



Student Handbook Addendum
for Online Program
2019-2020

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1. General Information

1.1. Introduction

Welcome to Sierra States University! We are so excited to have you in one of our various programs and our greatest desire is to see you succeed. We have, therefore, put together this handbook, which hopefully contains a plethora of aids to assist you to that end. If you can't find an answer to a question about something, please let us know and we will add the information to our next edition of this document. An orientation video has also been created for you to become familiar with SSU and the Populi program, where you may access your grades, account information, and course information. Populi is also the learning management system (LMS) that SSU uses for the online portion of all of its courses.

Every class will include a Paper Template in which all of the formatting standards are already set up. You must use this form for all papers you submit to SSU. This template can be found on the "Info" page in Populi under the "Files" section where you can also find the course syllabus. The template includes a chapter for each of the four requirements for each course (book reports, quiz, discussion, and self-evaluation). It also includes the proper format for the title page, table of contents, and bibliography/references. Details for how to use each of these sections are contained in this handbook.

1.2. Vision

Sierra States University (hereinafter referred to as "SSU" or "the university") looks beyond itself to embody the commonly-held vision of an international network. SSU serves and is served by a large international network of urban leaders, and our vision is shaped by these networks and partners. The vision of SSU includes the following key components:

1.2.1. Emerging and Experienced Transformational Leaders

To strengthen current and future Christian and other transformational leaders who are rooted in the timeless truths of Scripture, understand context and culture, and proactively lead in the midst of today's global realities.

1.2.2. Perspective and Values Education

SSU provides a worldwide model of graduate education that invites students to evaluate and reinvent how they accomplish their work. This model includes education that results in changed values and paradigms, not just added knowledge. This is accomplished through "come and see" experiences that move students outside of comfort zones into new global realities. SSU is committed to not uprooting students from their current ministry/work locations. SSU is facilitated by global faculty, global communication tools, and student cohorts diverse in gender, experiences and cultures.

1.2.3. Accessibility to Life-Long Learning

SSU creates pathways for learning that offer front-line practitioners the hope of life-long, credentialed, high-quality education. Students will be given tools to help them learn life-long habits of reflection and theological inquiry in the midst of their leadership action. SSU will be seen not as a three- to four-year relationship, but a life-long equipping partner, advancing them through degrees and serving them with on-going teaching, networking and platforming opportunities.

1.2.4. Virtual Services

SSU utilizes technology, travel and network relationships to provide a high-level of service to students in various world locations. SSU is not just 'high-tech,' but also 'high-touch,' emphasizing relationships and the use of technology to create community, not just dispense information more efficiently.

1.3. Institutional Outcomes

The following represent the value that SSU's staff and faculty place on their working relationships with each other, the Boards, and with student

1.3.1. Skills

What hands-on skills will be taught, demonstrated and evaluated throughout SSU's academic and non-academic services to students?

- Students learn how to develop and disseminate experiential approaches focusing on locally-scaled, global best practices with appropriate quality and innovation;
- Students demonstrate transformational leadership-related skills which can be duplicated, and which create or contribute to redemptive changes in student's current life and work;
- Students are exposed to a learning environment that also teaches best networking practices which range from the graduate to post-graduate studies and beyond.

1.3.2. Application

How will SSU students apply their learning in their life and work during their studies and after they graduate, while expanding their own partnerships and networks and becoming more and more Christ-like?

- Students are/become influential Christ-like transformational leaders in their own expanding networks;
- Students demonstrate an increased missional perspective;
- Students serve as transformational leaders within city contexts;
- Students integrate culturally, ethnically, geographically, gender, and denominationally diverse perspective in their thought and work.

2. Class Format

The Sierra States University (SSU) Online Programs generally consists of professor instruction, reading assignments, online interaction, quiz, book report and midterm and final exam. The programs are asynchronous learning and generally offer a quarter based 4 credit hour modules.

2.1. Participation

Your participation in class is critical if you hope to achieve an outstanding grade and successfully complete your degree. In the online setting, *ALL* students need to participate every single week from the very first week. It is not fair to the rest of your class to try to catch up with posts in prior weeks when they have already moved on to the next week. If you fail to participate in week one, the eLearning Team will alert the Registrar's Office of non-participation. An email will be sent out in Week Two to students who haven't participated, advising them that if they do not participate by Week Three, they will be withdrawn from the class and there will be financial penalties.

2.2. Onsite Classes

When you register for an onsite class on the SSU Populi website, be sure you check the "Course Information Sheet," which is updated on a regular basis. It is very important that you check this sheet before calling the SSU office for general information.

3. Plagiarism

Plagiarism is passing off another's ideas or writings as one's own. Plagiarism is failure to acknowledge material which is copied from others or failure to acknowledge one's indebtedness to another for even the gist of important thoughts in a formal statement, written or oral. If you quote anything you must footnote the book or other resource from which you obtained the quote or idea. If you do not do this, it is plagiarism and grounds for expulsion. If a paper is suspect, your professor will be alerting SSU's Academic Dean.

Often students are unaware that they have plagiarized. For example, they are browsing the internet and find an article with which they agree wholeheartedly. They block and paste large portions of the article but forget that they must give credit to the author(s). Let's look at some examples.

Student A was writing a literature review of Larry Peabody's book, *Job-Shadowing Daniel*, and wrote:

The Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance. As a result, countless working Christians lead "split-level" lives, unable to do their daily work wholeheartedly. Any work for God, they suspect, must be done in off-hours or on the weekends. But as this book shows, Daniel's job in the work world says otherwise- making him an ideal candidate for job-shadowing, for mentoring contemporary working Christians.

Although the student had changed one or two words, this was a direct quote from a book report of Peabody's book without quotation marks and without a footnoted reference. If the student wanted to avoid plagiarizing, he/she should have written this (note that the quoted material appears in a block quote, thus no quotation marks are around the quote; however,

if less than 5 lines had been quoted, quotation marks should have appeared around all quoted material):

An excellent review of the book *Job-Shadowing Daniel* by Larry Peabody explained the thesis of the book by saying,
The Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance. As a result, countless working Christians lead "split-level" lives, unable to do their daily work wholeheartedly. Any work for God, they suspect, must be done in off-hours or on the weekends. But as this book shows, Daniel's job in the work world says otherwise-making him an ideal candidate for job-shadowing, for mentoring contemporary working Christians.¹

Notice that at the end of the blocked quote, there is a footnote which would reference the website where the book report appeared. Quotation marks should always appear around all words that have been taken from another source (except in a block quote — a quote of over 4 lines — where quotation marks are not necessary).

If you want to quote *parts* of an article or book while inserting your own words you can do so like this:

An excellent review of the book *Job-Shadowing Daniel* by Larry Peabody explained the thesis of the book by explaining that "the Sunday-Monday gap can make it seem as if everyday work has little or no spiritual significance."¹ Peabody's book helps the "working Christians [understand how it is possible not to lead] 'split-level' lives, unable to do their daily work wholeheartedly."²

The words in brackets indicate your own words and not the author's.

SSU recommends that all of its students use tools to assist them in recognizing quoted materials and also helping with grammar issues. A great program called Unicheck has been purchased by SSU for all students and faculty. When this program alerts you to materials that are quoted from elsewhere and you have not placed quotation marks and a reference, you will be plagiarizing. So be very careful to check all of your work before submitting to SSU. Your professors also have access to this program and any suspect materials will be run through Unicheck to check for plagiarism.

The review of plagiarized work will be addressed in the following manner:

1. If a professor identifies plagiarism in a student's work, the student will be allowed to explain the circumstances. The professor will consult with the Program Director and may allow the student to re-write the project to eliminate all incidents of plagiarism if this is the student's first offense.
2. If the student has plagiarized in other courses, the Program Director may impose a failing grade for the current course and the student may incur other penalties, up to expulsion from the school.
3. If a student's prior work is found to contain plagiarism, the grade for the course or work is subject to change.
4. If a degree has already been granted at the time the violation is discovered, the degree may be revoked.

In each occasion listed above, when possible, students will be given coaching and the opportunity to address their plagiarism and penalties will be determined by the Academic Dean taking into consideration the severity of the plagiarism and the degree of the student's repentance, diligence, and timely response.

4. Grading

In general, each course consists of several elements. Each element is assigned a different amount of points therefore It is very important that you follow the instructions contained in the syllabus. The elements are:

4.1. Quiz

During the course, student will take quizzes to present their obtained knowledge. Every session will include quiz except session that include midterm and final exam.

