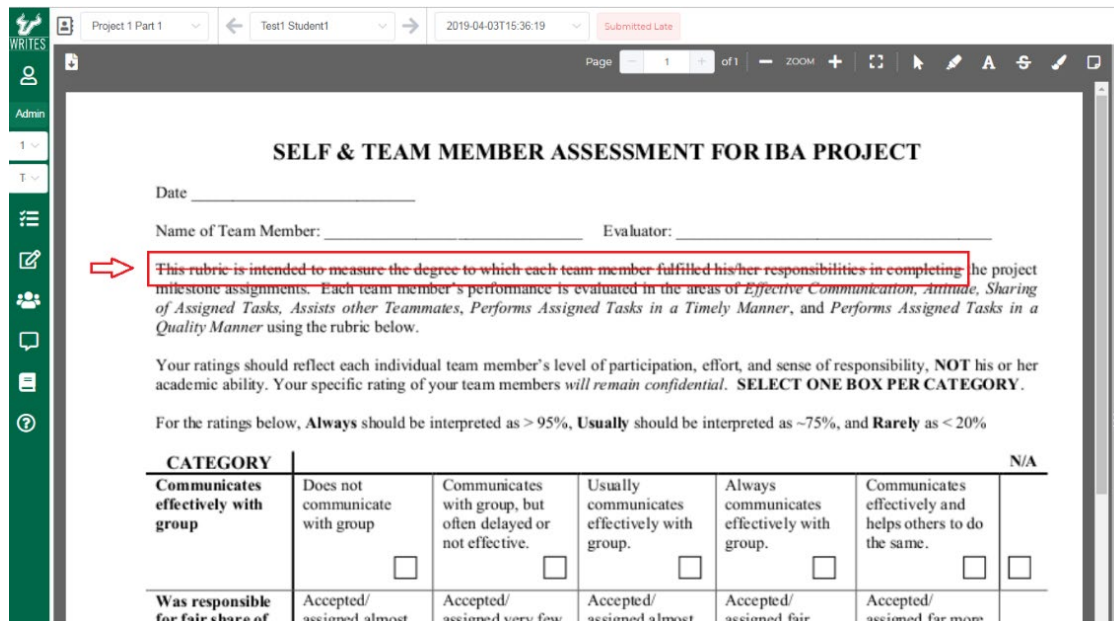
CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/ assigned almost	Accepted/ assigned very few	Accepted/ assigned almost	Accepted/ assigned fair	Accepted/ assigned far more	

#### IV. Strikethrough

**Step 1:** Click on the [Strikethrough] icon .

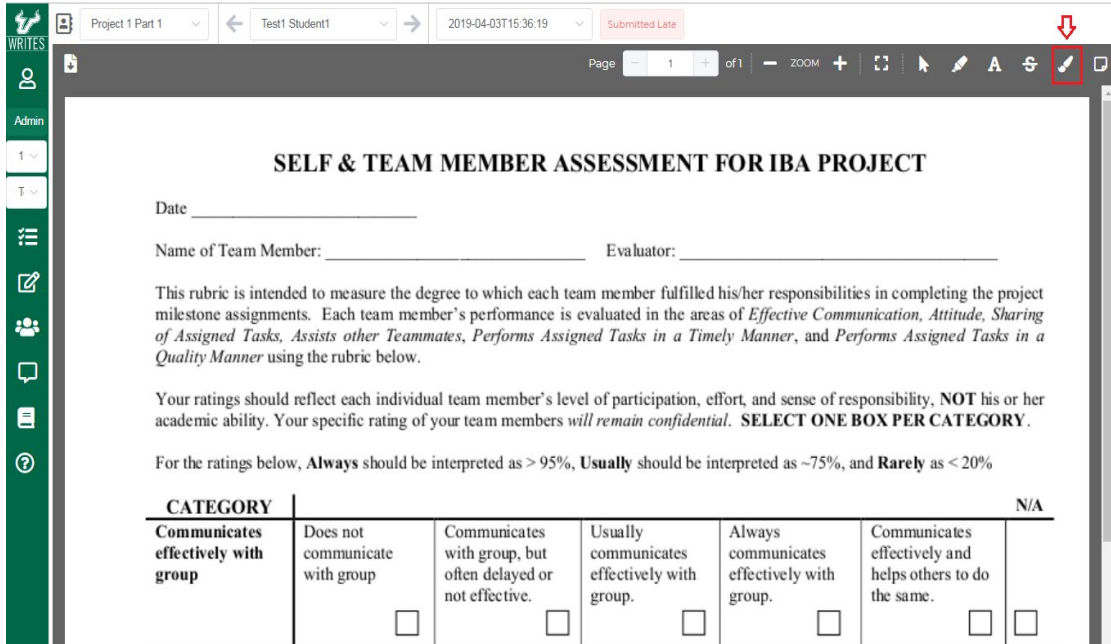


**Step 2:** Click and drag across the text.

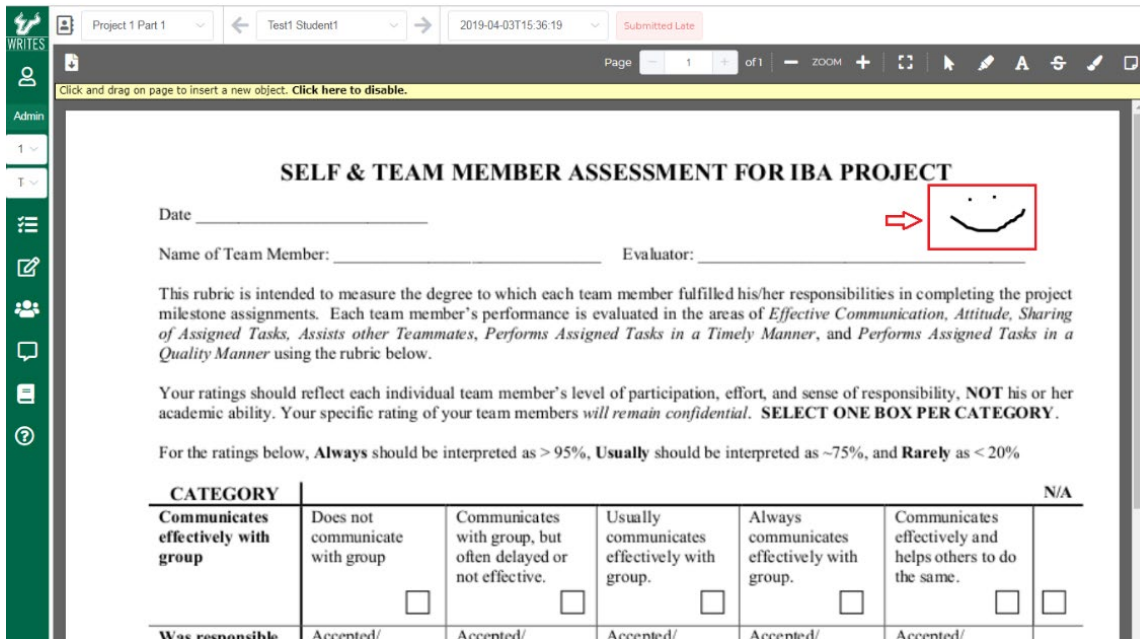


## V. Free Draw

**Step 1:** Click on the [Free Draw] icon .



**Step 2: Draw on the paper.**



## VI. Sticky Note

**Step 1: Click on the [Sticky Note] icon** .

Project 1 Part 1 | Test1 Student | 2019-04-03T15:36:19 | Submitted Late

Page 1 of 1 | ZOOM +

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner*, and *Performs Assigned Tasks in a Quality Manner* using the rubric below.

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For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/ assigned almost	Accepted/ assigned very few	Accepted/ assigned almost	Accepted/ assigned fair	Accepted/ assigned far more	

**Step 2:** Click where you want the **Sticky Note** to appear.

Project 1 Part 1 | Test1 Student | 2019-04-03T15:36:19 | Submitted Late

Page 1 of 1 | ZOOM +

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

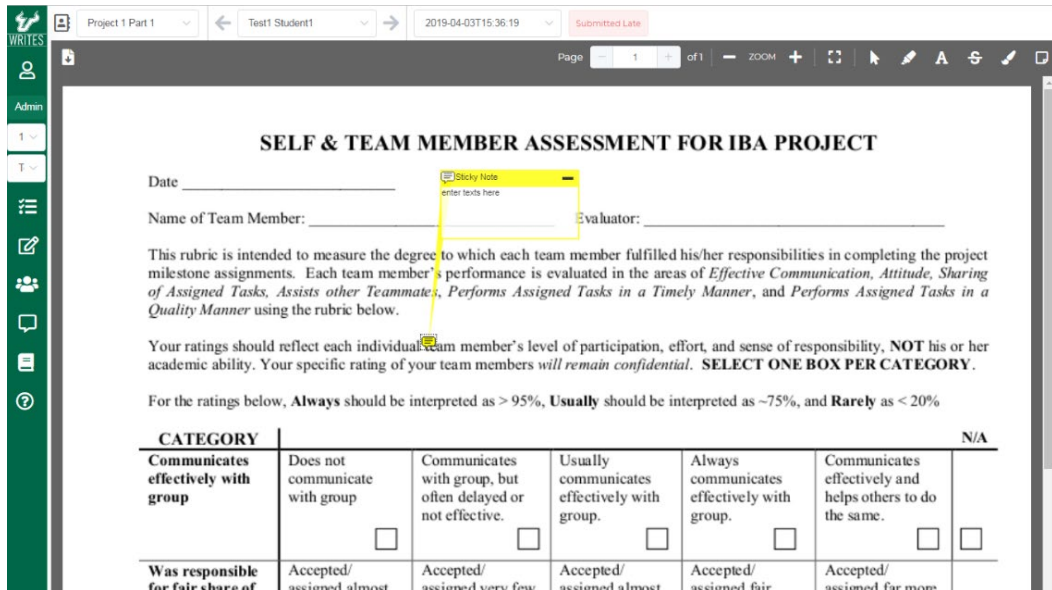
This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner*, and *Performs Assigned Tasks in a Quality Manner* using the rubric below.

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For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/ assigned almost	Accepted/ assigned very few	Accepted/ assigned almost	Accepted/ assigned fair	Accepted/ assigned far more	

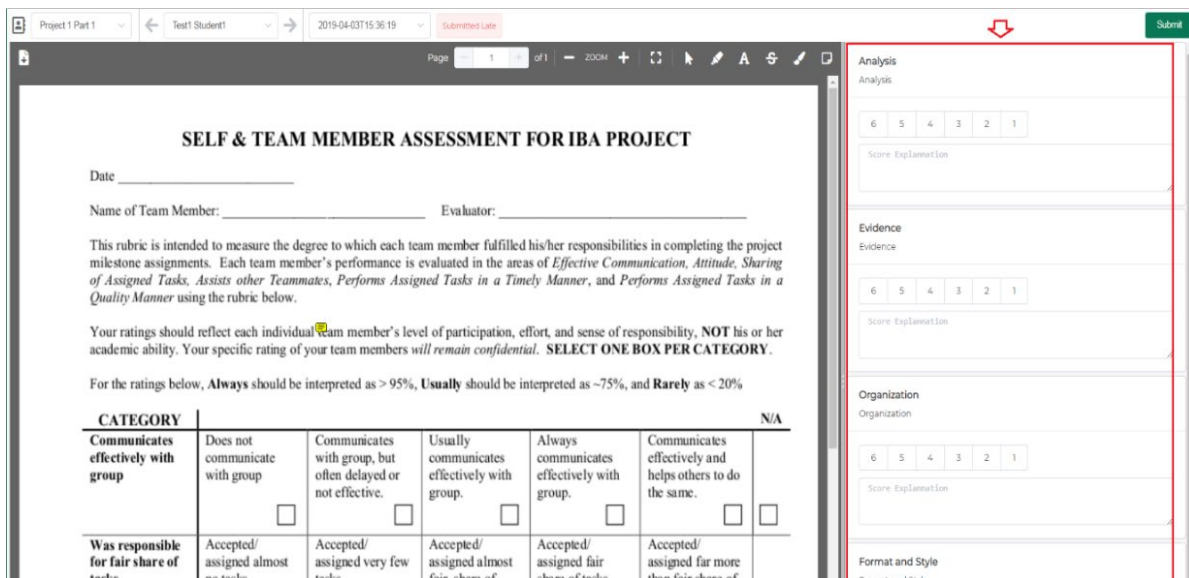
**Step 3:** Enter text on the “Sticky Note.”



**Tip:** There are two ways to delete an annotated object from a paper. You can right click on the object and select **[Delete Object]** or select the object and click the **[Del]** key on the keyboard.

## 6.2 Rubric Criteria

In this **Scoring** page, instructors can also provide scores and comments for each rubric criteria.



1. **Adding Scores:** The instructor can give a score to each rubric criteria by selecting a number from 1 to 6.

Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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CATEGORY	N/A					
<b>Communicates effectively with group</b>	Does not communicate with group	Communicates with group, but often delayed or not effective.	Usually communicates effectively with group.	Always communicates effectively with group.	Communicates effectively and helps others to do the same.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/ assigned almost	Accepted/ assigned very few	Accepted/ assigned almost	Accepted/ assigned fair	Accepted/ assigned far more	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THOROUGH**-discussion of rhetorical choices in public, stakeholder, and academic sources-evaluation of different arguments in reviewed texts-introduction and thesis that encapsulate major arguments reviewed-conclusion that provides realistic, forward-thinking ideas for research/action

6 5 4 3 2 1 **Score Bar**

Score Explanation

---

**Evidence**

Evidence

6 5 4 3 2 1

Score Explanation

---

**Organization**

Organization

6 5 4 3 2 1

Score Explanation

---

**Format and Style**

2. **Adding Comments:** The instructor can add comments to each rubric criteria by inputting texts to the textbox area under the score bar.

Project 1 Part 1 | Test1 Student1 | 2019-04-03T15:36:19 | Submitted Late

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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CATEGORY	N/A					
<b>Communicates effectively with group</b>	Does not communicate with group	Communicates with group, but often delayed or not effective.	Usually communicates effectively with group.	Always communicates effectively with group.	Communicates effectively and helps others to do the same.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/ assigned almost	Accepted/ assigned very few	Accepted/ assigned almost	Accepted/ assigned fair	Accepted/ assigned far more	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Analysis**

Analysis

6 5 4 3 2 1

Need to improve writing skill

---

**Evidence**

Evidence

6 5 4 3 2 1

Score Explanation

---

**Organization**

Organization

6 5 4 3 2 1

Score Explanation

---

**Format and Style**

## 6.3 Submitting Feedback

After finishing grading, click on the **[Submit]** button to submit the feedback. At this point, the student can view instructor feedback.

**SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT**

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of tasks</b>	Accepted/ assigned almost no tasks	Accepted/ assigned very few tasks	Accepted/ assigned almost fair share of	Accepted/ assigned fair share of tasks.	Accepted/ assigned far more than fair share of	

**Tip:** To select another project or student paper for scoring, use the **Project Selection** drop-down menu, **Student Selection** drop-down, and the **Next** and **Previous** arrows buttons.

**SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT**

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

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For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of</b>	Accepted/ assigned almost	Accepted/ assigned very few	Accepted/ assigned almost	Accepted/ assigned fair	Accepted/ assigned far more	

# 7. Team Formations

## 7.1. Peer Review Team Formation

Students that are placed in a “Peer Review” group will review other students’ papers in the group. For example, if you have four students in a group, that means each student will complete three peer reviews.

If the Peer Review group formation has not been completed the [Team Formation] icon on the associated Project will be highlighted RED and contain an exclamation point:

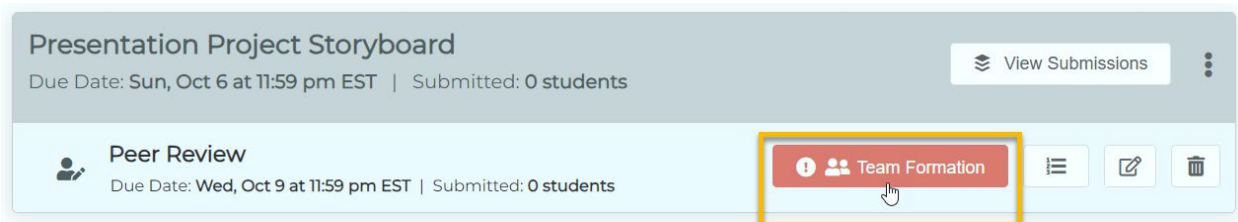


If Peer Group formation has been completed it will be highlighted GREEN with a check mark:



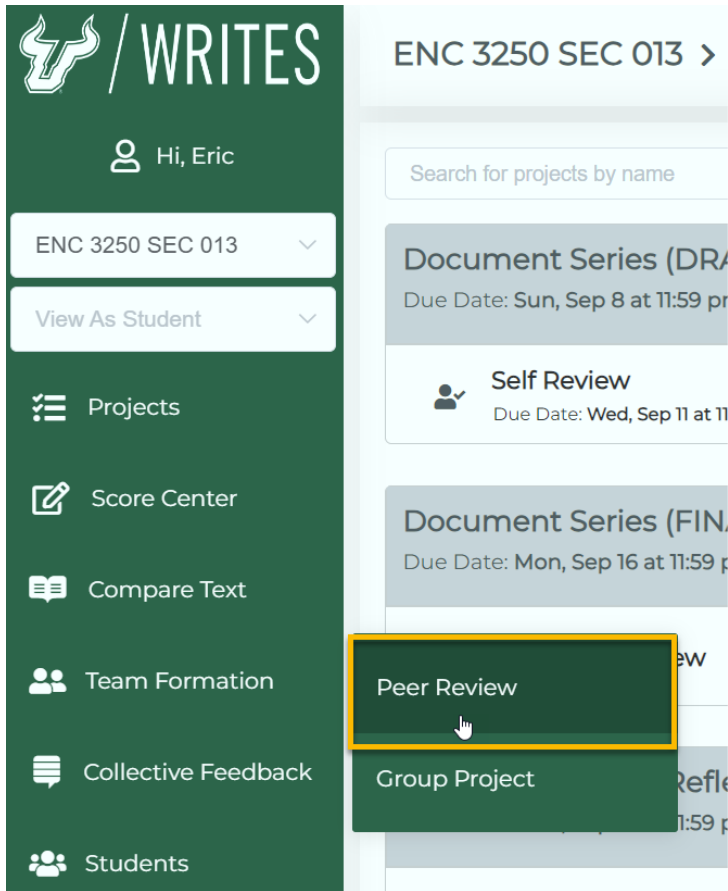
**Step 1:** There are two ways to form teams for a Project:

- a. Click on the [Team Formation] icon on a selected Project:

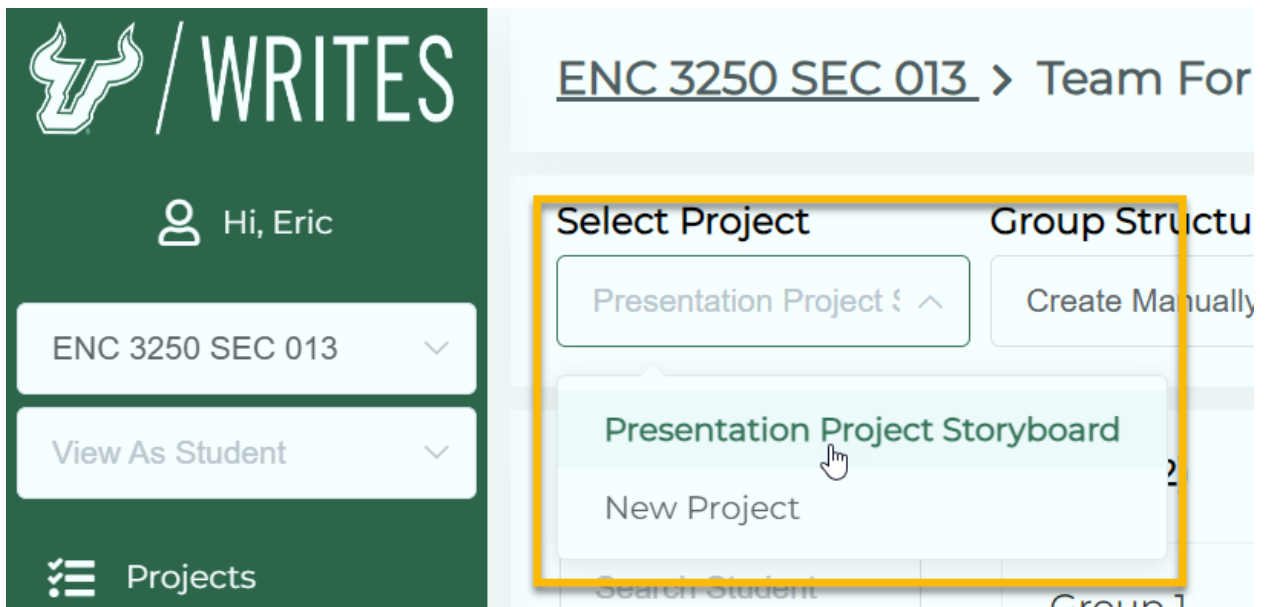


- b. Or on the left menu bar, click on the [Team Formation] section and select [Peer Review].

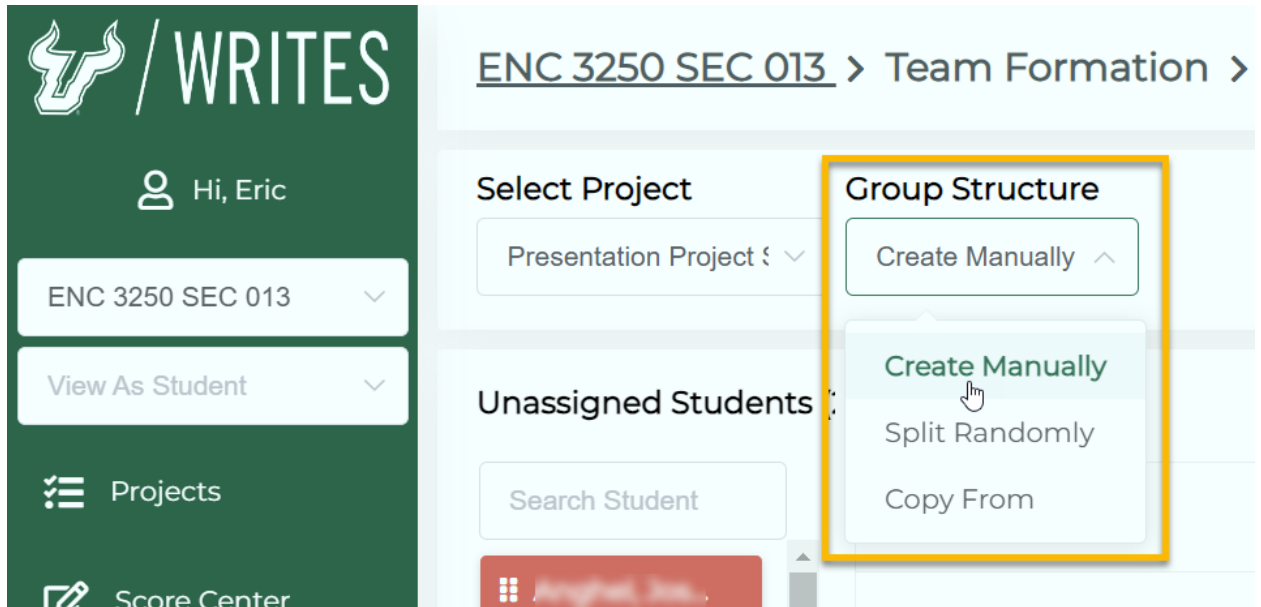




**Step 2:** If there are multiple Peer Group Tasks select a project from the **Select Project** dropdown list.



**Step 3: Select the Group Structure.**

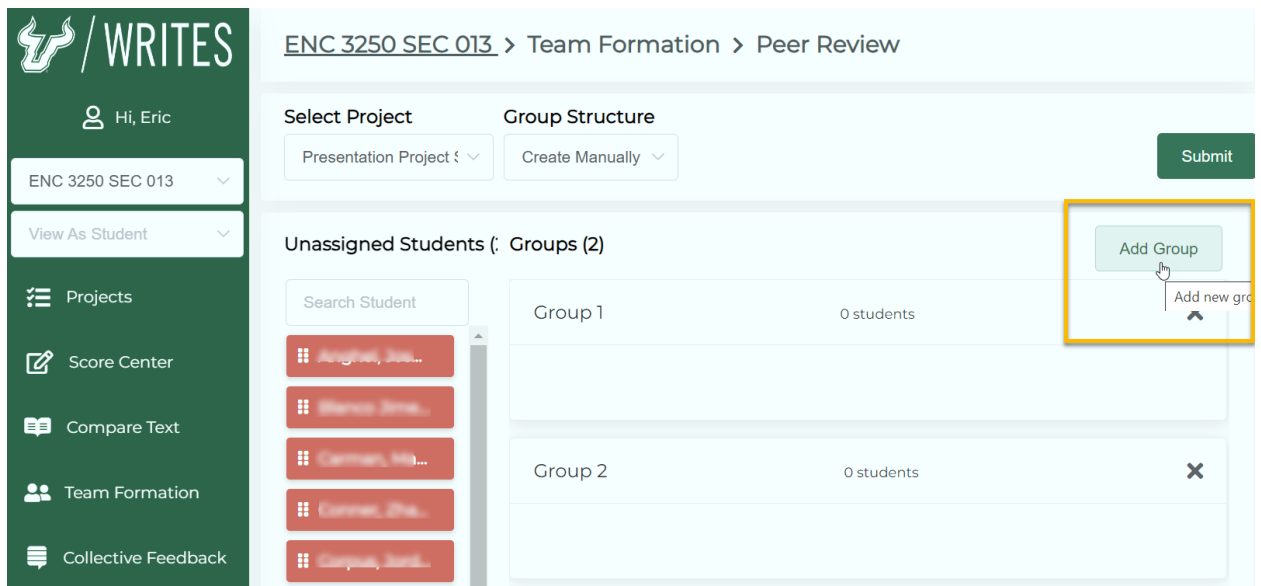


There are three ways to create a group:

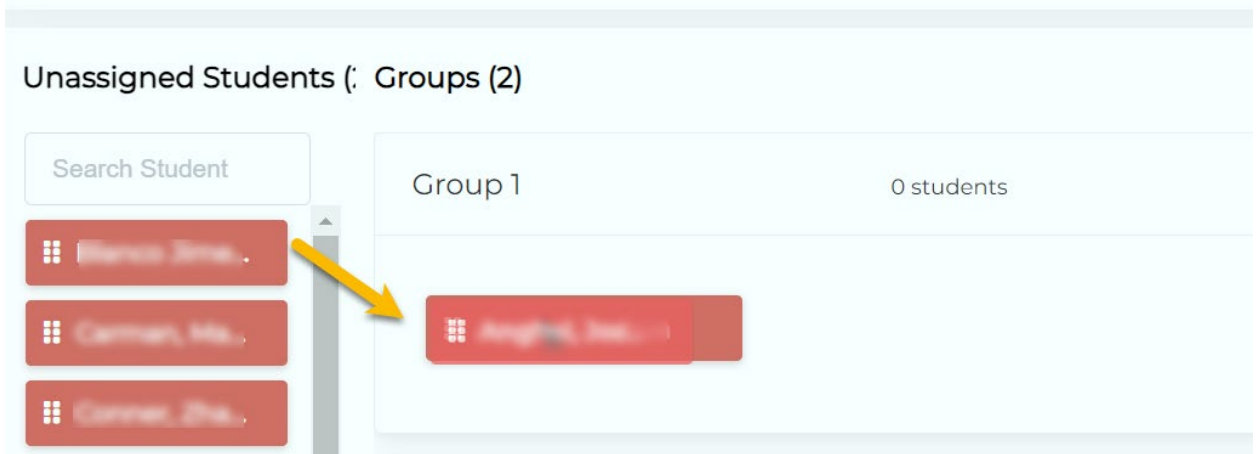
**1. Create Manually:**

- a. After selecting **Create Manual** as the **Group Structure**, click on the **[Add Group]** button.

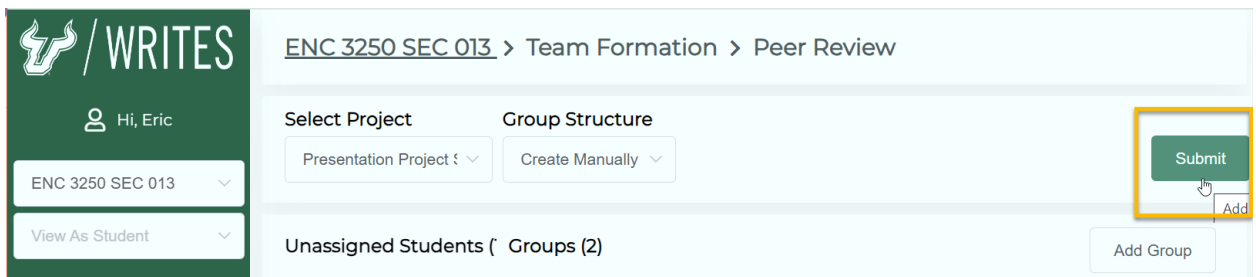
**Tip:** You can create as many groups as you want but the number of groups must be smaller than the number of students divided two (at least two students in a group).



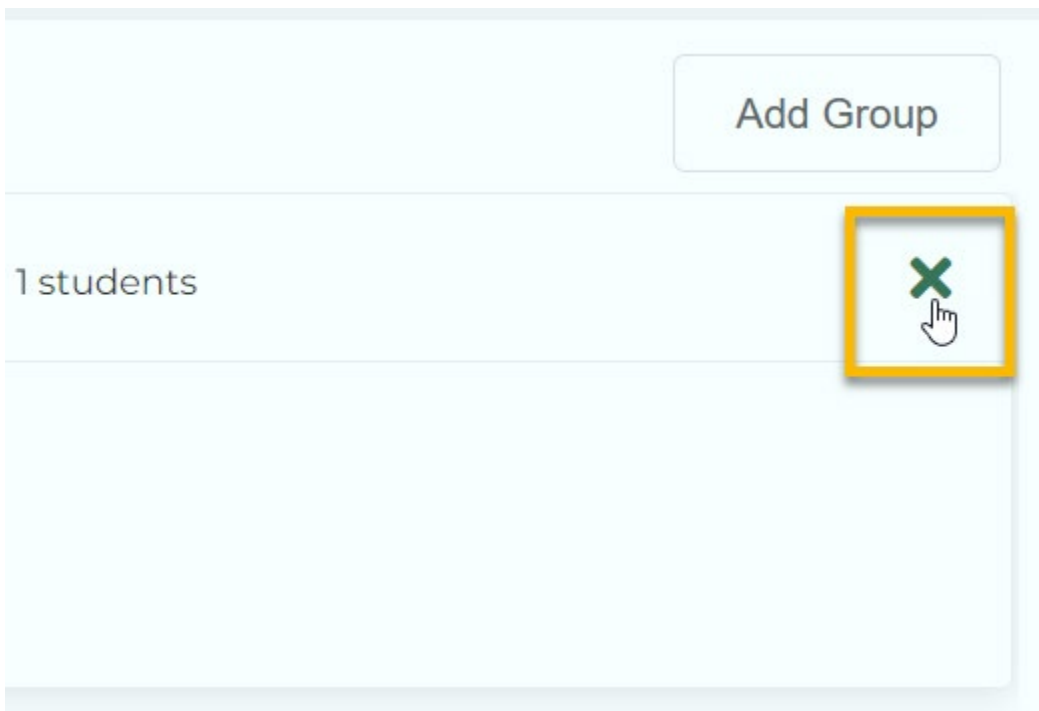
- b. Manually drag and drop students into peer review groups.



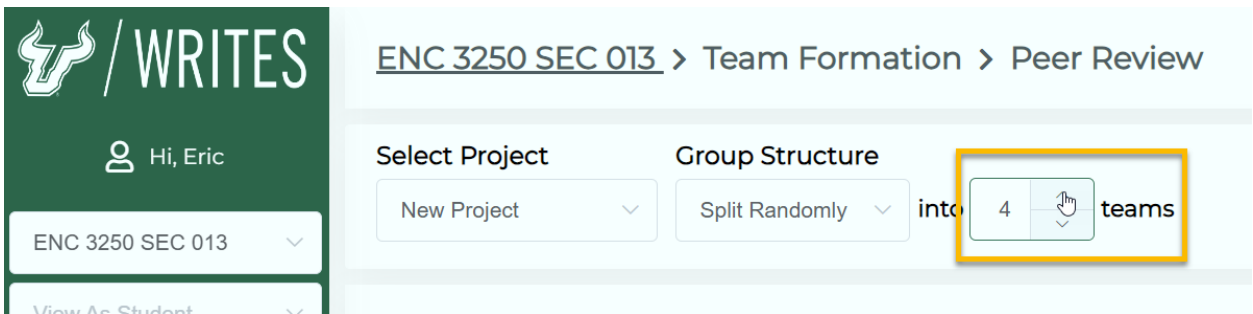
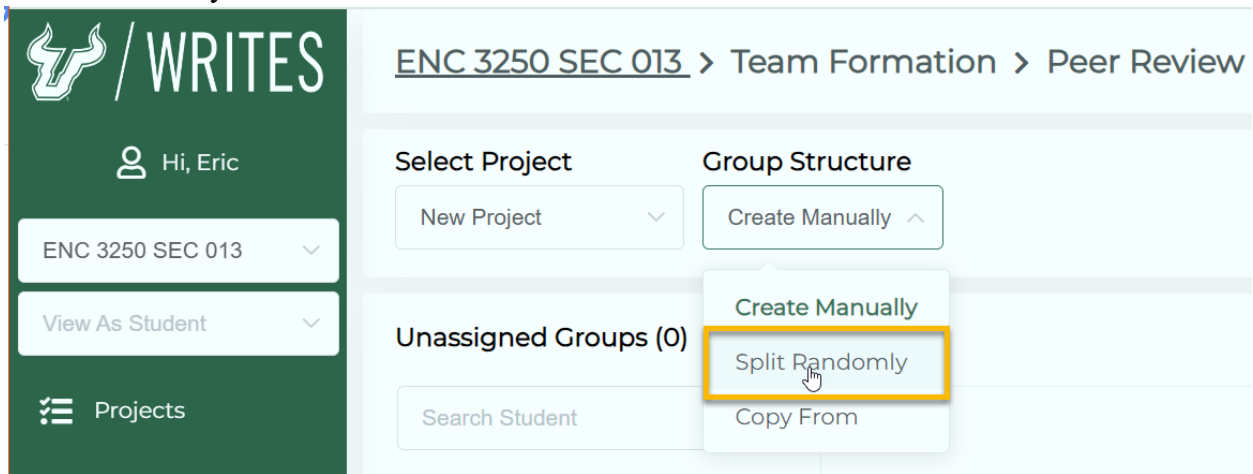
c. Click [Submit] to generate the peer review group.



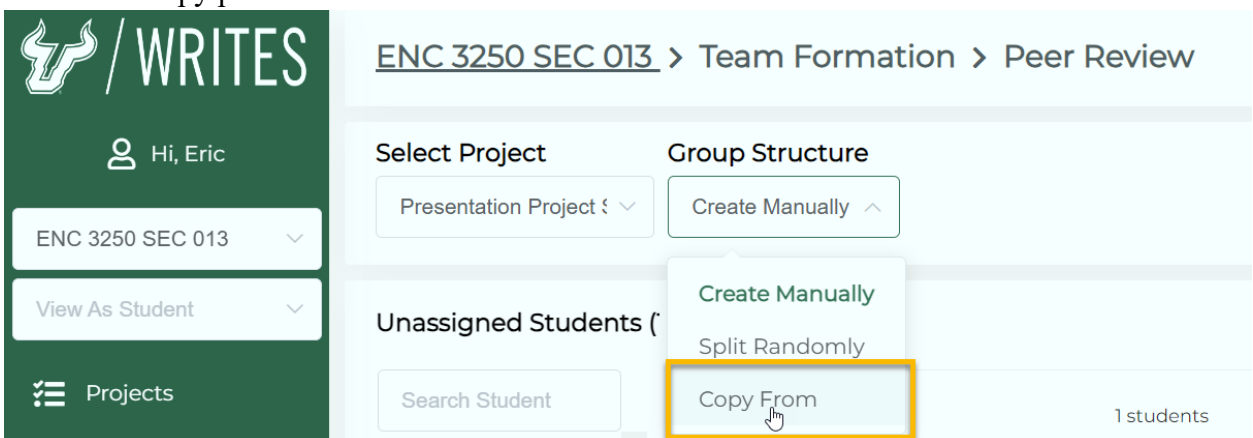
**Tip:** In order to remove the created group, click on the [X] button.