4.2. Discussions

Students share their point of views and their own experiences throughout the discussion board. Each student must write at least of 1 posting no later than every Wednesday, and engage discussions with other students by replying 2 other's postings.

4.3. Book reports

Students will be assigned book report throughout the course to obtain knowledge in depth. Each report will be including, but not limited to, case study, article analysis, research.

4.4. Midterm and Final Exam

At the middle of the course and end of the course, students will take the midterm and final exam to present their obtained knowledge throughout the course. See "*Appendix A: Grading Rubric*" for grading details. All professors use this rubric, so if you have received a grade that is below what you believe you should have received, please ask your professor to identify where on this rubric your project appears.

5. Academic Writing

5.1. Organizing Skills

Here are some tips for *all* students that have been gathered over the years that could prove especially helpful. These include:

5.1.1. EndNote Program

SSU recommends to use the EndNote for your writing assignment. Start using EndNote from your very first course. You can insert the bibliographical data for each book just once and it will organize your references for the future work you do. Be sure to indicate that you want to use the APA format.

5.1.2. Mark it Up

When you are reading a book, highlight items that you want to remember, coding them according to their importance. For example, some people use a small underline for relatively important quotes, two underlines for more important quotes, and a star in the margin for something very important. Some people fold the pages down in varying degrees (the larger the fold, the more important the quote on that page). Some use post-it notes on pages with a key word written on the post-it for quick reference.

5.1.3. Record Quotes

Once you have finished the book, record the very important quotes in some manner. Some people like to keep a file on their computer that saves references by topic. Others prefer to keep note cards for each quote and file them by topic. Some write the quotes on a small yellow pad. At the top of the first page, write the bibliographic information and beside each quote (be sure to include the page number) write a key word in the margin. Staple the pages for each book and then alphabetize them by title or author of the book. This last suggestion is helpful because you don't have to write down the bibliography on each note card. Whichever way you decide to keep your quotes, at least do something.

5.1.4. Book reports

Always write your book reports immediately after having read each book and before starting your next book. It is too easy to forget what you read if you start reading the next book

5.1.5. Books

Keep your books alphabetized by subject matter, grouping subjects together with a large post-it to indicate the subject on the first book in each section.

5.1.6. Backing up

Always back up your work and backup again on your computer, cloud service, external storage. There have been so many cases our students lost their entire project just as they were finishing because they didn't make a backup. You can also email it to yourself and save the email.

5.1.7. Folder for each class

Saving your work in separate folders on your computer for each class makes it a whole lot easier to find specific documents later.

5.2. Academic Level Writing

As you enter into your online program at SSU, the automatic assumption is that you have come with *some* academic knowledge. However, very often we find that the end product is inconsistent with the content. By that we mean that the brilliant thoughts that you have tried to convey in your work become lost in the typographical or formatting errors in which the work is presented. This handbook is designed to assist you to at least identify some of the more common errors. If you feel that you need more help to produce work that is at graduate level, we recommend that you take SSU's academic writing certificate. Also, see page 7 of this handbook for information about the Unicheck program that SSU has purchased for you.

Academic writing is not the same as writing on your blog, but it does follow the same basic rules for sentence structure, punctuation, spelling and capitalization. However, the language is definitely more formal, and there are some punctuation, capitalization, and formatting peculiarities. Completed course projects must be presented in APA format and include all of the following components: 1) title page; 2) contents; 3) book reviews; 4) journal; 5) assignment(s) if required; 6) project; 7) self-evaluation; and 8) references. All of these elements are provided in the Paper Template and this Student Handbook, both of which you may download from the Populi classrooms. If the project is not in the proper format, it will be returned to you with instructions to format correctly.

The SSU's Online library in Populi also has APA guides and tutorials, which can be found in Populi under the "Library" tab. General writing assistance is available free of charge, as well as optional customized services at nominal rates. You might ask yourself why it is so important to write every paper in proper formatting. The most important reason is that at the end of your program you will be required to write a thesis, dissertation or capstone which, by the standards of every higher education institution, must be in an academic format. By requiring you to write all of your papers in this format from the very start, you are learning years ahead of time *how* to write and format properly. We hope that when it comes time for you to write your dissertation/ thesis, formatting will not be (as big of) an issue.

Your biggest question now is probably, "How do I get an 'A' paper?" The surest way to do so is to *follow directions*. Read your syllabus carefully and keep in mind the four elements that every paper should include: 1) your observations; 2) an analysis; and 3) personal reflection (see "Grading" below). Another thing you should *always* remember to do before turning in a paper: do a spell and grammar check and have your paper checked for plagiarism by Unicheck.

5.3. Common Writing Mistakes

5.3.1. Punctuation

Quotation Marks: Virtually all punctuation should appear *within* the quotation marks, including periods and commas.

- Yes, even if the period or comma is not a part of the original quote.
- Colons and semi-colons always go outside of quotations,

Examples :

The grass was always considered "green":

- Question marks and exclamation points go outside of the quotes unless they are part of the quotation itself,

Examples :

“Don’t you want any part of our mess”?

“I’d be more than happy to join you!”

Numbers: Numbers from one to ten are spelled out in APA and the remainder numerically. There are, as always, exceptions. Here are some of those peculiarities we mentioned:

- When writing a date, spell out the month and do not use ordinals (e.g. 4th) for example, July 4, 1776 *not* July 4th, 1776. Use numbers for a single year, e.g., 1968. When talking about a decade, do *not* use an apostrophe between the year and the “s” as in “the 1960s.”
- When citing percentages, type “19%.” for APA format
- Spell out round numbers (hundreds, thousands, hundred thousands, millions), e.g., one thousand.
- Spell out numbers that begin a sentence: “Ten thousand people visited the church.”
- Use numerals when expressing numbers of a million or more: “There are nearly 7 billion people on the planet.”

Series Comma: When using a series comma, use a comma after the first item, the second item, additional items, and a comma before the conjunction (and, but, et al.).

5.3.2. Quotations/Citations

Accuracy: If you are going to use quotations they must always be accurate and should be quoted word-for-word. Do not correct the writer’s grammar, spelling, etc. If they write “17% of the Earth’s population,” (capitalizing the “E” in earth when it should not be) then quote it verbatim.

Errors: If the author has misspelled a word, write *sic* in brackets and italicized.

For example: “The ship had veered [*sic*] off course by five miles.”

Inserting words: Any time you add a word to assist in the explanation of what you are quoting or to replace the word “it” or “that” so the meaning becomes clear, put that word or words in brackets. For example: “The Captain wanted the crew to understand [the rules].” Although if the explanatory words are at the end of the sentence, the same quote could be written: “The Captain wanted the crew to understand” the rules.

Referencing Quotes: Whenever you quote *anything*, you must use quotation marks and mark the citation in parenthetical reference (APA). For APA, quotes of more than 40 words must be set off as a block quote, indented .5”, and double-spaced. Do not use quotation marks in a block quote unless they are used in the quoted material itself. Any quote within a quote should be set off with a single quotation mark. For example, “Mary said, ‘Yes,’ but was still afraid of the consequences.”

Book reports: We previously allowed students to simply cite page numbers in parentheses within the book reports. However, we have realized that when you are using the EndNote program it makes more sense to quote properly using a footnote so every book appears in your Bibliography or References (APA) without your having to manually add the books.

In academic writing, any comment that you make that is common knowledge does not require a footnote and reference. For example, “The first President of the United

States was George Washington.” Everyone knows that and it doesn’t require a source. A good example of a reference that *does* require a footnote and source would be a statement like this: “Over half of the world’s population now resides in urban centers. There are an estimated five hundred cities in the world with one million people or more.” This information is not common knowledge, so the source of the information would need to be provided.

Bibliography: Bibliographies and References (APA) exist so that the reader can find the information about a reference work without having to search through your paper to find the notation with all the information. The works referenced in bibliographies are alphabetized by author. A Works Cited section is not needed in addition to the bibliography; the bibliography is sufficient.

5.3.2. i.e. or e.g.?

i.e. comes from Latin *id est*. It is equivalent in meaning to 'that is.' It is used to introduce a rephrasing of a previous point, a definition or a further clarification or explanation of a preceding point. Example: “The ability to learn language is innate (i.e. part of our inborn genetic makeup).” The phrase after 'i.e.' defines 'innate.' Notice that it would be fine to write 'that is' in place of 'i.e.'

e.g. comes from Latin *exempli gratia*. It is used to introduce an example of a previously- mentioned phenomenon. It is the equivalent of the English phrase 'for example.' Example: “Humans have several innate abilities (e.g., language learning, walking, and recognizing faces).” The material after 'e.g.' does not define or explain 'innate abilities'; it merely lists several particular examples of such abilities. Notice that 'for example' is an appropriate substitute for 'e.g.,' but 'that is' is not.

6. Research

Research is the work you will do to answer a question you either do not already have an answer for or cannot prove the answer you think you have. You will conduct research during your writing of the Book Report and Discussion Thread, There are two primary kinds of research. One involves using experimentation, gathering information quantitatively or qualitatively, postulating a hypothesis, testing a theory, and/or making conclusions based on the results of your research. Research utilizes consulting books, periodicals, lectures, etc. to support a thesis. You will use this method for your papers and final dissertation.

6.1. How to find it after I’ve read it?

SSU students are very creative when it comes to finding something they read in one of the books for a course weeks after the class and it is time to write their project. Here are just a few examples that students have shared with me. What is important is that you find a method that works best for *you*:

- Mark your text, either by underlining, highlighting, making notes in the margins, post-it notes on pages with a few brief words to help you recall, or the “dog-ear” method (folding down the corners of pages, folding a bigger portion on pages where more important information can be found).
- Either immediately or shortly after reading the book, jot down the quotes that you know you will want to return to at a later time. Some people use 3 x 5 index cards, some simply stick with the post-it notes, some keep quotes in their computers, and

some have a blank book or a notepad in which all of the quotes are listed

6.2. Library Research

We live in an age of technology, so much of your library research can actually be done from the comfort of your own computer. However, there is something to be said for walking to a section of the stacks of books and simply perusing the shelves. There are, however, many online resources that you can research.

- SSU offers an Online Library through which SSU students worldwide may access a rich collection of research guides and resources. These resources are available for both business and theology students, wherever they may be located, including access to thousands of e-books. The Online Library is overseen by a full-time MLS Librarian, who is available to assist students with in-depth research, search strategies, referral, and reference questions. The Online Library also provides guidance on academic writing, citation styles, and guidelines, and provides a portal for students to express feedback and contribute suggestions on additional resources for the Online Library. To access the Online Library, log into Populi and click the word "Library" in small white letters in the black strip just under the URL. Most of the following items can be found under the tab called "links." Check the Orientation Packet for an instructional video from SSU's librarian.
- Local Library Options: To find a variety of public, college, university, private, and school libraries in your area that are open to the public, visit : <http://nces.ed.gov>.
- Many libraries participate in the interlibrary loan program if the book you are seeking is not in your local library. You can find which library has the book you want by accessing: <http://www.worldcatlibraries.org>.
- Periodicals (newspapers, magazines, journals, etc.) are indexed in a variety of databases, depending on the library. SSU's online library contains a plethora of resources for your use.
- ProQuest™ - SSU has also purchased ProQuest, a program that allows you to access literally thousands of journal articles and, in some cases, full texts of articles and books. This resource is also accessed through our online library.

6.3. Online Research

There are literally billions of web pages, at least 200 billion of which are not indexed. Experts believe that search engines actually index less than 10 percent of the entire Internet (Google only indexes 4 percent and it's the largest search engine to date!). Most of the Internet is stored in what are called databases and dynamic-websites. The 90 percent of the un-indexed Internet is called the Invisible Web. Also try going to Google Scholar (<https://scholar.google.com/>) and enter your topic to see other sources that may be helpful.

- Visible Internet: There are two main types of search engines for the visible web, search engines and subject directories.
- Invisible Internet: Start by searching on the visible Internet for the kind of database you need, and then search databases. Use directories that index databases.

6.3.1. Online Research Resources

Search Engines

<http://www.google.com>

<http://www.yahoo.com>

Relevant Invisible Web Databases & Directories

<http://www.infomine.ucr.edu> (collection of scholarly links reflecting selected university-level subjects and disciplines)

<http://www.findarticles.com> (free and for fee academic and consumer articles)

<https://www.highwirepress.com/> (largest repository of full-text, peer-reviewed articles)

<http://www.libraryspot.com> (collection of databases, online libraries, references)

<http://www.firstgov.gov> (all sorts of government databases)

<http://www.academicinfo.net> (directory of academic databases)

<http://www.odci.gov/cia/publications/factbook/index.html> (searchable directory of flags of the world, reference maps, country profiles, etc)

Other useful Research Sites

<http://www.thearda.com> (American Religion Data Archive-quantitative data from nationwide surveys)

<http://www.worldchristiandatabase.org/wed> (World Christian Database-statistical information on world religions, Christian denominations, and people groups)

<http://www.pollingreport.com> (Repository of polls from multiple sources)

<http://www.adherents.com> (repository of worldwide religious affiliation statistical data)

http://www.gc.cuny.edu/faculty/research_briefs/aris/aris_index.htm

(American Religious Identification Survey)

http://hrr.hartsem.edu/sociology/sociology_research_resources.html

(Harford Religious Research Resources-directory of numerous databases)

<http://www.ellisonresearch.com/PastorStudy.htm> (Ellison Research: Protestant Clergy and Laity Research)

<http://www.valpo.edu/geomet/geo/courses/geo200/religion.html> (map gallery of religion in the US from Glenmary Research Center)

www.athensams.net/myathens (great research database)

<http://www.ralphdwinterlibrary.org/aboutrdwl/newnevents23.htm> (an online library)

www.globethics.net (Social sciences and theology libraries online – free)

7. Assignments

7.1. Quiz

Every course you take at SSU will require a quiz per session to present your obtained knowledge. Every session will include quiz except session that include midterm and final exam.

7.2. Book report

The book reports should be written in the more “formal” academic language (not casual language) and should *not* be a restatement of the book. It is important that you *always* read your syllabus carefully because, although the course requirements are similar for *most*

courses, professors will occasionally change those requirements, including the requirements for book reports. Make sure you are following your directions. Be sure you have referred to or quoted from *all* of the books in the project portion of your paper.

Every book report should contain three elements:

First paragraph: State the author's intent for writing the book, which includes the main thesis (100 words max).

Middle paragraph: Interact with the author's message. For example: Did you agree or disagree with a specific idea? Why? How does the message of the book fit in with issues you had been struggling to understand before reading it? What points did the author make that were completely new to you—and why are they significant to what you do? What ideas left you wanting to explore them further, and what were your unanswered questions (300 words max.)

Final paragraph: Explain how something you read in the book will change the way you do your own work. Be specific providing concrete action steps. Phrases such as, "I will..." or "I plan to..." are appropriate here. Avoid vague generalizations (100 words max).

7.3. Discussion

Students share their point of views and their own experiences throughout the discussion board. This will opportunities to share each student's point of view regarding the weekly topic and exchange their opinions. Each student must write at least of 1 posting no later than every Wednesday, and engage discussions with other students by replying 2 other's postings. One of the most important aspects of an online course is the interaction between students. This discussion provides a great opportunity for students to get to know each other. Please make certain that your post is well-written, grammatically correct, and informative.

8. Assignment Formats

8.1. Bibliography/Reference

This section should be no problem to do if you have added all of your reading using a reference management programs such as EndNote, Refworks. The reference page will include all of your readings as well as any books or articles you might have referenced (footnoted). Remove all of the books that are listed as samples in the template and insert your own list. Be sure to note how you are to handle two books by the same author and other distinguishing changes between the book reference in the footnote as opposed to the bibliography.

8.2. Table of Contents

After you have completely finished writing your paper, you will need to re-generate the table of contents and re-format according to the APA requirements. The APA table of contents is one of SSU's "special" formats and follow these formatting instructions. Here are the steps you will take for **Word 2003**: ■

Put your cursor in the Table of Contents that currently exists there.

- a. Go to "Insert" in your tool bar
- b. Click on "reference"
- c. Click on "Indexes and Tables"
- d. Click on the tab that says "Table of Contents"

- e. Click on “Show Outlining Toolbar”
- f. Click “Okay”

This should generate a new updated Table of Contents but you have lost all of your formatting and the number in front of each Chapter heading. Your next steps are:

- a. Block the entire Table of Contents
- b. With the table blocked, click the **B** (bold) twice so everything is un- bolded; click the *I* (italicize) twice so everything is un-italicized; and the U (underline) to un-underline everything.
- c. With the table still blocked, click on Format
- d. Click on Tabs
- e. In the blank type “.5”
- f. Click the dot in front of “left”
- g. Click on “Set”
- h. Now right before the word “book reports” type a number 1 and hit tab
- i. In front of each of your book titles insert a tab to line them up with the title of your chapter
- j. Do the same for each of your chapters and subheadings
- k. If you have second or third level subheadings, you will need to add another tab position for each, i.e. set one at 1.0” and 1.5” for two more levels of subheadings if you have them.