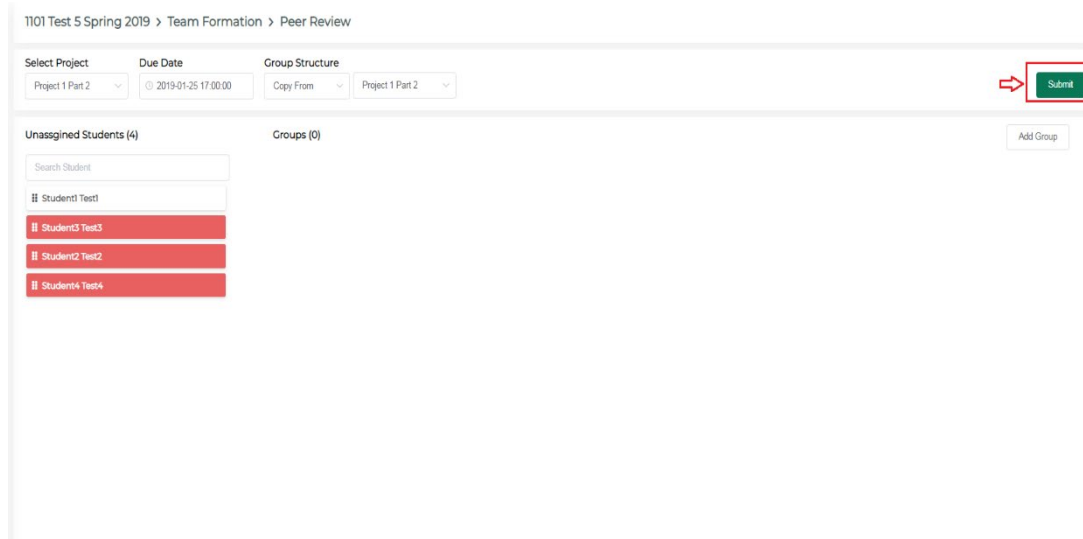
2. **Split Randomly:** Select the number of groups and the system will assign students automatically.



3. **Copy From:** Assign the same peer review groups as a selected previous project.  
a. After selecting [**Copy From**] at **Group Structure**, select a project which you want to copy peer review team formations from.



- b. Click the [**Submit**] button.



**Tip:** Students who are marked in red are those who have not submitted the project.

## 7.2. Group Project Team Formation

Instructors can assign students into groups for group projects. After placing students in groups, one member of the group will upload a document for the entire team.

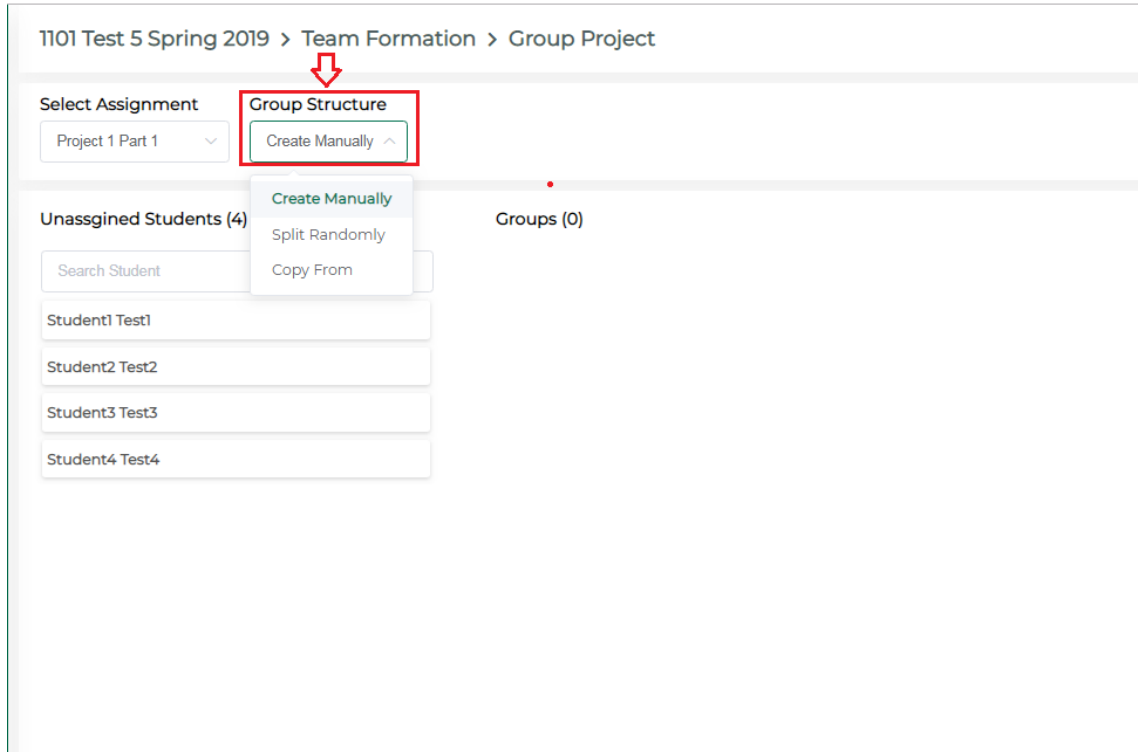
**Step 1:** On the left menu bar, click on the [Team Formation] section and select [Group Project].

The screenshot shows the WRITES interface for '1101 Test 5 Spring 2019 > Projects'. On the left sidebar, the 'Team Formation' menu item is highlighted with a red box. A sub-menu is open, with 'Peer Review' and 'Group Project' also highlighted in red. The main content area displays a grid of project cards. Each card includes a title (e.g., 'Project 1 Part 1'), a due date, and settings for peer review, group project, and self-review. Buttons for 'View Submissions' and 'View Scores' are visible on each card.

**Step 2:** Select a project from the **Select Project** drop-down list.

The screenshot shows the '1101 Test 5 Spring 2019 > Team Formation > Group Project' page. The 'Select Project' dropdown menu is open, with 'Project 1 Part 1' selected and highlighted in red. The page includes a 'Group Structure' section with a 'Create Manually' dropdown and a 'Groups (0)' section. Below these sections is a search bar for students and a list of student names with associated test IDs (e.g., 'Student1 Test1', 'Student2 Test2', etc.).

**Step 3:** Select the **Group Structure**.

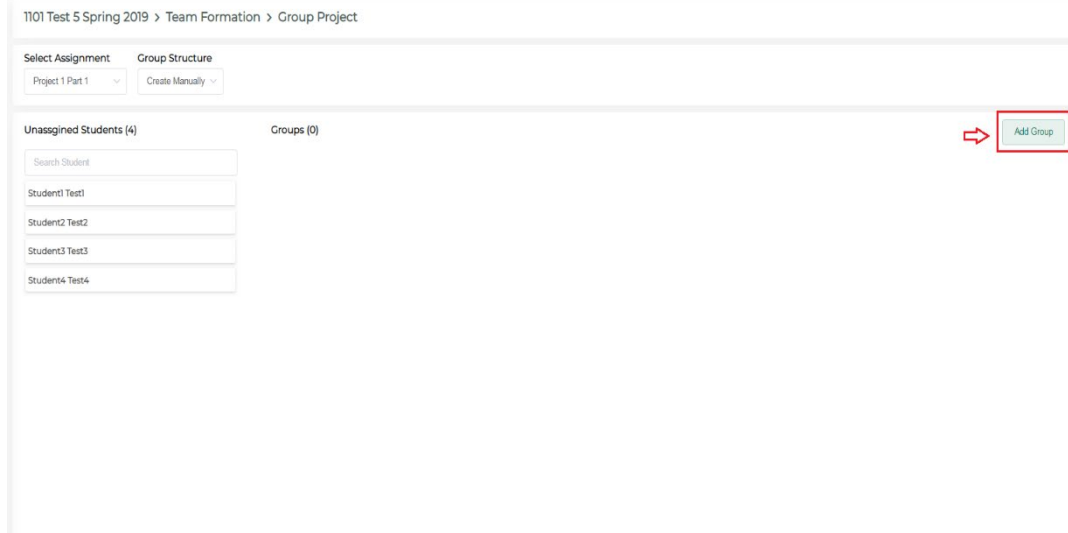


There are three ways to create a group:

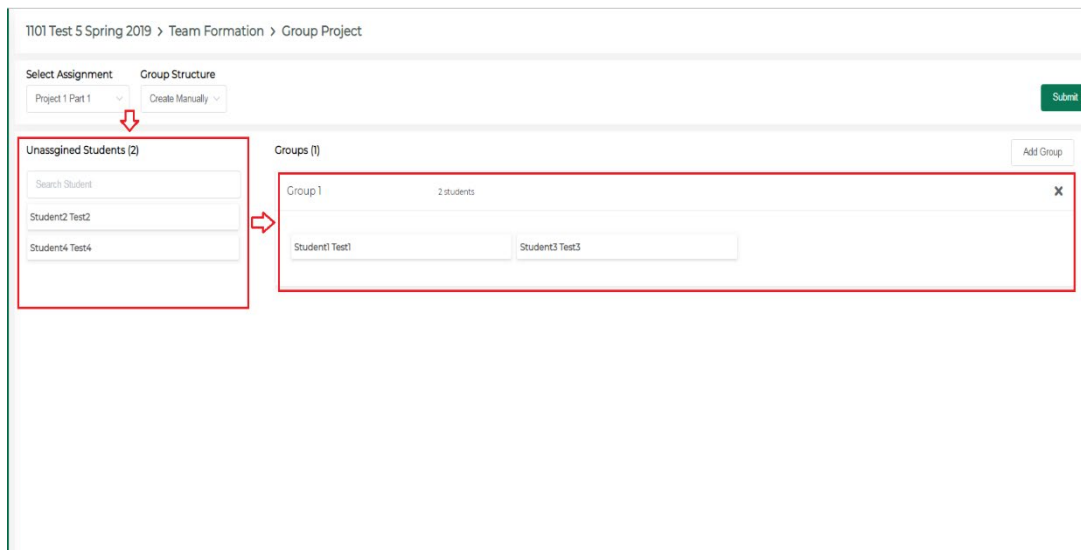
1. **Create Manually:**

- a. After selecting **Create Manual** as the **Group Structure**, click on the **[Add Group]** button.

**Tip:** You can create as many groups as you want but the number of groups have to be smaller than the number of students divided by two (at least two students in a group).



b. Manually drag and drop students into groups.



c. Click the [Submit] button.



1101 Test 5 Spring 2019 > Team Formation > Group Project

Select Assignment: Project 1 Part 1  
 Group Structure: Create Manually

Unassigned Students (2):  
 Search Student  
 Student2 Test2  
 Student4 Test4

Groups (1):  
 Add Group  
 Group1 (2 students)  
 Student3 Test3 Student1 Test1

Submit

2. **Split Randomly:** Select number of groups and the system will assign students automatically.
3. **Copy From:** Assign the same peer review groups as a selected previous project.
  - a. After selecting [**Copy From**] as the **Group Structure**, select a project which you want to copy group team formation from.

1101 Test 5 Spring 2019 > Team Formation > Group Project

Select Assignment: Project 1 Part 2  
 Group Structure: Copy From

Select Assignment: Project 1 Part 1

Unassigned Students (4):  
 Search Student  
 Student1 Test1  
 Student2 Test2  
 Student3 Test3  
 Student4 Test4

Add Group

b. Click the **[Submit]** button.

T101 Test 5 Spring 2019 > Team Formation > Group Project

Select Assignment: Project 1 Part 2  
Group Structure: Copy From: Project 1 Part 1

Submit

Unassigned Students (4)      Groups (0)      Add Group

Search Student

Student1 Test1

Student2 Test2

Student3 Test3

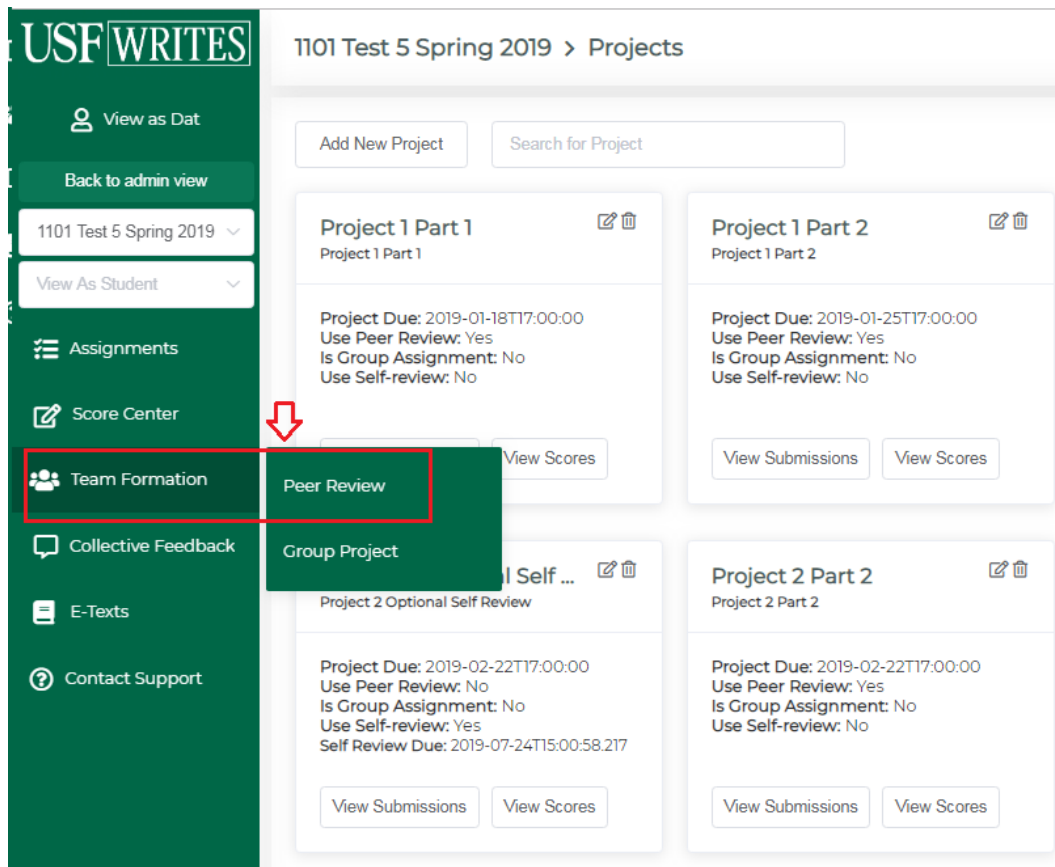
Student4 Test4

**Tip:** Students marked in red are those who have not submitted projects.

## 7.3. 6.3 Group Peer Review Team Formation

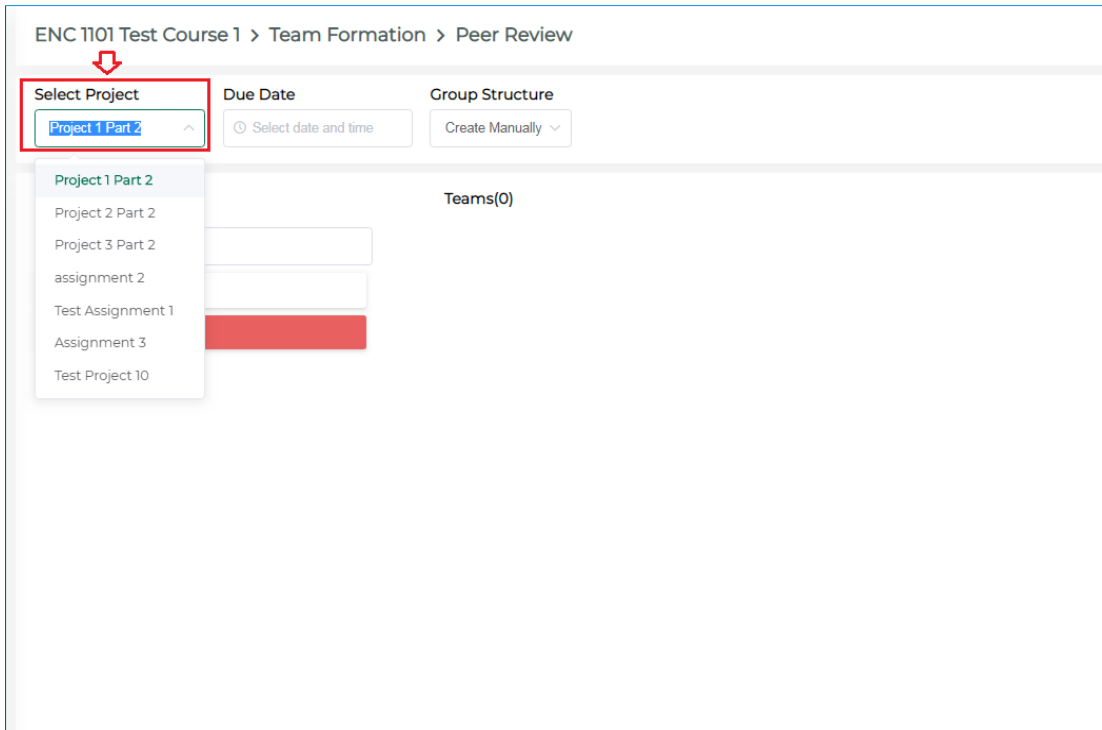
In a group project, peer review activity will be performed by groups instead of individual students. Students will need to be assigned in a group in the group project **[Team Formation]** before groups can be assigned into peer review teams. Students in a group will not be able to do group peer review until their group is assigned into a peer review team.