If you want to know how to format the table of contents from scratch (oh, you brave souls), position your cursor where you want the Table of Contents to appear and from the tool bar:

- a. Click on “Insert”
- b. Then Click on “reference”
- c. Click on “Indexes and Tables”
- d. Click on the tab that says “Table of Contents”
- e. On the bottom left where it says “Format” click the down arrow and choose “Classic”
- f. Make sure there are 3 levels
- g. Show page numbers
- h. Dot leader
- i. Right align page numbers
- j. Click on “Show Outlining Toolbar”
- k. Click “Okay”

Now that you have clicked on “Show Outlining Toolbar” you will see at the top of your screen one of the boxes that probably says “Body text.” If you want to add a title to your table:

- a. Place the cursor on that line and hit the drop-down box next to Body text
- b. Choose the level you want the text to appear in and click on it
- c. Now if you regenerate your table you will see that line added to your list of items. Unfortunately, in the new 2007 version of Microsoft Word that box does not appear. However, if you go to the “Reference” tab you will see a place to change the level of your items OR (and this is important if say a whole paragraph appears in your table of contents that should not be there) change the paragraph or item you don’t want in the table to “Body text” or “Paragraph.”

To create a table of contents in **Word 2007**, follow these instructions:

- a. Click on the “References” tab at the top.
 - If a table of contents already exists (as in the Paper Template) simply click on “Update Table”
 - If a table does not exist click on “Table of Contents” and at the bottom click “insert table of contents” then be sure you click on “modify” and then click on each level individually to change the formatting.
- b. TOC level 1 should be:
 - Double-spaced
 - Left align **0**
 - Right align 4 (this brings in the title so a long heading won’t interfere with the page numbers)
 - Set tab at 6.00” right aligned and dot leader
- c. TOC level 2 should be:
 - Double-spaced
 - Left align **3**
 - Right align 4
 - Set tab at 6.00” right aligned and dot leader
- d. TOC level 3 should be:
 - Double-spaced
 - 12-pt after
 - Left align **6**
 - Right align 4
 - Set tab at 6.00” right aligned and dot leader

To create a table of contents in **Word 365**, follow these instructions:

- a. Put your cursor in the Table of Contents that currently exists there.
 - Go to “References” in your tool bar
 - Click on “Table of Contents”
 - Select one of built-in table
 - Click “Okay”

8.3. Indexes

For Indexes, go to the last page of your paper and type “Index” at the top of the page, hit two hard returns, then follow these instructions for **Word 2003**:

- a. Click on “Insert”
- b. Then Click on “reference”
- c. Click on “Indexes and Tables”
- d. Click on the tab that says “Index”
- e. Click in the box that says “right align page numbers”
- f. Click Okay

You are probably getting the message “**Error! No index entries found.**” This is probably because you have not marked any words. Go to a word or phrase that you want to appear in your index and highlight it.

- a. Click on “Insert”
- b. Then Click on “reference”

- c. Click on “Indexes and Tables”
- d. Click on the tab that says “Index”
- e. Click on “Mark entry”
- f. Indicate the main entry (sometimes people put “A” “B” etc. and in the second level they put the word)
- g. You don’t have to put anything in the secondary entry if you are using the word as the main entry
- h. Click Okay and then go back and re-generate the index and your word or phrase should appear.

For **Word 2007** follow these instructions:

- a. Go to the “References” tab
- b. Click on the words “Insert Index”
- c. You may modify the formatting of your index in this area
- d. Click “okay”
- e. Now go into your document and find a word you want to index
- f. Go back into the “References” tab and click on the word “Mark Entry”
- g. You may have one or two levels of your entries (as noted above, some people use the first entry for letters of the alphabet under which corresponding words appear but you would only use this option if you had a very large index)
- h. Go back down to your index and click “Update Index” under the “References” tab

For **Word 365** follow these instructions:

- a. Select the text you want to reference. The text can be a word or a phrase or any old bit of text.
- b. On the References tab in the Index group, click the Mark Entry button. The selected text appears in the Mark Entry dialog box.
- c. If the entry needs a subentry, type that text in the Mark Index Entry dialog box. The subentry further clarifies the main entry. For example, the word you select (the main entry) might be boredom and you type In a waiting room as the subentry.
- d. Click one of the buttons, either Mark or Mark All. Click the Mark button to mark only the selected text. Click the Mark All button to direct Word to include all matching instances of the text in your document. When you mark an index entry, Word activates the Show/Hide command, where characters such as spaces, paragraph marks, and tabs appear in your document. Don’t let it freak you out. Because Show/Hide is on, the Index code appears in the document.
- e. Continue scrolling your document and looking for items to place in the index. The Mark Index Entry dialog box remains open as you continue to build the index.
- f. Click the Close button when you’re done, or just tired, to banish the Mark Index Entry dialog box.
- g. Press Ctrl+Shift+8 to cancel the Show/Hide command. Use the 8 key on the keyboard, not on the numeric keypad.

Always save your papers using your last name first, the course number, and course name (shortened or abbreviated is fine). For example, if Joe Smith took the Overture II in China, he could save the document as “**Smith OV2 China.doc.**” If Sally Green took History, she would save the document as “**Green HST601 History.doc.**”

8.4 Tables & Figures

Although primarily used by those who are writing a dissertation or thesis, knowing how to format and index your tables and figures gives your document a more professional look. If you have tables or figures, create an “Illustrations” page immediately following your table of contents.

A. To set up the page

- Entitle the page “**ILLUSTRATIONS**” and mark as heading 1 (if you just have figures or just have tables, entitle the page either “FIGURES” or “TABLES” with no sub-heading).
- To the far left type the word “Figures” and/or “Tables”
- Position your cursor two spaces below
- Go to the References tab and click on “Insert Table of Figures”
- Now click on “Modify” and change the formatting to:
 - Single-spaced
 - 12 pts after
 - Hanging indent .25”
 - Left margin .25”
 - Tab to 6.00”, right aligned with dot leader

B. To mark a table or figure:

- Insert the table or figure in your document
- For a table place your cursor above and for a figure it goes below
- Click on the References tab
- Click on “Insert Caption”
- Where it says “Label” choose whether this is a table or figure
- After the word “Figure” and the number (or “Table” and the number) insert a period, space and the title of the table or figure, capitalizing only the first word of the title (unless it’s a proper name)
- Click “Okay”
- Go into your styles menu (see instructions below) and change the formatting for “caption” to:
 - Single-spaced
 - 10 pts
 - Bold
 - 10 pts after

Formatting Issues	APA
Citation of sources	Parenthetical only
Content footnotes	Acceptable
Use of block quotes	Over 40 words
Line spacing of block quotes	Double-spaced, indented
List items	Double space all items
Listing of sources	Reference List
Spacing in source lists	Double space all entries
Capitalization in source lists	Capitalize only first letter in titles of books, dissertations, reports, as well as articles from journals, newspapers, and the internet; capitalize all proper nouns; use title case for journal and

	newspaper titles)
Tables	Table title is double-spaced, appears above the table; with “ Table # ” in non-italic, 10-pt. font and title text is <i>italicized</i> , not bold and on 2nd line.
Figures	See examples below.

8.5. Using the Styles Menu

In order to really format your paper properly, you need to know how to use the Styles Menu in Word. This is a very helpful tool that will streamline your writing if you can learn to use it well.

A. Let’s start with a first-level heading

- Place your cursor on the title that you want to appear as heading 1
- Click on the “Home” tab
- To the right of your toolbar above the word “Styles” you should see several white boxes with various styles in them. In between those boxes and the far right where the words “Change Styles” appears, click on the very bottom down arrow.
- Now click on “apply styles”
- This should open a box to the left of your screen
- With your cursor still on the title you want as heading 1 type “Heading 1” into the box under “Style Name”
- Now you need to click on “Modify” to be sure that heading 1 is formatted correctly:
 - First check to be sure that the font is Times New Roman and font size is 12 pt
 - Make sure it is bold
 - Make sure it is centered
 - Now click on “Format” and then “paragraph” and change to double-spaced, 18pt before and 18pt after

B. Now let’s format a second-level heading

- Place your cursor on the title that you want to appear as heading 2
- Click on the “Home” tab
- With your cursor still on the title you want as heading 2 type “Heading 2” into the box under “Style Name”
- Now you click on “Modify” to be sure that heading 2 is formatted correctly:
 - First check to be sure that the font is Times New Roman and font size is 12 pt
 - Make sure it is bold
 - Make sure it is centered
 - Now click on “Format” and then “paragraph” and change to single-spaced, 18pt before and 18pt after and say “okay”

For level 3 headings use the same procedure but the format is left aligned, single-spaced with 12pts after, bold and italicized. You can use this procedure with all of the different styles. A warning, however. If you change the “Normal” style to the way that all paragraphs in the APA format should appear (double-spaced, left justify only, indented .5” for the first line, and no spaces before or after) it changes *everything* in your paper. Instead, I usually create a

style called “paragraph” that is formatted correctly.