**Step 1:** On the left menu bar, click on the **[Team Formation]** section and select **[Peer Review]**.

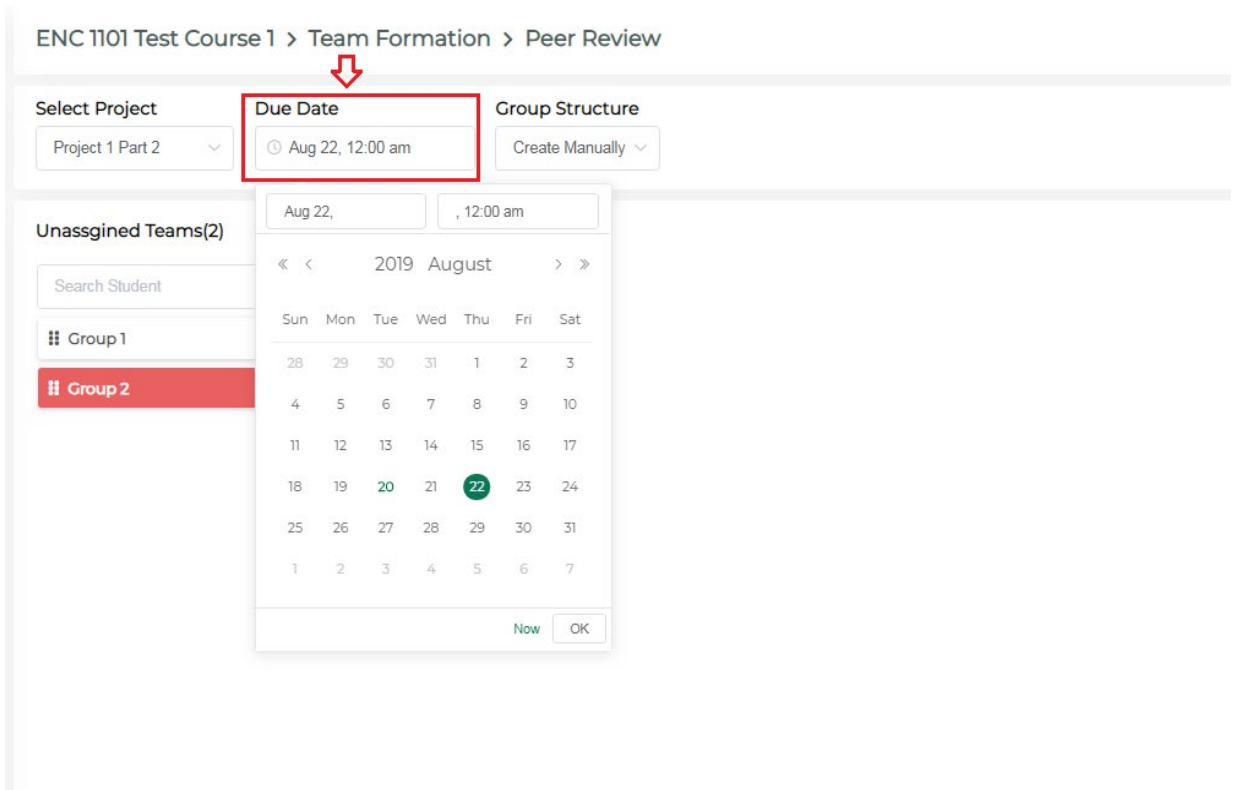


The screenshot displays the USF WRITES interface for the course '1101 Test 5 Spring 2019 > Projects'. On the left, a dark green sidebar menu contains several options: 'View as Dat', 'Back to admin view', '1101 Test 5 Spring 2019', 'View As Student', 'Assignments', 'Score Center', 'Team Formation', 'Collective Feedback', 'E-Texts', and 'Contact Support'. The 'Team Formation' option is highlighted with a red box, and a red arrow points to a dropdown menu that has appeared, showing 'Peer Review' and 'Group Project' options. The main content area shows a grid of project cards. Each card includes a title (e.g., 'Project 1 Part 1'), a subtitle, a due date, and settings for 'Use Peer Review', 'Is Group Assignment', and 'Use Self-review'. Buttons for 'View Submissions' and 'View Scores' are located at the bottom of each card.

**Step 2:** Select a group project from the **Select Project** drop-down list.



**Step 3:** Select the due date from the **Due Date** drop-down list.



**Step 4: Select the Group Structure.**

ENC 1101 Test Course 1 > Team Formation > Peer Review

Select Project: Project 1 Part 2 | Due Date: Aug 22, 12:00 am | **Group Structure**

Group Structure dropdown menu:

- Create Manually ^
- Create Manually
- Split Randomly
- Copy From

Unassigned Teams(2)

Search Student

Group 1

**Group 2**

There are three ways to set up group peer review teams — refer to **Group Structure**.

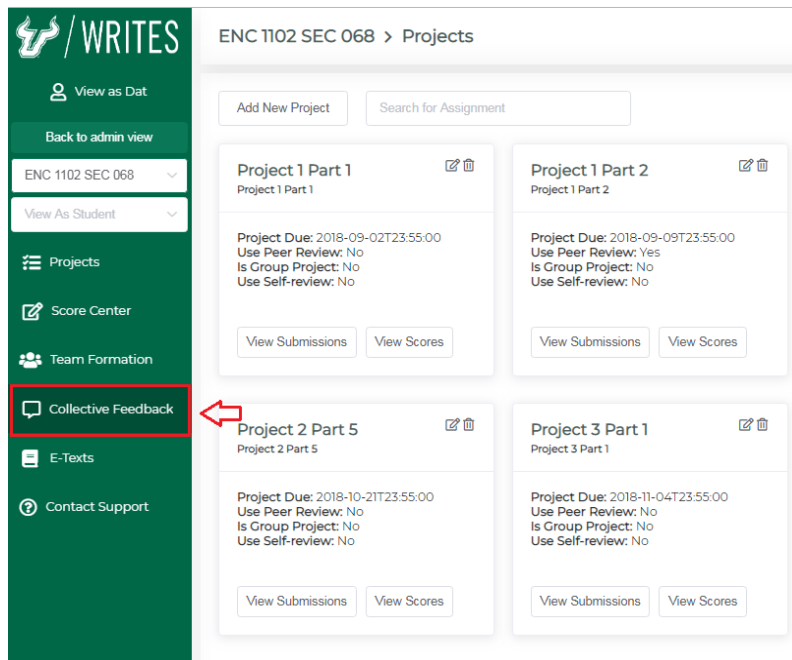
**Tip:** Groups that are marked in red are those who have not submitted a paper for the project.

# 8. Collective Feedback File (CFF)

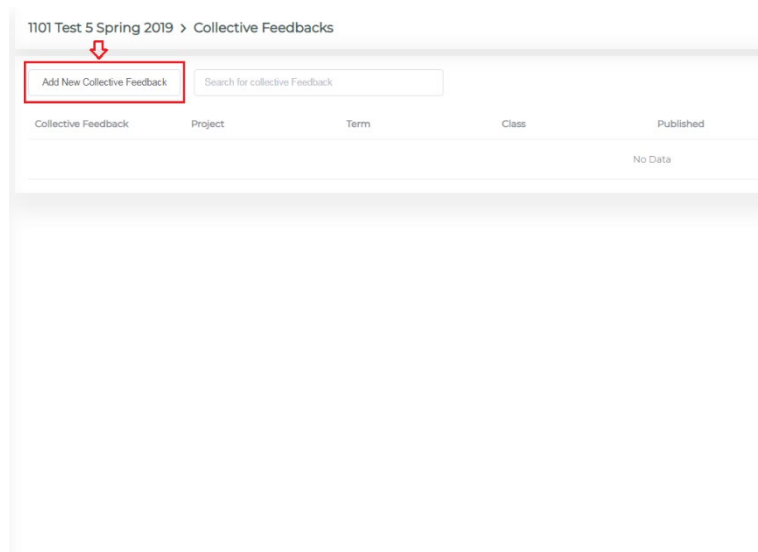
A Collective Feedback File (CFF) is a collection of issues in student writing for a particular project. Instructors create CFFs and provide these to their students for review at the end of a scoring period.

## 8.1. Create New CFF

**Step 1:** On the left menu bar, click on [Collective Feedback File] to go to the CFF page.

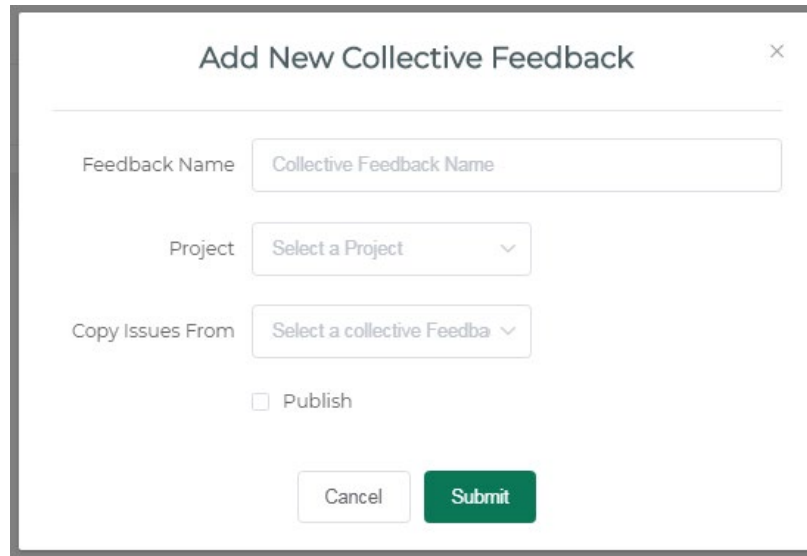


**Step 2:** Click on the [Add New Collective Feedback File] button to add new CFF.



**Step 3:** Fill all mandatory fields, including:

- Feedback Name: Name of the CFF.
- Project: Select project that you want to create the feedback for.
- Copy Issues From (Optional): Select a feedback which you want to copy issues from.
- Publish: Check this checkbox if you want to publish the feedback to your students.

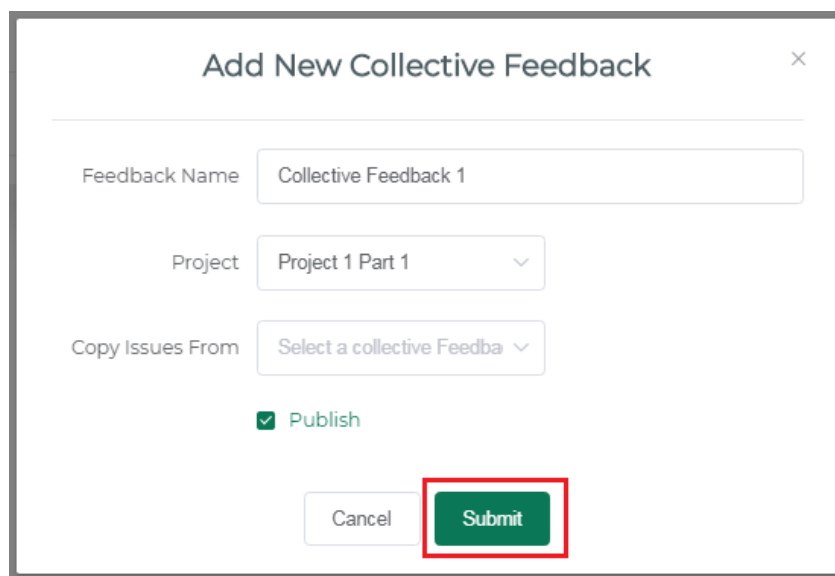


The screenshot shows a form titled "Add New Collective Feedback" with a close button (X) in the top right corner. The form contains the following fields and controls:

- Feedback Name:** A text input field containing the placeholder text "Collective Feedback Name".
- Project:** A dropdown menu with the placeholder text "Select a Project".
- Copy Issues From:** A dropdown menu with the placeholder text "Select a collective Feedba".
- Publish:** An unchecked checkbox labeled "Publish".
- Buttons:** A "Cancel" button and a green "Submit" button.

**Tip:** If you do not publish your **CFF** immediately after creation, you can publish it later by selecting the **[Edit Collective Feedback File]** button, check the **[Publish]** checkbox, and click **[Submit]**.

**Step 4:** Click the **[Submit]** button.



This screenshot shows the same "Add New Collective Feedback" form, but with the following changes:


- Feedback Name:** The text input field now contains "Collective Feedback 1".
- Project:** The dropdown menu now displays "Project 1 Part 1".
- Publish:** The checkbox is now checked, and the label "Publish" is highlighted in green.
- Buttons:** The "Submit" button is highlighted with a red rectangular border.

The newly created “Feedback” will be displayed in the **CFF** page as below:

The **CFF** table contains following fields:

- CFF Name: Name of the CFF
- Project: Name of project which the CFF is created for
- Class: Name of Class
- Term: The term in which the class is setup
- Published: Yes/No
  - Yes: Students can see this CFF
  - No: Students cannot see this CFF
- Issue Count: The number of issues in this CFF
- Last Updated Time: Last Time the CFF is updated
- Action: Download/Edit/Delete



## 8.2. Edit CFF



**Step 1:** In the **CFF** dashboard, click on the **[Edit]** icon  to edit a CFF.



1101 Test 5 Spring 2019 > Collective Feedbacks

[Add New Collective Feedback](#)

Collective Feedback	Project	Term	Class	Published	Issues Count	Last Updated Time	Action
Collective Feedback 1	Project 1 Part 1	Spring 2019	1101 Test 5 Spring 2019	Yes		Aug 8 at 10:09 am EST	 

**Action**  
 

**Step 2:** Edit Feedback in the **Edit Collective Feedback** box.

### Edit Collective Feedback ✕

---

Feedback Name

Assignment

Publish

**Step 3:** Click on the **[Submit]** button to submit your changes.

## Edit Collective Feedback ×


---

Feedback Name

Assignment

Publish

### 8.3. Delete CFF

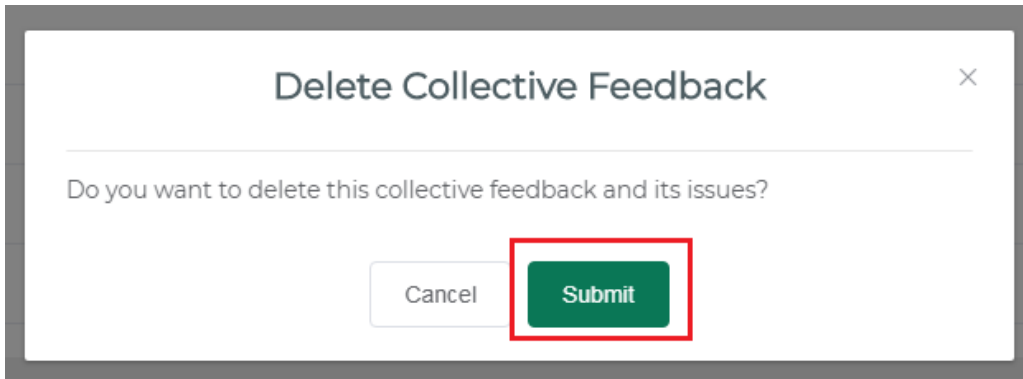
**Step 1:** Click on [Delete] icon  to delete a CFF.

T101 Test 5 Spring 2019 > Collective Feedbacks


Collective Feedback	Project	Term	Class	Published	Issues Count	Last Updated Time	Action
Collective Feedback 1	Project 1 Part 1	Spring 2019	T101 Test 5 Spring 2019	Yes		Aug 8 at 10:09 am EST	<input type="button" value="Edit"/> <input style="border: 1px solid red; margin-left: 10px;" type="button" value="Delete"/>

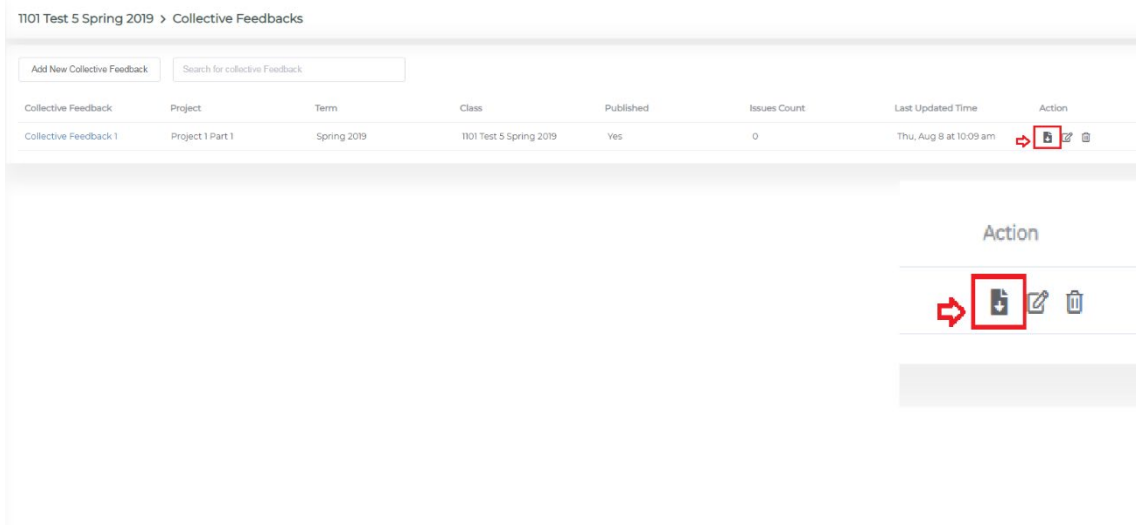
Action

**Step 2:** Click on the [Submit] button to confirm delete action.



## 8.4. Download CFF

**Step 1:** Click on [Download] icon  to download a CFF.



## 8.5. Add New Issue

**Step 1:** In the CFF page, click on the name of a CFF that you want to add a new “Issue” to.

ENC 1101 Test Course 1 > Collective Feedbacks

Add New Collective Feedback    Search for collective Feedback

Collective Feedback	Project	Term	Class	Published	Issues Count
Collective Feedback 2	Project 1 Part 2	Summer 2019	ENC 1101 Test Course 1	Yes	5
Collective Feedback 1	Project 1 Part 1	Summer 2019	ENC 1101 Test Course 1	Yes	1
Collective Feedback 3	Project 1 Part 3	Summer 2019	ENC 1101 Test Course 1	Yes	

**Step 2:** The **Issue** page will be displayed. Next, click on the **[Add New Issue]** button.

ENC 1101 Test Course 1 > Collective Feedbacks > Issues

Expand All    Collapse All    Add New Issue

Issue 2	Active	Edit	Delete	>
Issue 1	Active	Edit	Delete	>
Issue 1	Inactive	Edit	Delete	>
Issue 3	Inactive	Edit	Delete	>
Issue 4	Inactive	Edit	Delete	>
Issue 1	Inactive	Edit	Delete	>

Add New Issue

**Step 3:** The **Add New Issue** page will be displayed. This page allows the instructor to add new issues by viewing the entire collection of student papers for the selected project. In order to view a particular paper, use the **Student selection** drop-down list.

Project 1 Part 2 | Collective Feedback 2 | Test1 Student1 | Select Issue

Page 1 of 21 | ZOOM +

Issue Name: Enter issue name  
 Issue Category: Select a category

Student Example  
 B I U H1 H2 H3

Summary: Why this is an issue?  
 B I U H1 H2 H3

Explanation: How to improve?  
 B I U H1 H2 H3

**1. IDS 6235**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

With that said I invite any of the online students to attend the evening class on Monday at 6:00 PM. The class involves a lot of discussion and the examples and experiences that are shared add to the learning process.

**2. Course Topics**

Course topics for today will cover

- Supply and demand

**Step 4:** To add a new issue, fill all mandatory fields in the right-side panel.

1. Input "Issue Name."

Project 1 Part 1 | Collective Feedback 1 | Test1 Student1 | Select Issue

Page 1 of 1 | ZOOM +

Issue Name: Issue 1  
 Issue Category: Select a category

Student Example  
 B I U H1 H2 H3

Summary: Why this is an issue?  
 B I U H1 H2 H3

Explanation: How to improve?  
 B I U H1 H2 H3

**SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT**

Date: \_\_\_\_\_  
 Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner, and Performs Assigned Tasks in a Quality Manner* using the rubric below.

Your ratings should reflect each individual team member's level of participation, effort, and sense of responsibility, **NOT** his or her academic ability. Your specific rating of your team members *will remain confidential*. **SELECT ONE BOX PER CATEGORY.**

For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

CATEGORY	Does not communicate with group	Communicates with group, but often delayed or not effective.	Usually communicates effectively with group.	Always communicates effectively with group.	Communicates effectively and helps others to do the same.	N/A
<b>Communicates effectively with group</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of tasks</b>	Accepted/ assigned almost no tasks <input type="checkbox"/>	Accepted/ assigned very few tasks <input type="checkbox"/>	Accepted/ assigned almost fair share of tasks <input type="checkbox"/>	Accepted/ assigned fair share of tasks. <input type="checkbox"/>	Accepted/ assigned far more than fair share of tasks <input type="checkbox"/>	<input type="checkbox"/>
<b>Attitude</b>	Rarely displays a positive attitude about the tasks assigned <input type="checkbox"/>	Occasionally displays a positive attitude about assigned tasks <input type="checkbox"/>	Usually has a positive attitude about the tasks assigned <input type="checkbox"/>	Very often displays a positive attitude about assigned tasks <input type="checkbox"/>	Always maintains a positive attitude about assigned tasks <input type="checkbox"/>	<input type="checkbox"/>
<b>Performs Assigned Tasks in a Timely Manner</b>	Always relies on others to do the work. <input type="checkbox"/>	Rarely does assigned work--often needs reminding. <input type="checkbox"/>	Usually does assigned work--rarely needs reminding. <input type="checkbox"/>	Always does assigned work without having to be reminded. <input type="checkbox"/>	Work always completed well before deadline <input type="checkbox"/>	<input type="checkbox"/>

2. Select **Issue Category** from **Issue Category** drop-down list. **Issue Categories** label each issue you create based on the subject, topic or focus of the issue. All issues must be categorized with an issue category for the issue to save and publish to the CFF.

Project 1 Part 1 | Collective Feedback 1 | Test1 Student1 | Select Issue | Submit

Page 1 of 1 | ZOOM +

### SELF & TEAM MEMBER ASSESSMENT FOR IBA PROJECT

Date \_\_\_\_\_

Name of Team Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_

This rubric is intended to measure the degree to which each team member fulfilled his/her responsibilities in completing the project milestone assignments. Each team member's performance is evaluated in the areas of *Effective Communication, Attitude, Sharing of Assigned Tasks, Assists other Teammates, Performs Assigned Tasks in a Timely Manner, and Performs Assigned Tasks in a Quality Manner* using the rubric below.

Your ratings should reflect each individual team member's level of participation, effort, and sense of responsibility, **NOT** his or her academic ability. Your specific rating of your team members *will remain confidential*. **SELECT ONE BOX PER CATEGORY.**

For the ratings below, **Always** should be interpreted as > 95%, **Usually** should be interpreted as ~75%, and **Rarely** as < 20%

CATEGORY						N/A
<b>Communicates effectively with group</b>	Does not communicate with group <input type="checkbox"/>	Communicates with group, but often delayed or not effective. <input type="checkbox"/>	Usually communicates effectively with group. <input type="checkbox"/>	Always communicates effectively with group. <input type="checkbox"/>	Communicates effectively and helps others to do the same. <input type="checkbox"/>	<input type="checkbox"/>
<b>Was responsible for fair share of tasks</b>	Accepted/assigned almost no tasks <input type="checkbox"/>	Accepted/assigned very few tasks <input type="checkbox"/>	Accepted/assigned almost fair share of tasks <input type="checkbox"/>	Accepted/assigned fair share of tasks. <input type="checkbox"/>	Accepted/assigned far more than fair share of tasks <input type="checkbox"/>	<input type="checkbox"/>
<b>Attitude</b>	Rarely displays a positive attitude about the tasks assigned <input type="checkbox"/>	Occasionally displays a positive attitude about assigned tasks <input type="checkbox"/>	Usually has a positive attitude about the tasks assigned <input type="checkbox"/>	Very often displays a positive attitude about assigned tasks <input type="checkbox"/>	Always maintains a positive attitude about assigned tasks <input type="checkbox"/>	<input type="checkbox"/>
<b>Performs Assigned Tasks in a Timely Manner</b>	Always relies on others to do the work. <input type="checkbox"/>	Rarely does assigned work--often needs reminding. <input type="checkbox"/>	Usually does assigned work--rarely needs reminding. <input type="checkbox"/>	Always does assigned work without having to be reminded. <input type="checkbox"/>	Work always completed well before deadline <input type="checkbox"/>	<input type="checkbox"/>
<b>Performs Assigned Tasks in a Quality Manner</b>	Assigned tasks not completed satisfactorily-Always needs <input type="checkbox"/>	Frequent rework of assigned tasks needed. <input type="checkbox"/>	Occasional rework of assigned tasks needed. <input type="checkbox"/>	Tasks are completed correctly - no rework needed. <input type="checkbox"/>	Tasks completed are exemplary - beyond the requirements <input type="checkbox"/>	<input type="checkbox"/>


Issue Name: Issue 1

Issue Category: Other

Student Exa: Purpose, Audience, Visual Design, Document Design, Organization, Writing/Style, Genre/Content

Summary: Why this is an issue?  
B I & U H1 H2 H3 ≡ ¶

Explanation: How to improve?  
B I & U H1 H2 H3 ≡ ¶

3. Use the select icon  to select text from a paper, click [Ctrl C] to copy and then use [Ctrl + V] to paste to [Student Example], [Summary] or [Explanation] sections.

Project 1 Part 2 | Collective Feedback 2 | Test1 Student1 | Select Issue

Page 1 of 21 | ZOOM + -

Text selected. Press Ctrl+C to place on clipboard. Click here to disable.

**1. IDS 6235**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

With that said I invite any of the online students to attend the evening class on Monday at 6:00 PM. The class involves a lot of discussion and the examples and experiences that are shared add to the learning process.

**2. Course Topics**

Course topics for today will cover

- Supply and demand
- Market equilibrium
- Policy and government intervention
- Public and private goods
- Markets and market adjustments


Issue Name: Issue 1  
Issue Category: Other

**Student Example**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

**Summary: Why this is an issue?**

**Explanation: How to improve?**

4. Use the crop icon  to drag a picture from student paper then use Ctrl V to add to [Student Example], [Summary] or [Explanation] sections.

Project 1 Part 2 | Collective Feedback 2 | Test1 Student1 | Select Issue

Page 1 of 21 | ZOOM + -

You are in text selection mode. Click here to disable text selection mode.

**1. IDS 6235**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

With that said I invite any of the online students to attend the evening class on Monday at 6:00 PM. The class involves a lot of discussion and the examples and experiences that are shared add to the learning process.

**2. Course Topics**

Course topics for today will cover

- Supply and demand
- Market equilibrium
- Policy and government intervention
- Public and private goods
- Markets and market adjustments

Issue Name: Issue 1  
Issue Category: Other

**Student Example**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

**Summary: Why this is an issue?**

**Explanation: How to improve?**

5. Use the **Text Editor** tool to add comments to the [Student Example], [Summary] or [Explanation] sections. These fields are also required to create a new issue.

The screenshot shows the USE WRITES interface. The main content area contains the following text:

**1. IDS 6235**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

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**2. Course Topics**

Course topics for today will cover

- Supply and demand
- Market equilibrium
- Policy and government intervention
- Public and private goods
- Markets and market advantages
- Problems with markets
- Markets and the environment

The right sidebar shows a 'Student Example' with a rich text editor toolbar containing icons for Bold, Italic, Strike through, Underline, Heading 1, Heading 2, Heading 3, Unordered list, Ordered list, and Quote.

**B** : Bold

*I* : Italic

~~ⓧ~~ : Strike through

U : Underline

**H1** : Heading level 1

**H2** : Heading level 2

**H3** : Heading level 3

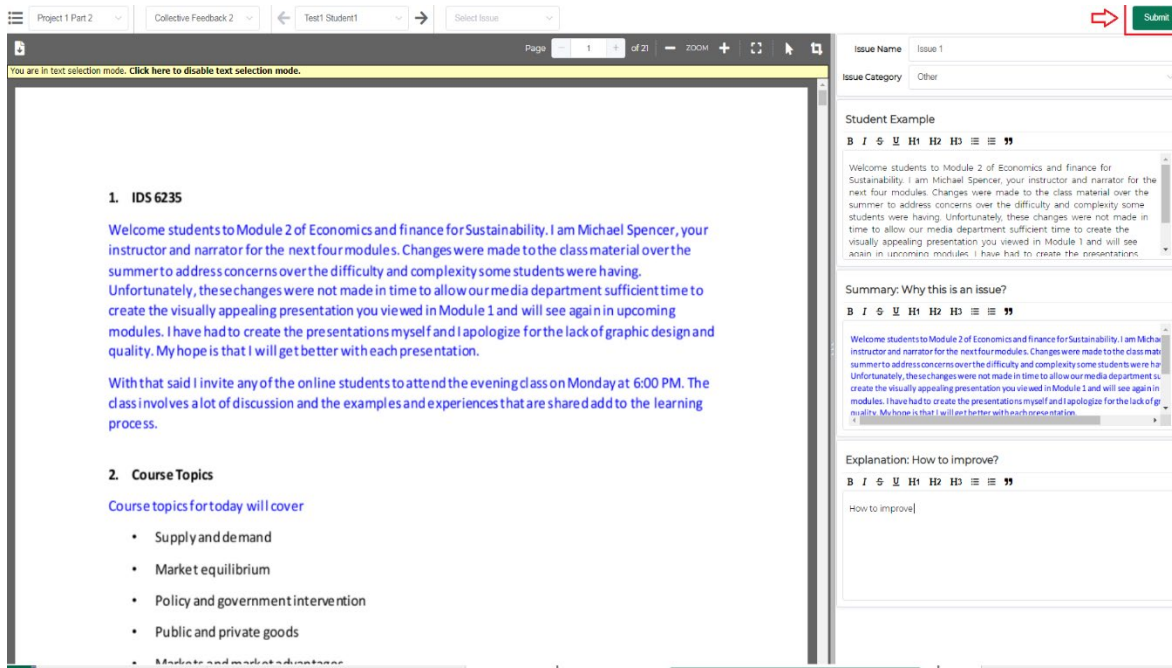
☰ : Unordered list

☰ : Ordered list

” : Quote

**Step 5:** All issues are auto saved into the system, but you will need to click on the [Submit] button to activate the newly created issue.



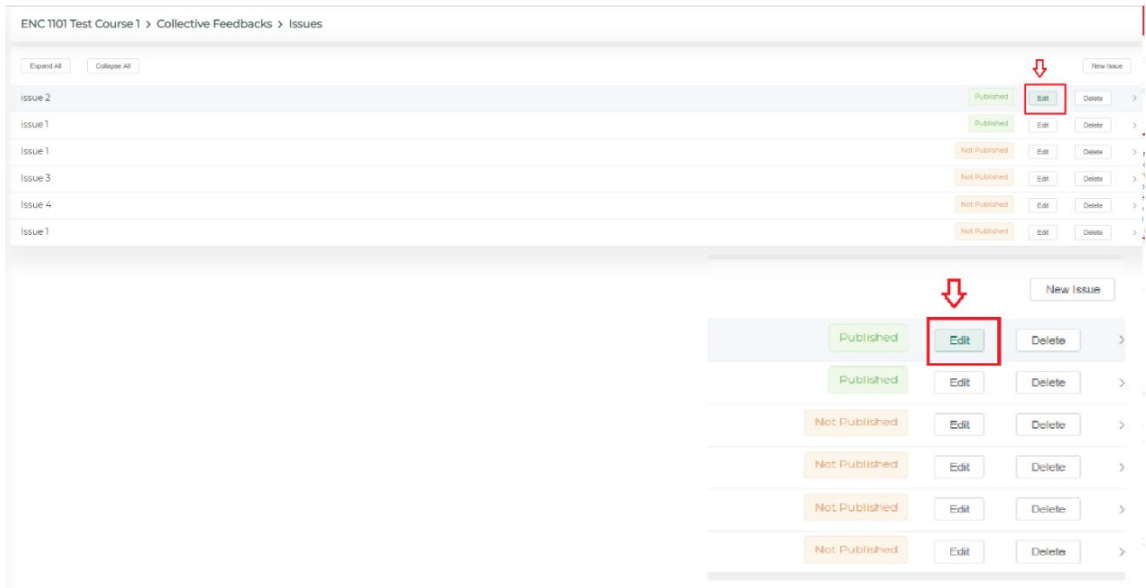


### Tips:

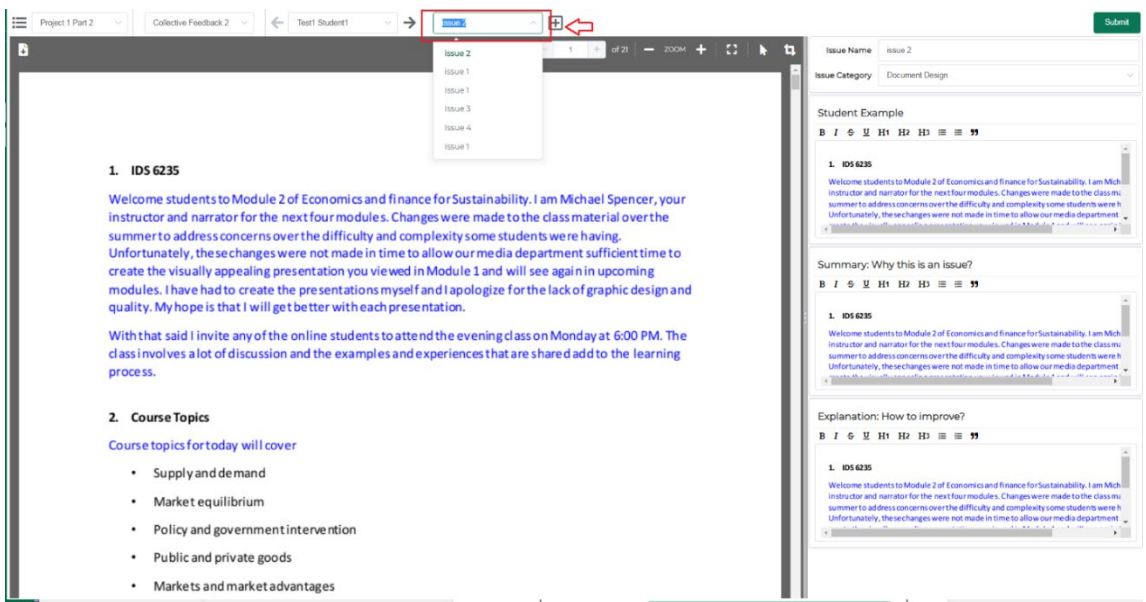
- By default, the [Submit] button will be greyed out and disabled.
- The [Submit] button will turn red when you start inputting. It will stay red and the issue status will be “Inactive” until the button is clicked.
- You will have to fill all mandatory fields on the right side panel before submitting an issue. After submitting, the [Submit] button will turn from red to green which indicates “Active” status.
- You do not need to click on [Submit] if you do not want to publish this issue immediately. The issue is still auto saved and added to the CFF.
- If an issue status is “Inactive,” students in the course will not be able to see it.
- If an issue status is “Active,” all students in the course will be able to see it.

## 8.6. Edit Issue in CFF

**Step 1:** On the **Issue** page, click on the [Edit] button inside the issue that you want to edit.



**Step 2:** To edit other existing issues, use the **[Select an Issue]** drop-down list on the upper right side of the top menu bar. The associated paper will be populated after selection.



**Step 3:** Make the change on the selected issue then click on the **[Submit]** button to submit the changes.

USF WRITES

Project 1 Part 2 | Collective Feedback 2 | Test1 Student1 | Select Issue

Page 1 of 21

You are in text selection mode. [Click here to disable text selection mode.](#)

**1. IDS 6235**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students we re having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

With that said I invite any of the online students to attend the evening class on Monday at 6:00 PM. The class involves a lot of discussion and the examples and experiences that are shared add to the learning process.