8.6. Formatting Lists

Using the Styles Menu you can also format your lists (style is called “List Paragraph”). Here is an example of a list in APA:

- Times New Roman
- 12 pt font
- Double-spaced
- Hanging indent at .25”
- Left margin at .25”

8.7. Footnotes and Bibliographies

8.7.1. APA Documentation Samples

The following samples show APA formatting for parenthetical referencing and reference lists. For instance if you are using the article “Business executives’ perceptions of ethical leadership and its development” written in 2013 Catherine Marsh, the reference formats are;

In the Text

“...providing the actual perceptions of the business leaders as to what life experiences of theirs have formed the development of values and characters (Marsh, 2013)”

In the Reference List

Marsh, C. (2013). Business executives’ perceptions of ethical leadership and its development. *Journal of Business Ethics*, 114(3), 565-582.

8.7.2. Electronic Sources Article (e.g., Web Articles)

In the Text

(George Fox University, 2008, para. 2)

In Reference List

George Fox University. (2008). Spiritual formation. Retrieved October 28, 2008 from <http://www.georgefox.edu/seminary/about/formation.htm>.
(If the website is not subject to many changes, the retrieval date is optional.)

8.7.3. No Person or Organization Shown as Author for Internet Articles

In Text

(“Antipsychotics,” 2008)

In Reference List

Antipsychotics dangerous for elderly with Dementia. (2008). Retrieved from http://www.nlm.nih.gov/medlineplus/news/fullstory_65042.html

(If the web article appears to be written by staff of a governmental agency or other organizations, name of the agency or organization may be used in the author location if no other author is indicated. The main issue is to make

sure the parenthetical reference in the text begins in the same manner as the entry in the Reference List.)

8.7.4. One Source Quoted in Another

In the Text

Brueggemann (as cited in Griffin, 2007, p. 64) discusses...

In the Reference List

Griffin, Winn (2007). *God's epic adventure: Changing our culture by the story we live and tell*. Woodinville, WA: Harmon Press, 2007

8.7.5. Thesis or Dissertation

In the Text

(Melton, 2006)

In the Reference List

Melton, Judi (2006). *Philosophy of ministry*. Sierra States University, Seattle, WA.

8.7.6. Lecture from a Symposium Type Class such as an Overture

In the Text

(Barnes, 2005)

In the Reference List

Barnes, Grace (2005, May). Introduction to transformational leadership. Lecture in *Overture I* course at Sierra States University, Seattle, WA.

8.7.7. Kindle Type Reference

In the Text

(Trible, 1978, loc. 288-90)

In the Reference List

Trible, Phyllis. (1978). *God and the rhetoric of sexuality* [Kindle edition]. Philadelphia: Fortress Press.

SSU Modifications to APA Format	APA Format (6 th Edition)
No running heads	Running heads throughout document
Roman numerals in front matter, then begin chapter one with Arabic numeral 1	All Arabic page numbers beginning with title page
Option 1: Page numbers bottom center of all pages Option 2: Bottom center of first pages of chapters with remaining chapter pages at top right	Page numbers at top left for all pages

8.8. Tools

EndNote program is exceptionally helpful for you in writing your papers because

it will automatically update your References or Bibliography every time you add a new resource. In addition to that, you can obtain the complete information about a book by searching in the Library of Congress, which means you don't have to type in all of the information. It appears automatically.

8.8.1. EndNote APA setup

Open the EndNote program and under Edit, Output Style, Click on Open Style Manager. This will bring up a list of styles. Choose the option to unmark ALL and then scroll down until you find APA. Only this box should be checked. When you open Word under endnote Style, you must select APA as the format.

To install the program using the email link follow these steps:

1. When you first go to the link to EndNote, click on the link and choose the type of computer you have. (Be sure ALL programs, especially Word and Excel are closed.)
2. Select to download and then SAVE it to your desktop (this is the easiest way to find it later).
3. Once the document has been saved, right click on the EndNote icon on your desktop and click on "extract" (**NOT open or run**).
4. This will extract the program and save it under your programs file on your computer.
5. If you have received the message that you need a password or number, you have done it wrong. Start over.
6. Open a Word document and the EndNote tab should appear on your toolbar. Click on the tab and where it says "Style:" change the dropdown box to say "APA."
7. Now click on "EN Go to EndNote." Now you need to create a new library. Click on "File" on the toolbar and then "New..." to create a new library. Type in whatever name you want.
8. Now you need to tell EndNote to format everything according to APA formatting rules. Go to "Edit" then "Output Styles" then "Open Style Manager." Click the button that says "unmark all" and then click only "APA." Then close Style Manager by clicking on "File" and then "Close Style Manager."
9. Now you're ready to add your first book.

In APA style, it is sometimes not very practical to try inserting the reference within the text using the EndNote program. However, here's a trick I have learned that works very well to create your Reference page:

1. Add your books to the EndNote program
2. Once all of your books and articles have been added, highlight (click and hold down the control key to go through the entire list to highlight the ones you want)
3. Right click and choose "Copy Formatted"
4. Go to your References page and click Control+V
5. Block the entire list that has just appeared
6. Then format to be double-spaced, Times New Roman 12 pt.

8.8.2. To use EndNote:

1. First create a new library where all of your references will be saved.
2. Click on "Library of Congress" under Online Search, which will search for your resource. (This will only work if you're hooked up to the Internet.)

3. For example, type in “SSU” in the author field and then “theology as big” in the title field and then click on “Search.” You will see the search say something like 1 of 1 found. If you don’t get ANY sources, try reducing the words in your search. If you get too many responses, click “cancel” and add more words to your search to narrow it down.
4. Now if you double click on the book, you can edit some of the data to meet the APA format standards. Some of these changes include:
 - a. EndNote puts a space right before any colon in the title, which should be removed;
 - b. Make sure that all states are just the two-letter abbreviation. For example, sometimes the Library of Congress puts in “Oreg.” instead of “OR” so that will need to be changed. No period, either.
5. For APA, go back into your document and place your cursor at the end of your quote. Go back to EndNote and click on the reference you’re quoting then click on the “insert citation” icon (which is the box with just a single quotation mark in it) located in the top toolbar. The citation will appear automatically in your document and in your Reference list. To add the page number, place your cursor on the reference in your document so it is greyed out, right click, click “edit citation” and then click on “more” and then add the page number in the space provided then hit enter.

8.9 APA Format

8.9.1. Basic Requirements

The APA style requires that you follow these basic requirements:

- | | |
|--------------------------------|---|
| Paper: | Your paper should be typed and printed on standard 8.5” x 11” paper. |
| Margins: | Set <u>all</u> margins at one inch (top, bottom, and sides) except when the project is to be bound, in which case the left margin should be 1.5”. |
| Alignment: | Align text to the left. |
| Indentation: | Indent the first line of all paragraphs one half inch. |
| Line Spacing: | Double space the entire ocument |
| Font Type: | Use the Times New Roman font. |
| Font Size: | Set at 12 point. |
| Paper Sections: | Your paper must have four main components – Title Page, Abstract, Body of the Paper , and a list of References . |
| Page Header: | Set a page header beginning on the title page one half inch down from the top margin and align the text to the left with the page number set flush right. The title page header reads ‘Running head: TITLE OF THE PAPER’. All subsequent pages carry the TITLE OF THE PAPER as the page header but not the words ‘Running head:’. |
| Page Numbering: | Start with page 1 on the title page and number all the following pages consecutively. While maintaining the numbering, start the list of References on a new page and also each Appendix on a new page. |
| Citing within the text: | Use the author-date citation system, for example (Warner, 2008) |

References: All citations must be listed in a list of References. The page(s) of References follow the main body of text and start on a new page. See the section below on references for more guidelines.