**2. Course Topics**

Course topics for today will cover

- Supply and demand
- Market equilibrium
- Policy and government intervention
- Public and private goods
- Markets and market advantages
- Problems with markets
- Markets and the environment

The material is largely out of chapter's 2 and 3 from the textbook with a few supplemental slides from

Issue Name: Issue 4  
Issue Category: Organization

**Student Example**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

**Summary: Why this is an issue?**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

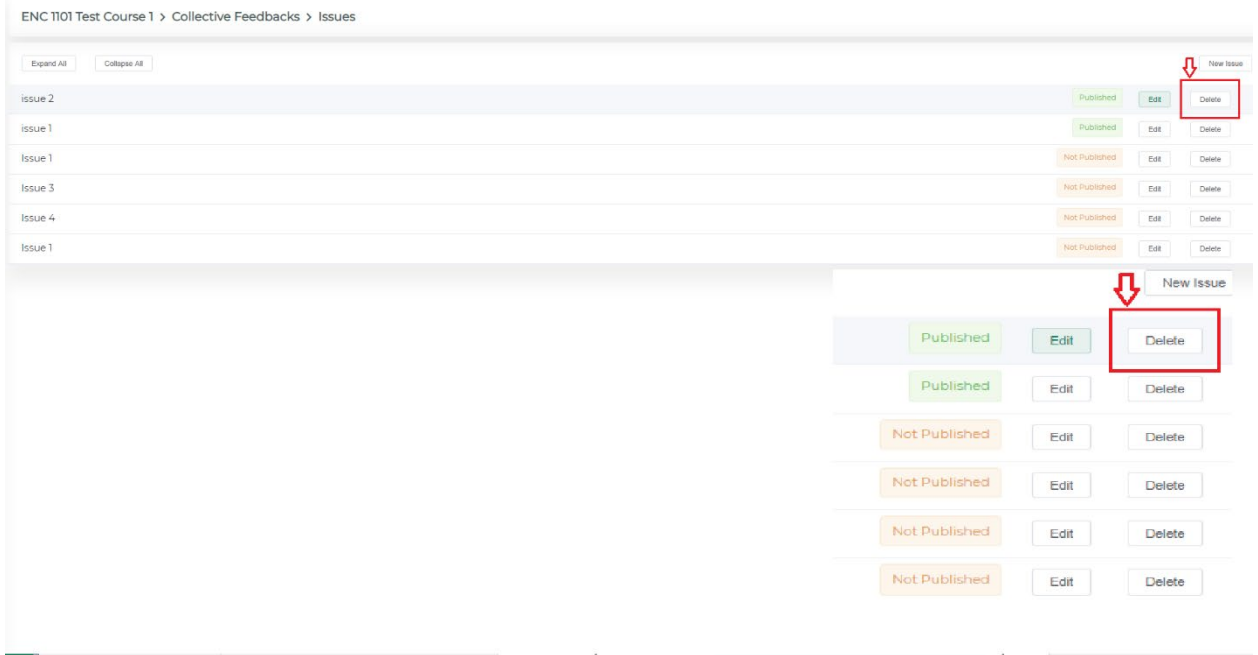
**Explanation: How to improve?**

Need to improve

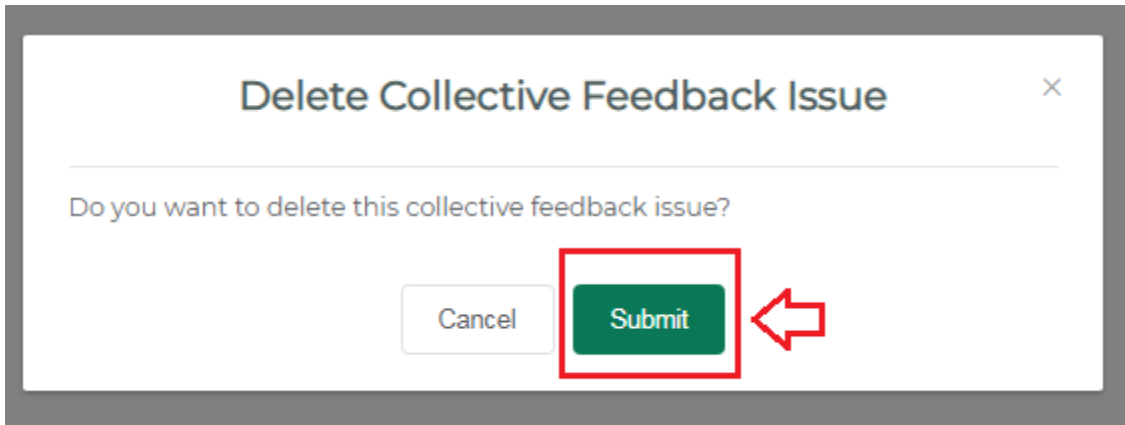
Submit

## 8.7. Delete Issue in CFF

**Step 1:** On the **Issue** page, click on the **[Delete]** button inside the issue that you want to delete.

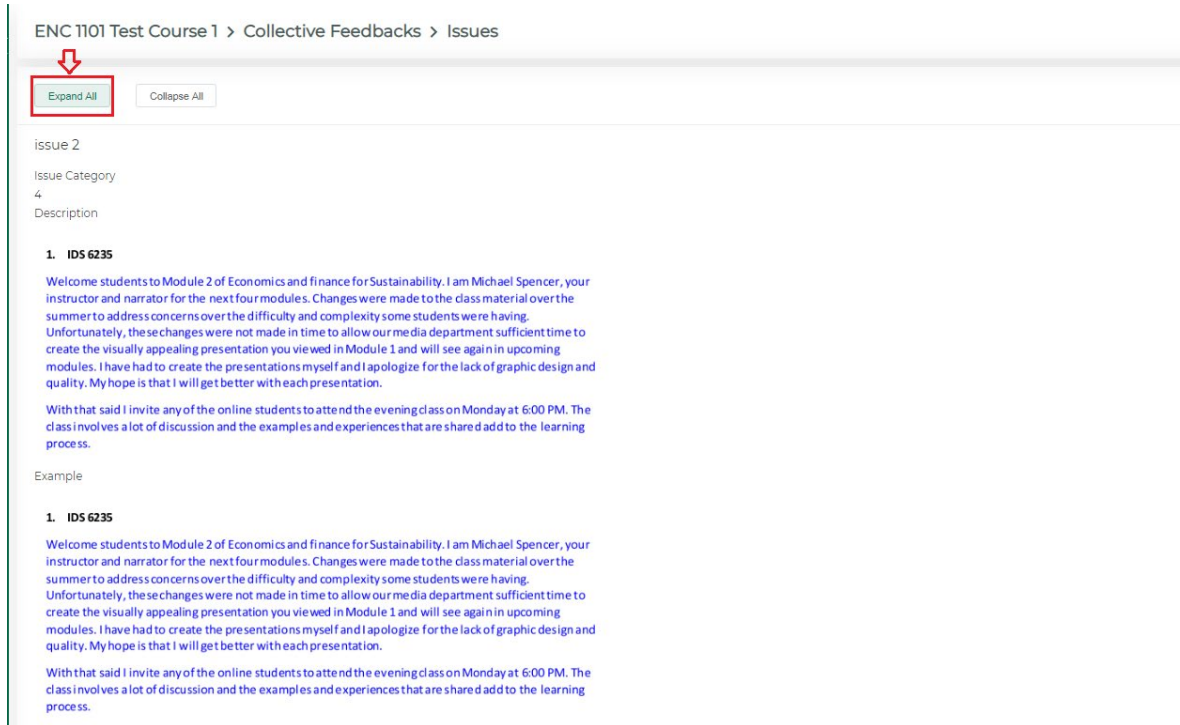


**Step 2:** Click on the **[Submit]** button to confirm the action.




## 8.8. 7.8 Expand/Collapse Issues

**Step 1:** Click on the [Expand All] button to expand all issues in the page.



ENC 1101 Test Course 1 > Collective Feedbacks > Issues



issue 2  
Issue Category  
4  
Description

**1. IDS 6235**

Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

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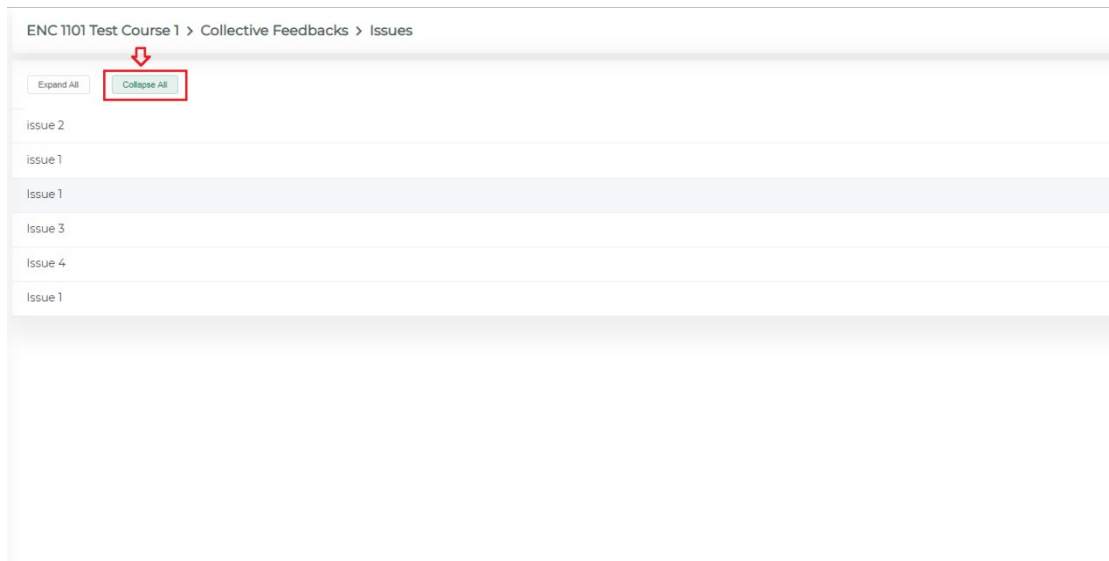
Example

**1. IDS 6235**


Welcome students to Module 2 of Economics and finance for Sustainability. I am Michael Spencer, your instructor and narrator for the next four modules. Changes were made to the class material over the summer to address concerns over the difficulty and complexity some students were having. Unfortunately, these changes were not made in time to allow our media department sufficient time to create the visually appealing presentation you viewed in Module 1 and will see again in upcoming modules. I have had to create the presentations myself and I apologize for the lack of graphic design and quality. My hope is that I will get better with each presentation.

With that said I invite any of the online students to attend the evening class on Monday at 6:00 PM. The class involves a lot of discussion and the examples and experiences that are shared add to the learning process.

**Step 2:** Click on the [Collapse All] button to see a shortcut of all issues.



ENC 1101 Test Course 1 > Collective Feedbacks > Issues



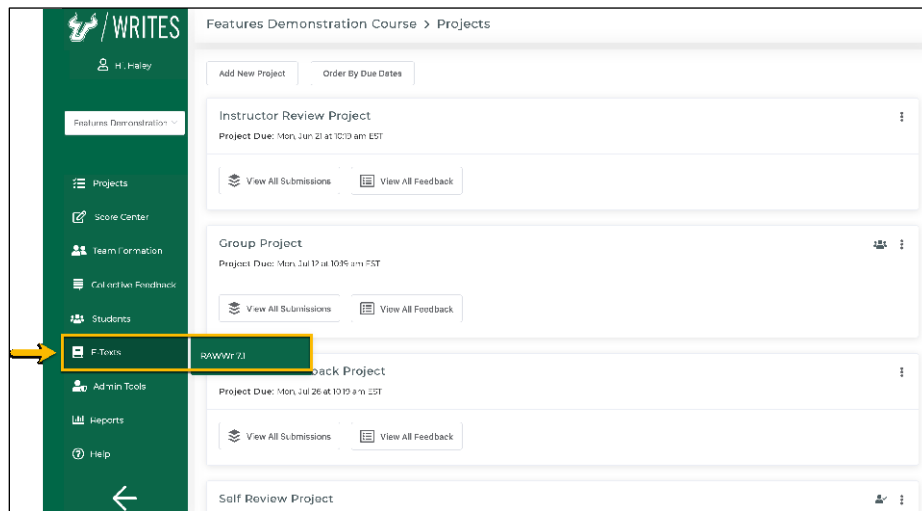
issue 2  
issue 1  
Issue 1  
Issue 3  
Issue 4  
Issue 1

# 9.E-Texts

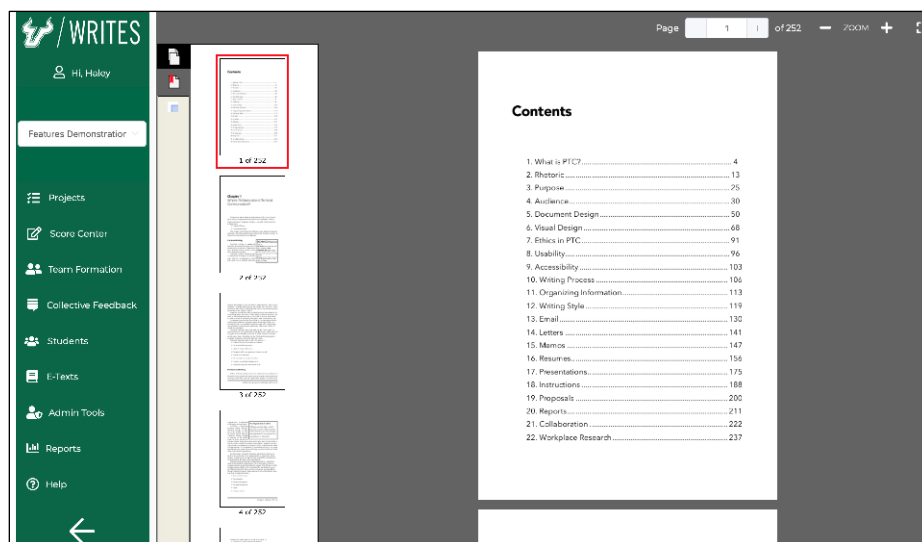
**Beginning Fall 2024 E-Texts are no longer available through USF Writes. You should have access to them through your Canvas shell. If you have previously taken a PTC course you should still have access as per the instructions below.**

**This section is for PTC courses only.**

**Step 1:** Click on the [E-Text] button on the left menu bar and select the book that you want to access.

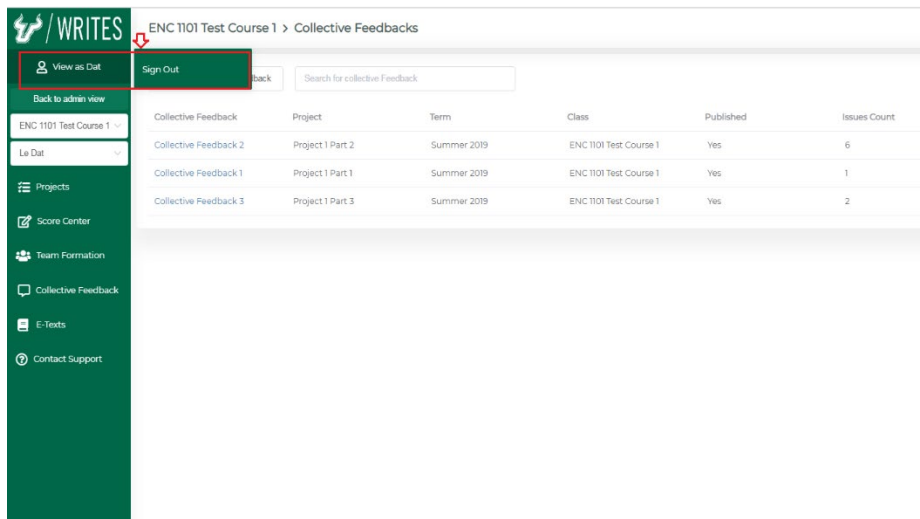


**Step 2:** The e-book reading page is displayed as below:



# 10. Sign Out/Log out


In order to logout from USF Writes, click on **View as [Your Name]** and select **[Sign out]**.

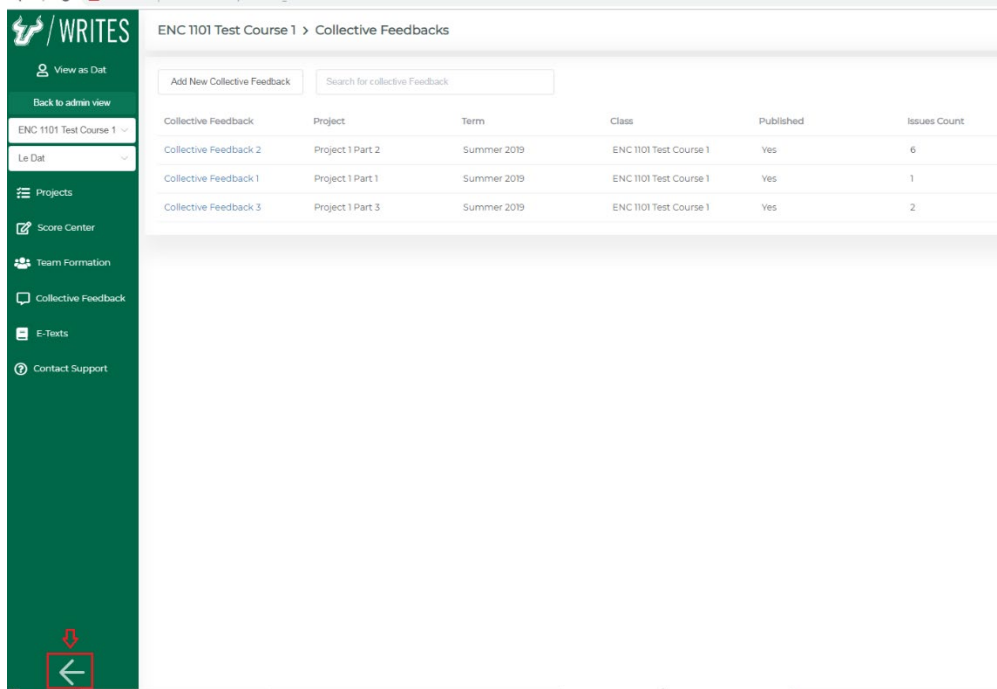



The screenshot shows the USF Writes interface. On the left is a dark green sidebar with navigation options: 'Back to admin view', 'ENC 1101 Test Course 1', 'La Dat', 'Projects', 'Score Center', 'Team Formation', 'Collective Feedback', 'E-Tests', and 'Contact Support'. The main content area is titled 'ENC 1101 Test Course 1 > Collective Feedbacks'. At the top left of this area, there is a 'View as Dat' dropdown menu with a red box around it. A red arrow points to the 'Sign Out' option within this menu. To the right of the dropdown is a 'back' button and a search bar labeled 'Search for collective Feedback'. Below these elements is a table with the following data:

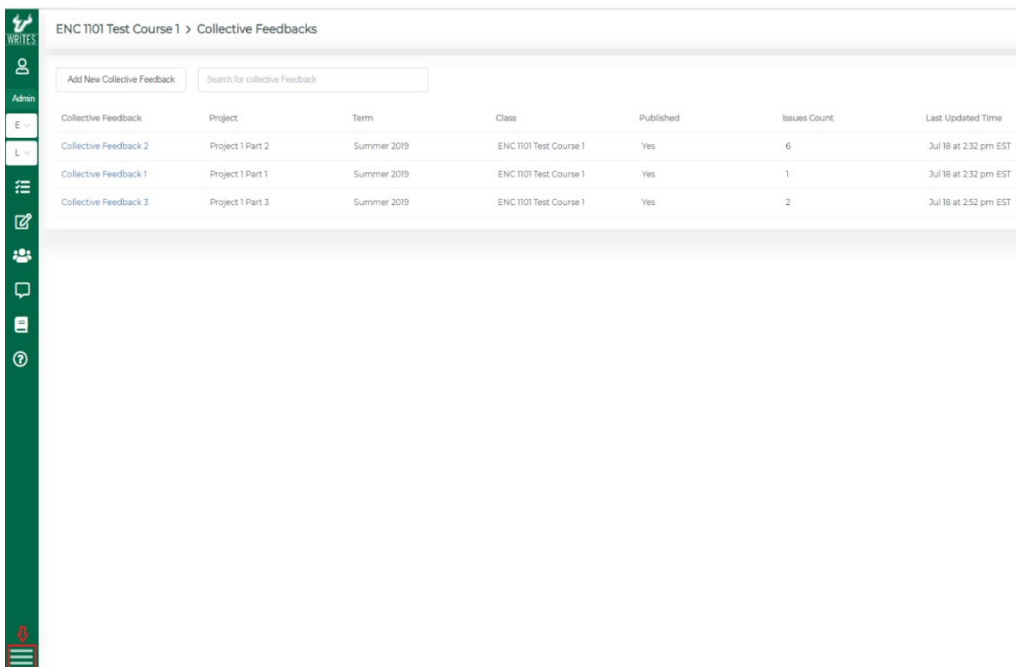
Collective Feedback	Project	Term	Class	Published	Issues Count
Collective Feedback 2	Project 1 Part 2	Summer 2019	ENC 1101 Test Course 1	Yes	6
Collective Feedback 1	Project 1 Part 1	Summer 2019	ENC 1101 Test Course 1	Yes	1
Collective Feedback 3	Project 1 Part 3	Summer 2019	ENC 1101 Test Course 1	Yes	2

# 11. Expand/Collapse Left Menu Bar

**Step 1:** In order to collapse the left menu bar, click on the [Collapse] icon .



**Step 2:** In order to expand the left menu bar, click on the [Expand] icon .





# 12. Back to Previous Page

Click on the [Back] icon to go to the previous page.

The screenshot shows the WITES online writing interface. At the top, there is a navigation bar with a 'Project 1 Part 1' dropdown, a 'Test2 Student2' dropdown, a date '2019-07-16T11:29:55', and a 'Submitted Late' status. Below this is a toolbar with various icons for editing and navigation. The main content area displays a student's submission with several lines of text highlighted in yellow. A 'highlight' tool is visible at the top left of the text area. The text includes instructions for creating a marketing and public relations plan for a research project, followed by a list of six suggestions.

Project 1 Part 1 | Test2 Student2 | 2019-07-16T11:29:55 | Submitted Late

Select a student

Page 1 of 1 | ZOOM +

highlight  
xcvdxv

Create a brief outline/list detailing marketing and public relations ideas for promoting your individual research project subject. Feel free to use borrowed resources/cut and paste, however cite sources for all ideas you include in your submitted document that are not your own. Make sure to make them relevant to your project's subject. You should list a minimum of 15 suggestions

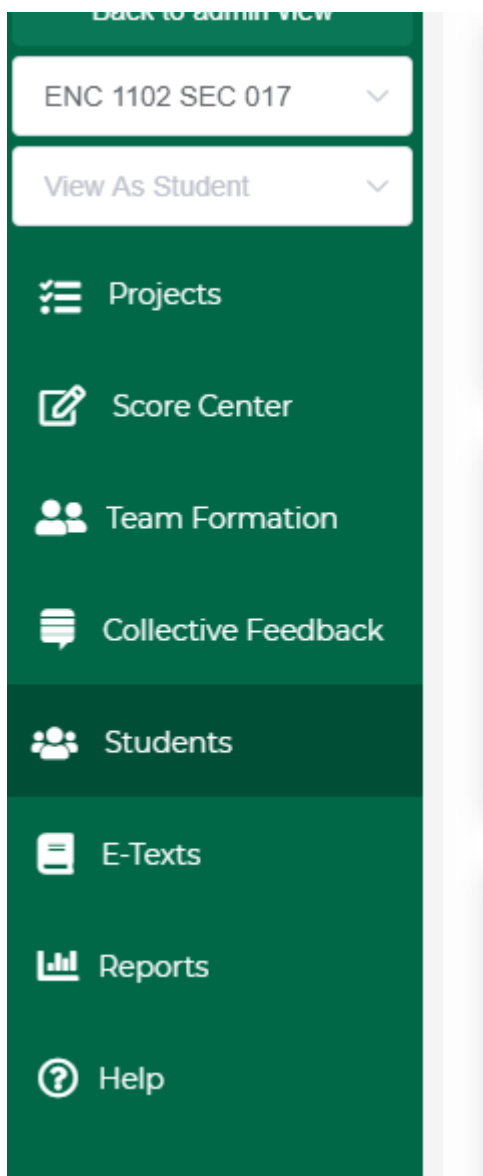
My brief outline/list detailing marketing and public relations ideas for promoting your individual research project regarding water sense standard.

1. Create a clear and detail story about how important fresh water is, how many percent of population in the world do not have clean water to use, how many percent of water are in contamination condition?
2. Build a good team who has a responsible to support promotion campaign
3. Publish this story via public advertisement such as newspaper, television.
4. Use online ads to propagate for water sense campaign
5. Ask some famous blogger to talk and public about water sense standard
6. Create some survey regarding using water efficiently

# 13. Students

With a Course selected, the Students subpage displays all enrollments, their subscription status, and preferred display name.

**Step 1:** Click on the [Students] button on the left menu bar:



## Students enrollment page:

WRITES

View as Ashely

Back to admin view

ENC 1102 SEC 017

View As Student

Projects

Score Center

Team Formation

Collective Feedback

Students

E-Texts

Reports

Help

Search for student

Student Name	Preferred First Name	Display Name	Subscription Status
Addis, Arianna	Arianna	Addis, Arianna	Has Not Subscribed
Altman, Matthew	Matthew	Altman, Matthew	Has Not Subscribed
Colvano, Julissa	Julissa	Colvano, Julissa	Has Not Subscribed
Corpuz, Neoh Angelo	Neoh Angelo	Corpuz, Neoh Angelo	Has Not Subscribed
Dick, Paighthen	Paighthen	Dick, Paighthen	Has Not Subscribed
Feit, Sarah	Sarah	Feit, Sarah	Has Not Subscribed
Garcia, Daniel	Daniel	Garcia, Daniel	Has Not Subscribed
Gardner, Cobi	Cobi	Gardner, Cobi	Has Not Subscribed
Gerber, Valerie	Valerie	Gerber, Valerie	Has Not Subscribed
Jaropillo, Kerwin	Kerwin	Jaropillo, Kerwin	Has Not Subscribed

## 13.1. Set a student's preferred display name

A student's preferred first name for display purposes in USF Writes may be changed here. An instructor has only the right to change the names of student's enrolled in their courses. A student enrolled in multiple courses may have had their display name already set by another instructor.

**Step 1:** Click on the **[Kebab More Options]** button (three vertical ellipses) on the right side of the student whose preferred display name you want to change:

Student Name ⇅	Preferred First Name ⇅	Display Name ⇅	Subscription Status	
Test1, Dat	Dat	Test1, Dat	Has Not Subscribed	⋮

**Step 2:** In the Kebab More Options menu click on **[Edit First Name]**:

Student Name ⇅	Preferred First Name ⇅	Display Name ⇅	Subscription Status	
Test1, Dat	Dat	Test1, Dat	Has Not Subscribed	⋮
Test2, Student2	Student2	Test2, Student2	Has Not Subscribed	⋮
Test3, Student3	Student3	Test3, Student3	Has Not Subscribed	⋮

✎ Edit First Name

🗑 Drop From Course


**Step 3:** Enter the preferred first name:

Student Name ⇅	Preferred First Name ⇅	Display Name ⇅
Test1, Dat	<input type="text" value="Dot"/>	Test1, Dot

**Step 4:** Press the **[Save]** button to complete the preferred name change:

Student Name ⇅	Preferred First Name ⇅	Display Name ⇅	Subscription Status	
Test1, Dat	<input type="text" value="Dot"/>	Test1, Dot	Has Not Subscribed	<input type="button" value="Save"/> <input type="button" value="Cancel"/>

FYC 1101 Test Course 0001 > Students

 **Success** ×  
 Student's first name was successfully updated.

Student Name	Preferred First Name	Display Name	Subscription Status
Test1, Dot	Dot	Test1, Dot	Has Not Subscribed





The preferred name will be displayed on all pages and menus of USF Writes. If you find an instance of the incorrect name – please notify [USF Writes Tech](#).

FYC 1102 Test Course 0002 > Position Paper Self Review > Student Scores

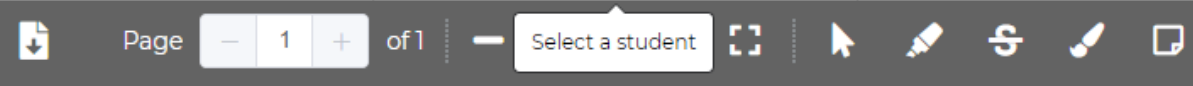
Student Name	Instructor Scores & Comments								
	Question 1		Question 2		Question 3		Question 4		Question 5
	Score	Comm...	Score	Comm...	Score	Comm...	Score	Comm...	Score
Test1, Dot	Not Given	Test feedback	Not Given	Test Feedback 2	Not Given	test 1	Not Given		Not Given

FYC 1102 Test Course 0002 > Position Paper Self Review > Student Submissions

Student Name	Self Review Submission		Project Submission		
	Status	Action	Submission Status	Scoring Status	Action
Test1, Dot	Completed	<button>View</button>	Submitted	Scored	<button>View</button>

writes    

Navigation bar with dropdowns: Position Paper Self F, Test1, Dot, Fri, Sep 4 at 12:19 am

Page 1 of 1 |  | 

# 14. Canvas

## 14.1. Canvas Integration

This feature is currently enabled for limited use and may not be available to all instructors.

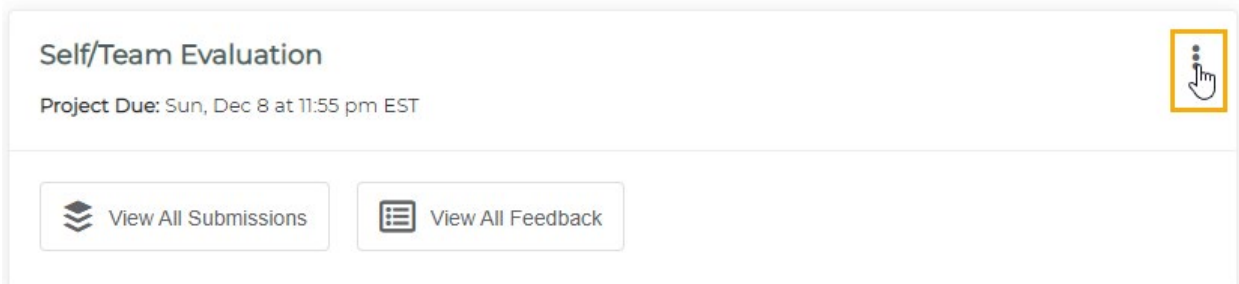
Canvas integration replicates a student's project submission in USF Writes to a corresponding, synchronized assignment in Canvas, alleviating the need for dual submissions in both applications.

To enable submission replication, instructors must complete a one-time synchronization that associates a USF Writes project with a Canvas assignment.

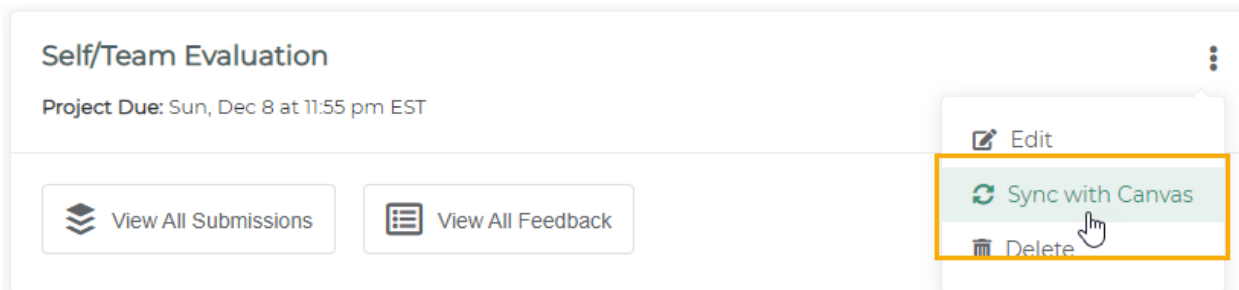
Synchronization must be repeated for each project that will be enabled for submission replication.

This process must be repeated for each course in which Canvas Integration is desired.

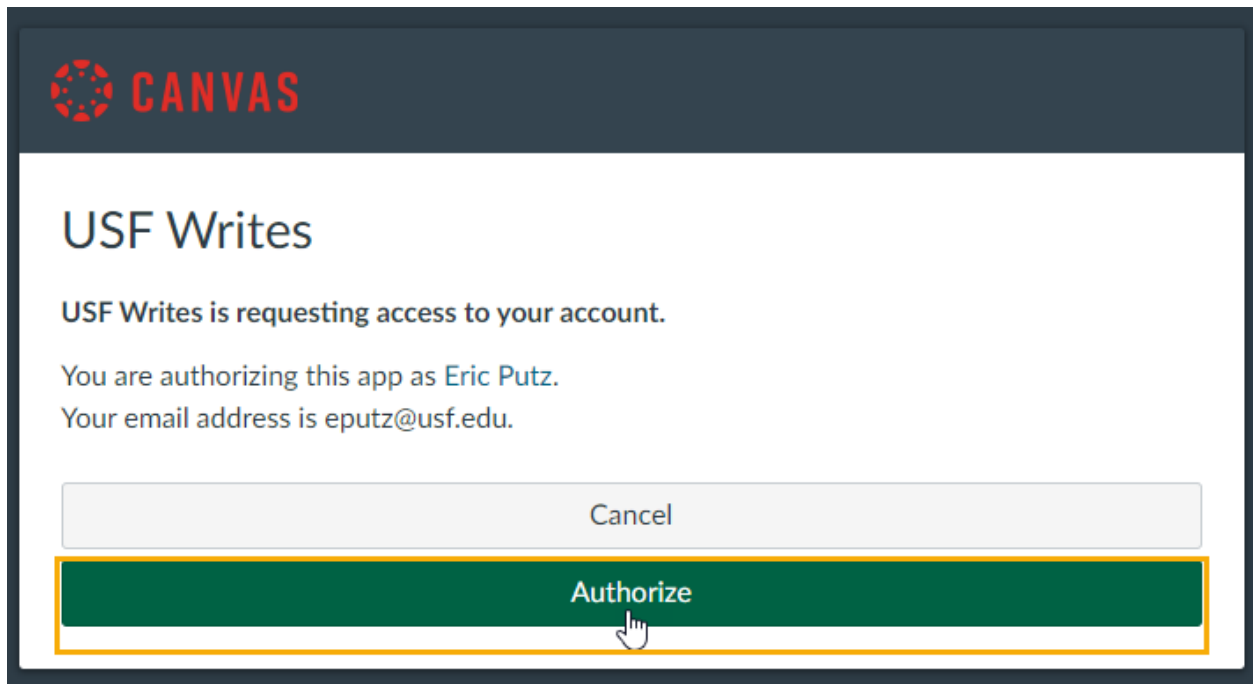
**Step 1:** From a selected USF Writes project, click on the **[Kebab More Options]** button (three vertical ellipses) on the right side of the project:



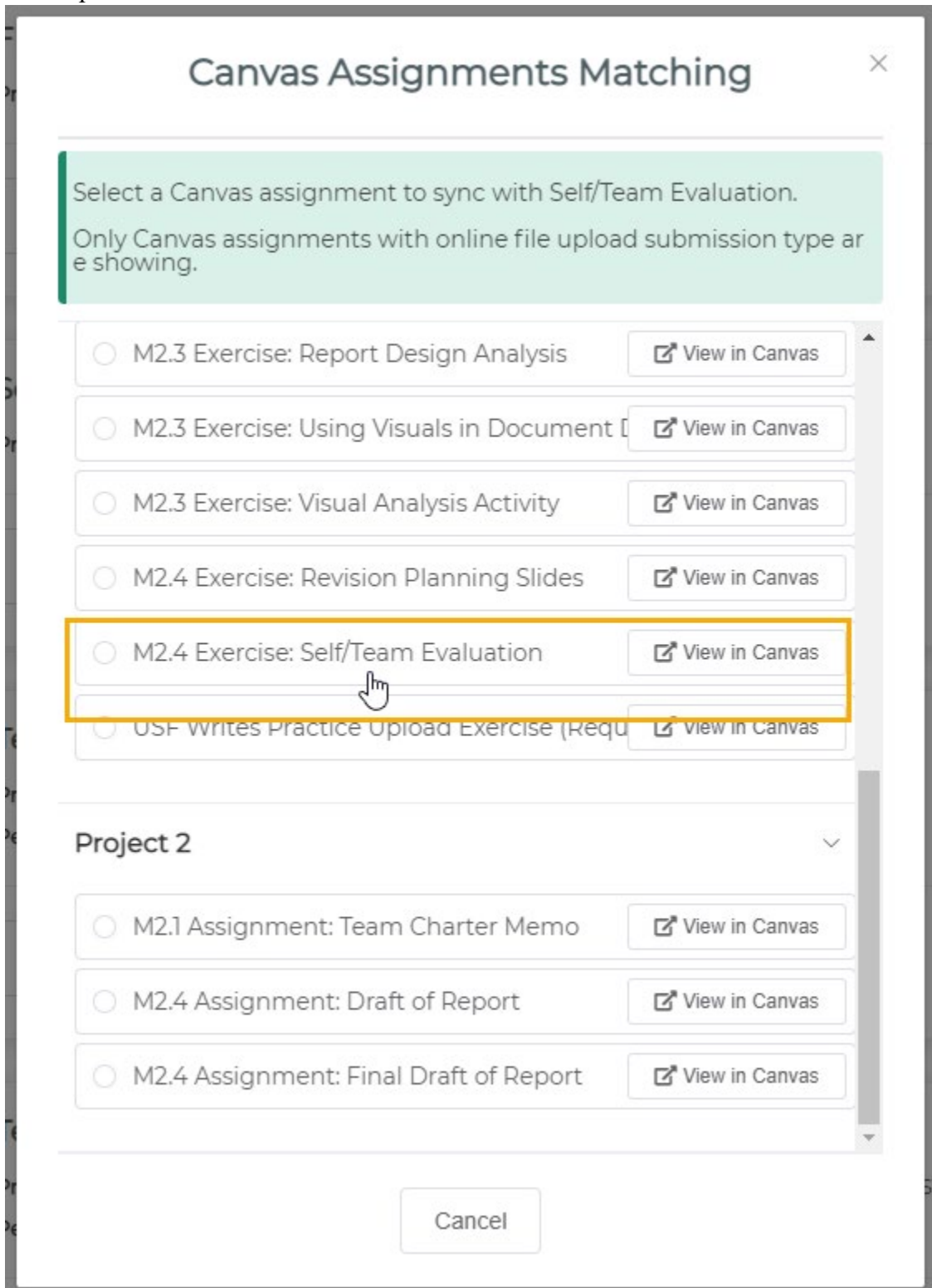
**Step 2:** In the Kebab More Options menu click on **[Sync with Canvas]**:



**Step 3:** Authorize USF Writes access to Canvas by clicking on the **[Authorize]** button:



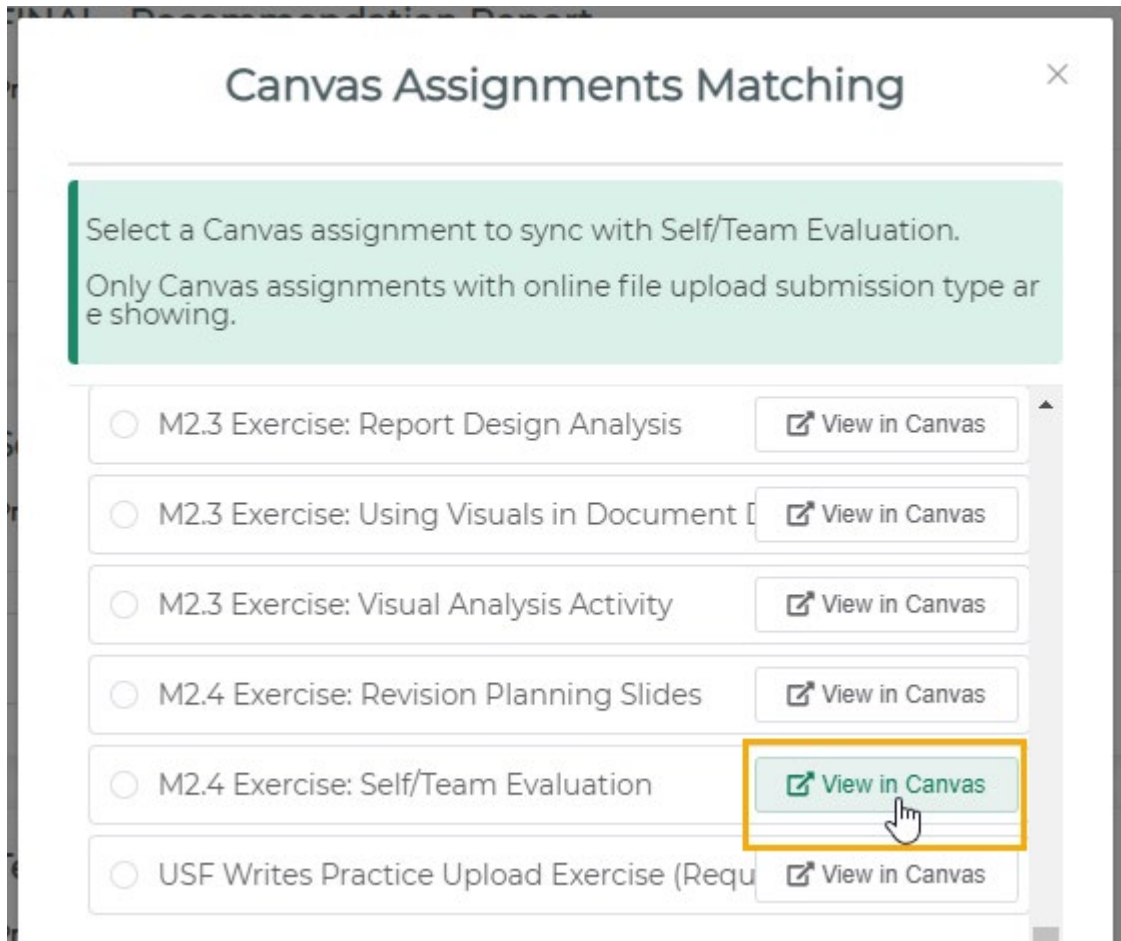
**Step 4:** You will be returned to USF Writes to select the corresponding Canvas assignment from the dropdown:



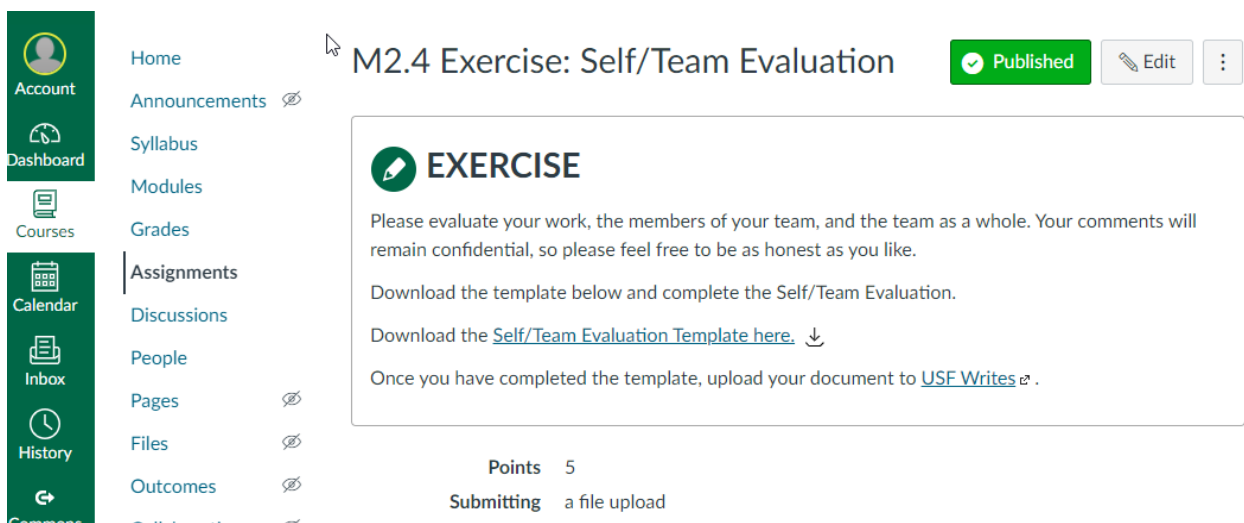
Names in Canvas assignments are similar to projects in USF Writes. Only Canvas assignments with online file upload submission type will be shown.



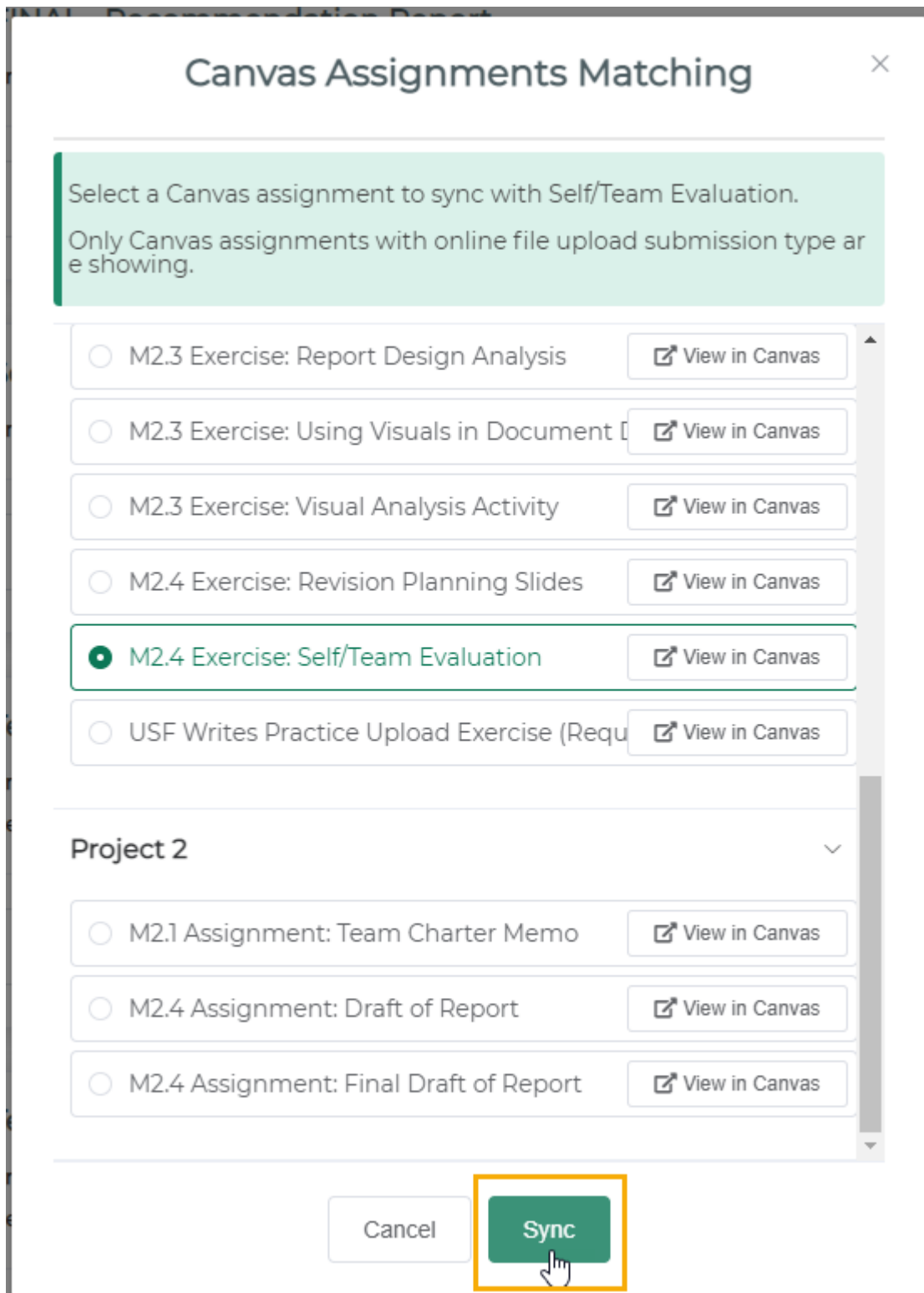
You may view a Canvas assignment to confirm the correctness of the association before syncing by clicking on the **[View in Canvas]** button:



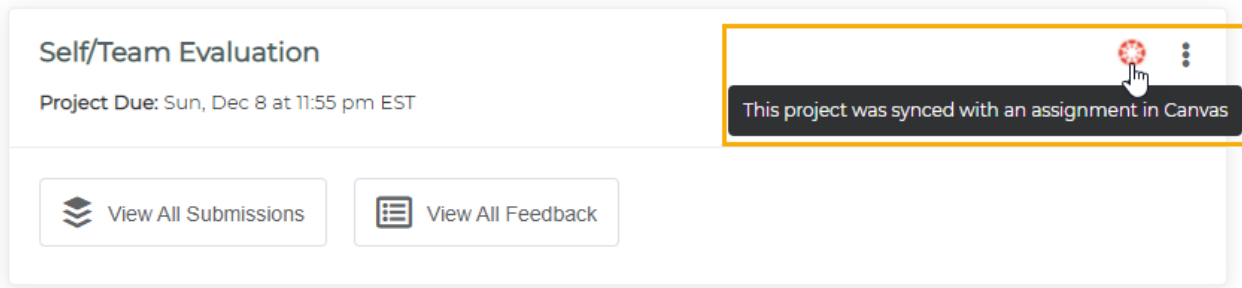
A new tab will open with the selected Canvas assignment:



**Step 6:** With the correct assignment selected, press the **[Sync]** button, which will complete the synchronization process:



Synchronization is complete and the Project will now display the Canvas Sync icon:

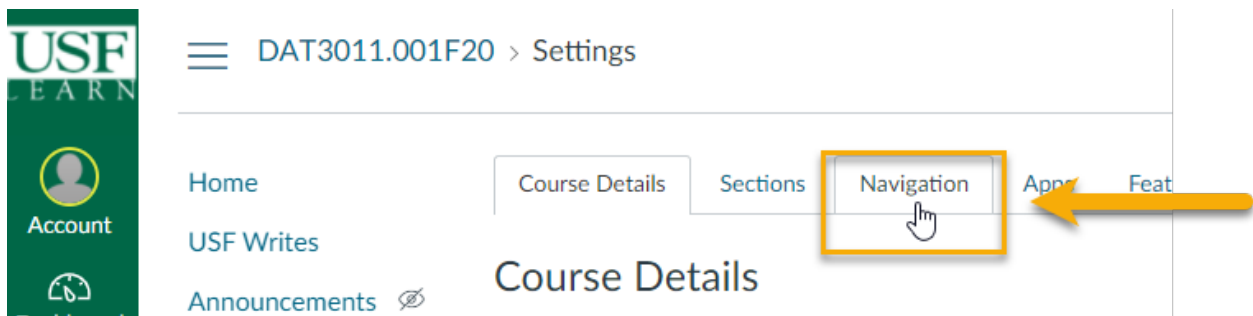


## 14.2. Adding USF Writes to Canvas Navigation Menu

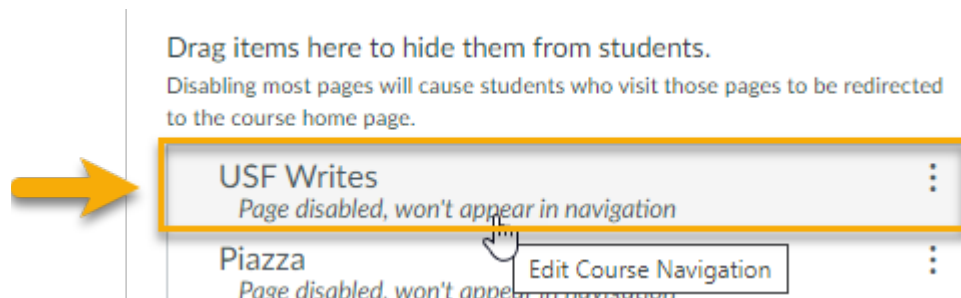
**Step 1:** In Canvas, go to [Settings]:



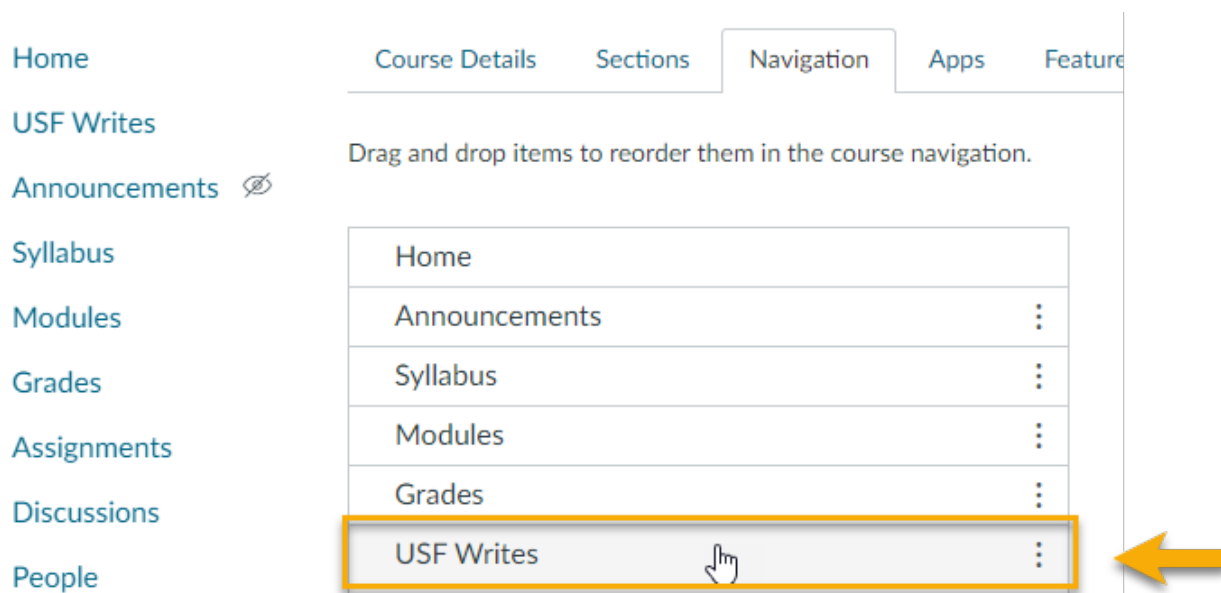
**Step 2:** Then select the [Navigation] tab:



**Step 3:** Scroll down to the disabled links (the ones that don't show in the left menu) and find "USF Writes.":



**Step 4:** Drag the "USF Writes" link up to the active links (the ones that are visible in the left menu) and place it in the order you want it to display:



**Step 5:** Click [Save] at the bottom of the Settings screen:



The USF Writes link will be visible to your students.