For a **sample of a paper** in APA Style formatting, click on the link below: -

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

For a **tutorial** on the basics of the APA writing style, please click on the link below: -

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

8.9.2. References in APA Format

It is extremely important that every work or author cited in the text is cited in a listed on the page(s) of references in the section following the body of text. Your reference section fully acknowledges the work of the sources cited in your paper and should contain **only** references cited in your paper.

- Margins:* Set all margins at one inch (top, bottom, and sides).
Heading: The page heading is 'References' and must be centered.
Author Order: Use the alphabetical order (A – Z) by the author's surname. Only the author's surname is spelt out with initials used for first and middle names (e.g. Swindler, M. L.)
Indentation: Use the hanging indent style, that is, the first line of each reference is aligned flush with the left margin but the second line is indented one half inch.
Line Spacing: Double space the entire list of references
Numerals: Spell out numerals for references beginning with numerals

The web site links below also provide additional APA citation guidelines. Consult the manual for in-depth and complete details on citations.

APA - FAQ's - <http://www.apastyle.org/learn/faqs/index.aspx>

Click on the links below to see examples of formatting of references

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

9. Independent and Directed Studies

You may include a total of two courses (or maximum 8 credits) of Independent or Directed Study courses in your program. Any exception to this policy must be approved by the Academic Cabinet. An Independent Study is defined as a course that you design with the assistance of an advisor. A Directed Study generally includes your participation in a seminar or conference.

Strict procedures of control and accountability must be in place for the programs to fulfill your stated purposes and reach your desired outcomes. You must obtain the service of existing faculty for supervision or propose another qualified course advisor from outside the institution. All such programs must be approved by the Academic Cabinet in advance.

Independent or Directed Study courses are generally designed for four (4) credits each. Reading and writing requirements match those of courses in SSU programs. Reading requirements and project paper requirements have been outlined above and relate specifically to your degree and the number of credits desired. You may negotiate the number of pages read and project paper length as long as you have contributed an appropriate balanced minimum of 45 hours of academic work per credit into the course. If you are taking a Directed Study that involves a seminar or conference, the actual participation time spent during the conference may be counted toward the total number of hours allotted to the course.

You can request the Independent or Directed Study Contract and Policy from the Registrar. You must submit the completed forms along with proposed syllabus, advisor information, and tuition payment to the Registrar for approval by the Academic Cabinet. Tuition is calculated at the current rate of tuition per credit. If the study is not approved, the tuition will be refunded.

You must propose an Independent or Directed Study advisor who has a doctoral-level degree and who will evaluate your work for SSU and assign a grade at the end of the course study. If a non-SSU advisor is proposed, the advisor will need to be approved by the Academic Cabinet, which can take place at the time the study is being approved. The advisor must provide a current vita with the independent study proposal.

If you are interested in obtaining credit from a conference or seminar not offered by SSU, a request can be presented to the Academic Cabinet and approved on a case-by-case basis. Supplemental reading and reports may be required depending on your involvement in the conference or seminar.

The time limit for completion of an Independent or Directed Study is 90 days (3 months) from the time the course contract is approved. This means all coursework proposed in the syllabus must be submitted to your advisor at the 90-day due date.

9.1. Independent Studies

When you open up the Independent Study Packet you will find five separate documents:

- a) The first is an agreement that you sign agreeing to the procedures of an independent study.
- b) The second is the proposal for an independent study, which needs to be filled out and agreed upon by you and your advisor.
- c) The third is the contract that needs to be signed by your advisor.
- d) The fourth is a W9 form, which must be signed and filled out by your advisor if the advisor pays US taxes.
- e) The fifth is a blank syllabus, which you can use as a form to fill in all of the specific information about your proposed course.

Please read over these documents carefully so you understand the requirements of an independent study.

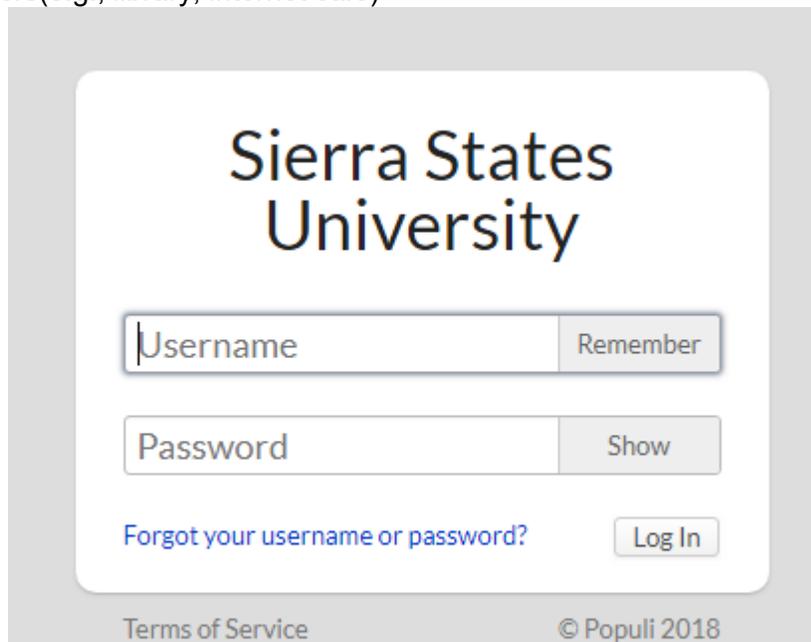
If your advisor is one of SSU's approved faculty, adjunct faculty, or advisors as listed in the SSU catalog, you do not need to submit a vita for your chosen advisor. If, however, the advisor is not listed, you must provide a vita of the advisor along with the contract and the W9 form. The independent study packet in its entirety should be submitted to the Registrar, who will submit the item for approval. The independent study packet can be found

in the online library in Populi.

10. Populi

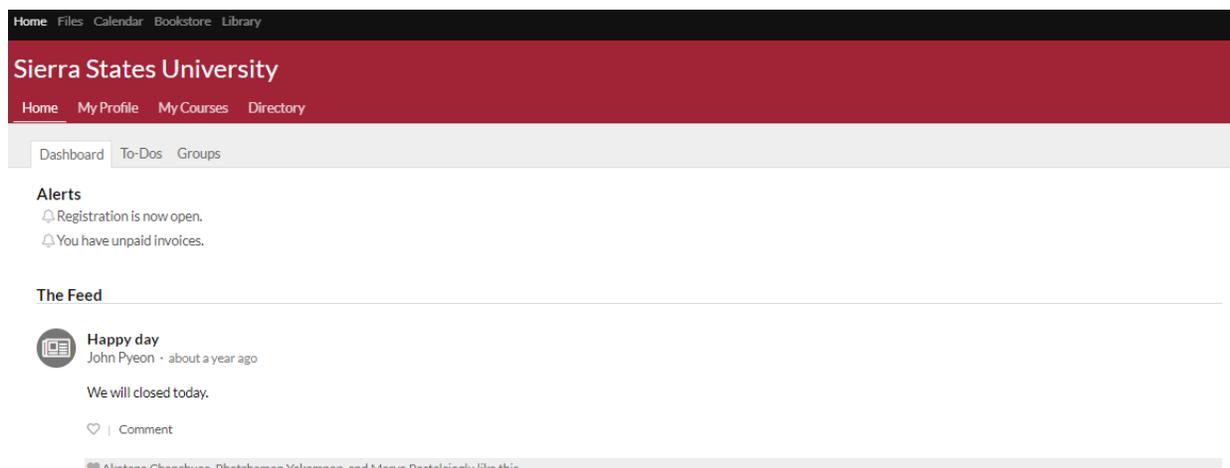
10.1. Logging In

All of your online interaction will take place in a program called Populi (pronounced Pop-U-Lee). You will receive an invitation from the Registrar's Office (sent via Populi) inviting you to create a password therefore you must use a valid email address of yours. The URL to enter Populi is <https://ssu.populiweb.com>. This URL will take you to the login screen. It will be important that you remember your username and password, but if you forget, please email the Registrar's Office to have your password reset. Do not save your login information on public computers (e.g., library, internet cafe)



The image shows the login interface for Sierra States University. At the top, the text "Sierra States University" is displayed in a large, dark blue font. Below this, there are two input fields: "Username" and "Password". The "Username" field has a "Remember" button to its right, and the "Password" field has a "Show" button to its right. Below the input fields, there is a link that says "Forgot your username or password?" and a "Log In" button. At the bottom of the form, there are two links: "Terms of Service" and "© Populi 2018".

Once you log in, you are immediately taken to your Dashboard. Any alerts from your professors, etc. will appear on that screen.



The image shows the dashboard of Sierra States University. At the top, there is a navigation bar with links for "Home", "Files", "Calendar", "Bookstore", and "Library". Below this, the "Sierra States University" logo is displayed in a red banner. Underneath the banner, there are links for "Home", "My Profile", "My Courses", and "Directory". Below the banner, there is a "Dashboard" section with links for "Dashboard", "To-Dos", and "Groups". Underneath the dashboard, there is an "Alerts" section with two alerts: "Registration is now open." and "You have unpaid invoices." Below the alerts, there is a "The Feed" section with a post from John Pyeon that says "Happy day" and "We will closed today." The post has a "Comment" button and a "Like" button. At the bottom of the feed, there is a notification that says "Aketana Chanchuea, Phatchamon Yakampop, and Merve Postalcioglu like this."

Click on the words “My Profile” to find your student information. This tab allows you to see anything on your bulletin board, basic information about yourself, student information, registering for a class, and your finances.

Home Files Calendar Bookstore Library

Sierra States University

Home My Profile My Courses Directory

Student Sample

Bulletin Board Info Student Registration Financial

What's new?

Formatting guide

Add bio

Student Sample posted on [Louisa Boughan's bulletin board](#) · about a year ago

🕒 11:22 AM local time

When you click on the “Info” tab, you will see your basic information. Here is where you can change your address, email, phone number, and other information about yourself. This is also where you can change your photo.

Sierra States University



Student Sample

Bulletin Board **Info** Student Registration Financial

Contact Info

Home ☆ 🔒 sample.student@sierra.edu

[Add bio](#)

🕒 11:23 AM local time

10.2. Getting to the registration page

You can register for courses works when SSU has set up online enrollment periods. Online enrollment periods start on the date of SSU's choosing and conclude at the course or term's add/drop date. During these periods, you can enroll in courses, sign up to audit them, drop courses, and get on the waiting list.

Remember, the registration page only appears during an online enrollment period that is open to you. If you don't see a way to get there, then it's not open! Here are the two ways you can get to the registration page:

- a. When you log in to Populi, you'll see an alert on your Home page. Click the alert to go the registration page.
- b. Go to My Profile and click the Registration view.



Add bio

🕒 11:28 AM local time

Student Sample

Master · Master

[Bulletin Board](#)
[Info](#)
[Student](#)
[Registration](#)
[Financial](#)

Registering for 2020-2021: SPRING 2020

[Undo Changes](#)[Save](#)

Selected Courses

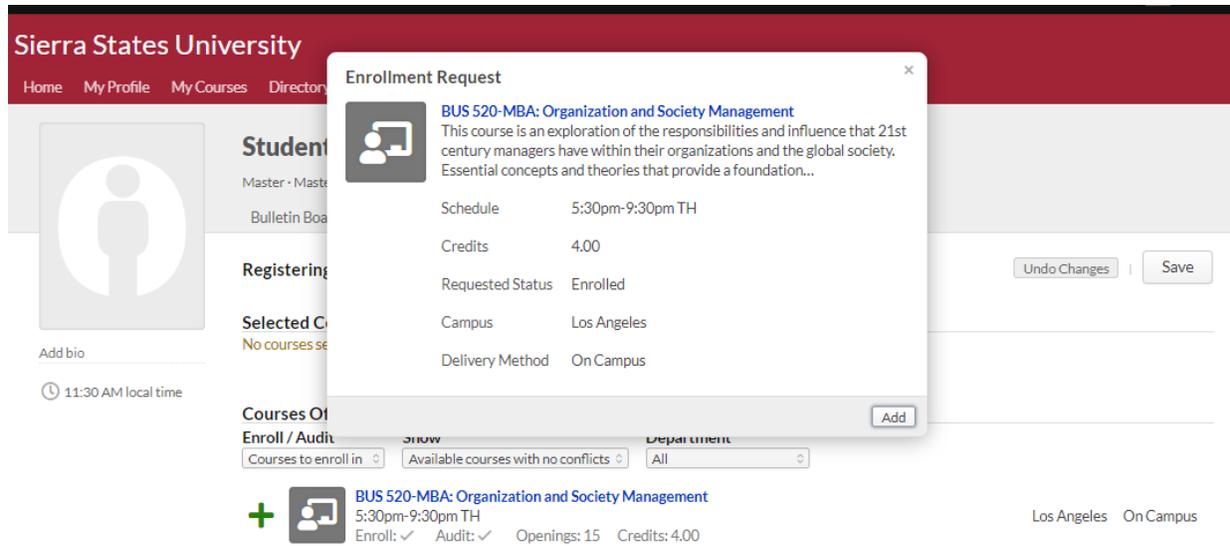
No courses selected.

Courses Offered

Enroll / Audit	Show	Department
<input type="text" value="Courses to enroll in"/>	<input type="text" value="Available courses with no conflicts"/>	<input type="text" value="All"/>
		BUS 520-MBA: Organization and Society Management 5:30pm-9:30pm TH Enroll: ✓ Audit: ✓ Openings: 15 Credits: 4.00
		BUS 522-MBA: Negotiations, Collective Bargaining, and Group Dynamics 1:30pm-5:30pm WE Enroll: ✓ Audit: ✓ Openings: ∞ Credits: 4.00 Leon Townsend Los Angeles
		BUS 530-MBA: Managerial Accounting 1:30pm-5:30pm TH Enroll: ✓ Audit: Openings: 23 Credits: 4.00 Leon Townsend Los Angeles On Campus

- c. *Selected Courses* are those you've registered for (or hope to).
- d. *Courses Offered* are those for which you may submit an enrollment request. The courses you see here depend on your selections from the drop-downs:
- **Enroll/Audit:** Toggle between courses you can enroll in or audit.
 - **Show Available courses with no conflicts:** These are courses that match your program and campus and for which you've fulfilled the prerequisites (or are currently enrolled in a prerequisite, corequisite, or equivalent) and with which you have no schedule conflicts. Additionally, if there is a term max enrollment limit, it shows courses which fall within that constraint.
 - **Show Available courses:** These courses include the above together with courses that have schedule conflicts and max enrollment conflicts.
 - **Show All courses:** This shows every course offered in the term, whether or not you can register for it.
- e. Each course includes important details:
- Name, faculty, and schedule.
 - Whether the course is available for enrollment and/or auditing, how many openings, and credits/hours.
 - Conflicts appear in red: schedule, prerequisites, and term max enrollment constraints.
 - If you've already passed this course, you'll see a notice that she's already passed it. This does not prevent you from registering for that course.
- f. lets you register for that course.
- g. lets you request a spot on the course waiting list.
- h. means that you cannot register for this course because of a conflict with schedule, enrollment limits, or unmet prerequisites.

10.3. Registering for course



1. Using the drop-downs, choose whether you want to see courses to *Enroll in* or *Audit* and which *Offered Courses* you'd like to see (*Available...*, etc.).
2. Click **+** next to the course you'd like to add. Click  to request a spot on the course waiting list.
3. Review the details in the enrollment request and click **Add** to confirm. A few things will happen when you do this:
 - The course will be added to *Selected Courses* with an "Unsaved" badge. A notice will display above *Selected*; you can either **Save** the registration changes or **Undo** them.
 - *Offered Courses* will switch back to show Available Courses. In all likelihood, new schedule and max enrollment conflicts will appear.
 - If you enroll in a course that requires enrollment in a corequisite course, you'll be asked to also add the corequisite to *Selected Courses*.
 - If you've made a mistake, click  to remove the course.
4. Repeat the above steps as often as necessary.
5. When you're ready to submit the changes, click **Save**.

After you save your registration, the following may also happen:

- You may be asked to sign an enrollment agreement (see below).
- Tuition, fees, and other charges may be generated for you on My Profile > Financial > By Term.

10.4. Dropping a course

To drop a course you've already registered for:

1. Find the course you'd like to drop under *Selected Courses*.
2. Click  to remove the course.
3. Confirm your choice(s) and then save the changes.

11. Zoom Meetings

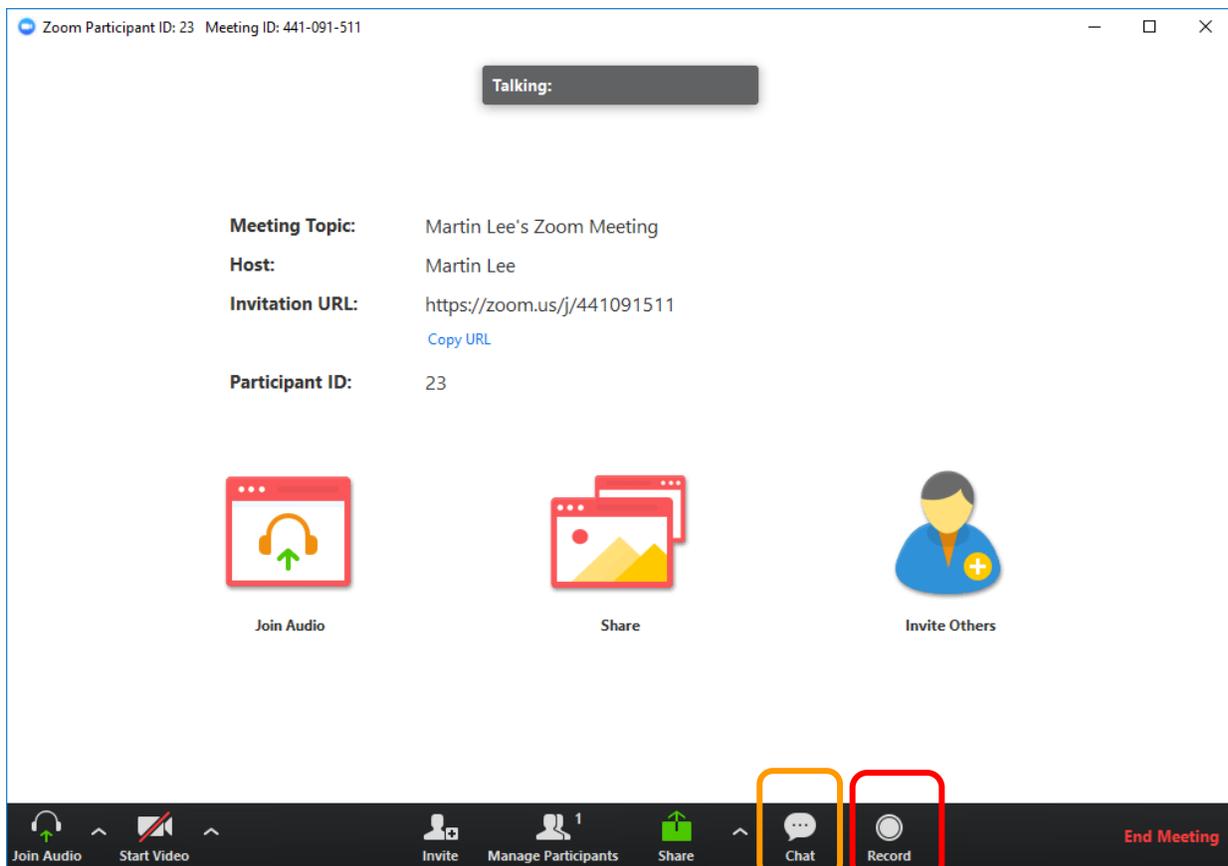
All of your face-to-face interaction with your professor in online classes will be held in the program called Zoom. Before your first Zoom session, please download the program by

going to <https://zoom.us> and click on “SIGN UP FREE” in the upper right corner.

Once you have inserted your email, Zoom will send you a confirmation email. You must go into that email to confirm your account before you can use the program. Once you have activated your Zoom account, go ahead and log in at least a few hours before your first class so that you can set up your account. Insert your basic information (you need to scroll down when you first go into Zoom for the first time. You can also insert your photo so that when you are in a meeting, this will help to prove your participation because your picture will be displayed if your internet connectivity is unstable during the meeting.

Once your professor has scheduled a Zoom meeting, he/she will add the link to your online classroom, which will contain the Meeting ID. Click on the “JOIN A MEETING” button to come to the screen where you can insert the link or the meeting ID. Remember, if you don’t sign in *before* joining a meeting, your photo and name won’t show up.

When you first log into a Zoom session, and if no one else is in the room or started their video, the screen will be white with a few icons. Be sure to remember to mute your microphone if you are not speaking.



Clicking the “Chat” button allows you to see what students may be saying and where you can write something.

Clicking the “Share Screen” button allows you to share your screen or a document. If you hover your cursor over your name, you can raise your hand.

Appendix A: Grading Rubric

Your professor will be looking for specific elements in all of your work. Here is a brief outline that explains exactly what is expected of you.

Theological Reflection	Excellent 95-100	Good 90-95	Needs Improvement 85-90	Unacceptable 80-85
Student's observations	A clear statement of the main thesis or main purpose of the section.	The thesis or main purpose is obvious, but there is no single clear statement of it.	The thesis or main purpose is present, but must be uncovered or reconstructed from the text of the paper.	There is no main purpose.
Premises	Each reason for believing the thesis is made clear, and as much as possible, presented in single statements. It is also clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear, and made in single statements. The premises which are taken as given are at least plausibly true.	The premises are all clear, although each may not be presented in a single statement. It is also pretty clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear. The premises which are taken as given are at least plausibly true.	The premises must be reconstructed from the text of the paper. It is not made clear which premises are to be taken as given, and which will be supported by sub-arguments. There are no sub-arguments, or, if there are sub-arguments, the premises for these are not made clear. The paper does not provide sub-arguments for controversial premises. The plausibility of the premises which are taken as given is questionable.	There are no premises; the student merely restates the purpose. Or, if there are premises, they are much more likely to be false than true.
Analysis (Critical Thinking)	Excellent 95-100	Good 90-95	Needs Improvement 85-90	Unacceptable 80-85
Support	The premises clearly support the thesis, and	The premises support the thesis, and the author is	The premises somewhat support the thesis, but	The premises do not support the thesis.

	the author is aware of exactly the kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	aware of the general kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	the author is not aware of the kind of support they provide. The argument is invalid, and the thesis, based on the premises, is not likely to be or plausibly true.	
Critique	The student clearly understood the key information, main points and facts and clearly articulated a viable critique of the material.	The student understood the key information, main points and facts and articulated a viable critique of the material.	The student somewhat understood the key information, main points and facts and somewhat articulated a viable critique of the material.	The student did not understand the key information, main points and facts and did not articulate a viable critique of the material.
Views	The student was clearly able to understand the various viewpoints and implication of speakers, authors, etc. and interact with the material.	The student was able to understand the various viewpoints and implication of speakers, authors, etc. and interact with the material.	The student was somewhat able to understand the various viewpoints and implication of speakers, authors, etc. and interact with the material.	The student was not able to understand the various viewpoints and implication of speakers, authors, etc. or interact with the material.
Contextual Application	Excellent 95-100	Good 90-95	Needs Improvement 85-90	Unacceptable 80-85
Application	Student applied what was learned clearly and concisely to his/her context.	Student indicated some areas of application to his/her context.	Very little discussion about how the material learned will be applied to student's context.	No application to student's context was included.
Technical Quality	Excellent 95-100	Good 90-95	Needs Improvement 85-90	Unacceptable 80-85
Mechanics	No errors in mechanics (spelling, grammar, punctuation)	Several errors in mechanics	Many errors in mechanics	Too many errors in mechanics to be considered graduate-level work.
Clarity	All words are chosen for their precise meanings. All new or	Most words are chosen for their precise meanings.	Words are not chosen for their precise meanings. New or	Student does not acknowledge that key words have

	unusual terms are well defined. Key concepts and theories are accurately and completely explained. Good, clear examples are used to illuminate concepts and issues. Information (names, facts, etc.) is accurate.	Most new or unusual terms are well-defined. Key concepts and theories are explained. Examples are clear. Information (names, facts, etc.) is accurate.	unusual terms are not well-defined. Key concepts and theories are not explained. Examples are not clear. Information (names, facts, etc.) is mostly accurate.	precise meanings. Information (names, facts, etc.) is inaccurate.
General Presentation	Excellent use of APA style. Followed appropriate paper template.	Appropriate. Followed APA style and paper template.	Fair. Does not always follow APA style.	Does not follow academic guidelines or the paper template.
Research Quality	Excellent 95-100	Good 90-95	Needs Improvement 85-90	Unacceptable 80-85
Course materials	Extensive and very appropriate use of references to course materials.	Extensive and appropriate use of references to course materials. Footnotes and bibliography adhere to APA or style.	Some references to course materials. Only a fair use of APA style	Minimal references to course materials. Did not follow APA formatting for footnotes or bibliography.
Outside references	Extensive and very appropriate use of outside materials.	Extensive and appropriate use of outside materials.	Some references to outside materials.	Minimal references to outside materials.