

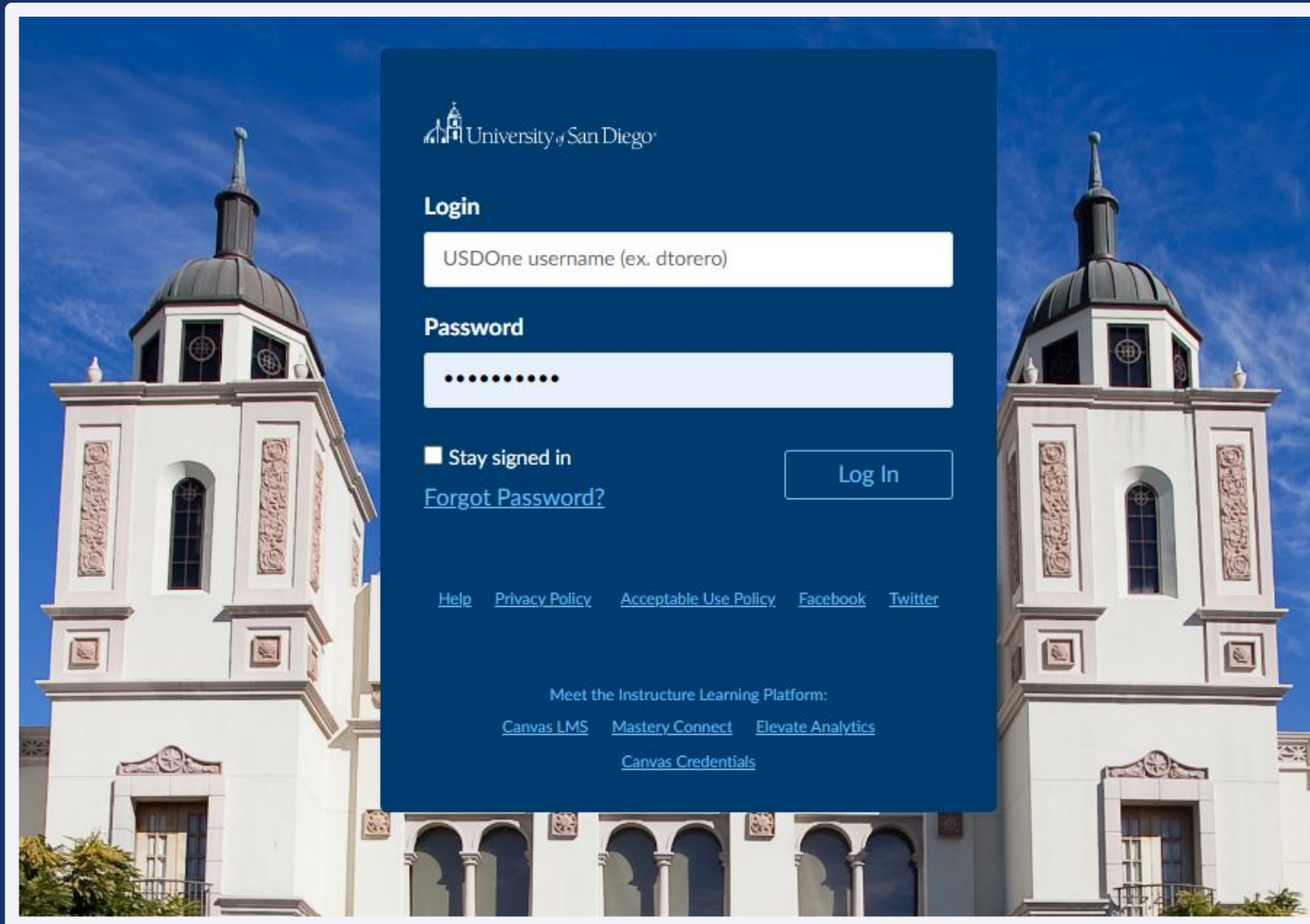
# Canvas Orientation Guide

University of San Diego

# Logging in to Canvas

Account Login | Accessing your Courses | Troubleshooting

# Logging in to Canvas (canvas.sandiego.edu)



**Username =**  
prefix of your  
@sandiego.edu  
email

**Forgot  
password?**  
Call ITS at  
619-260-7900

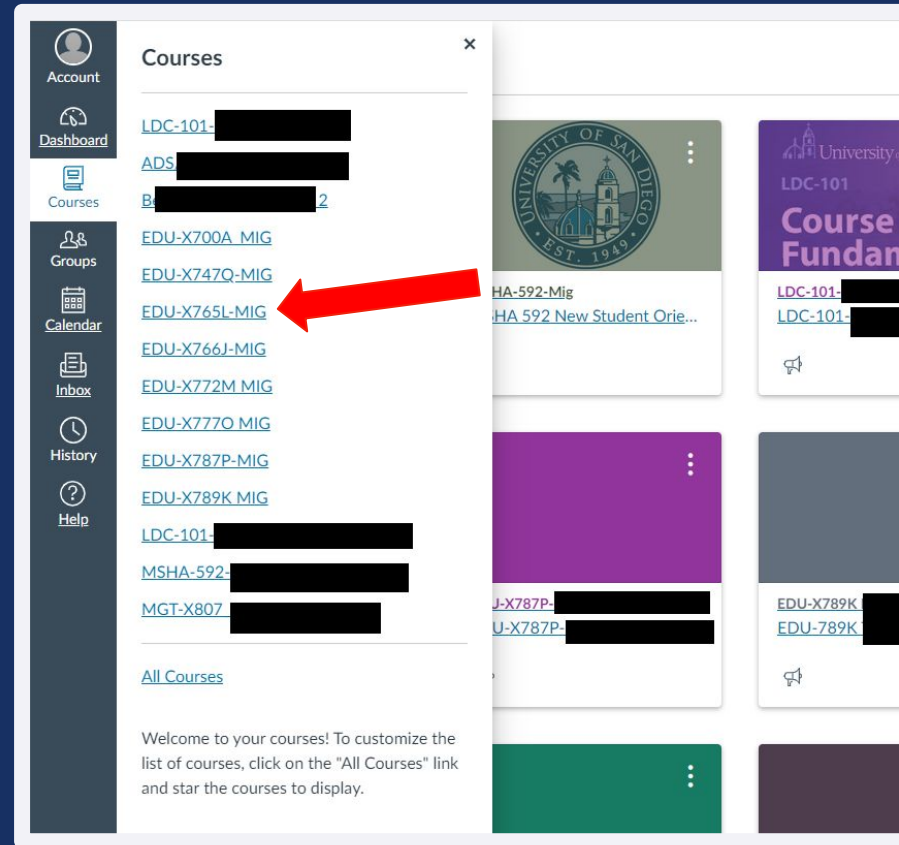
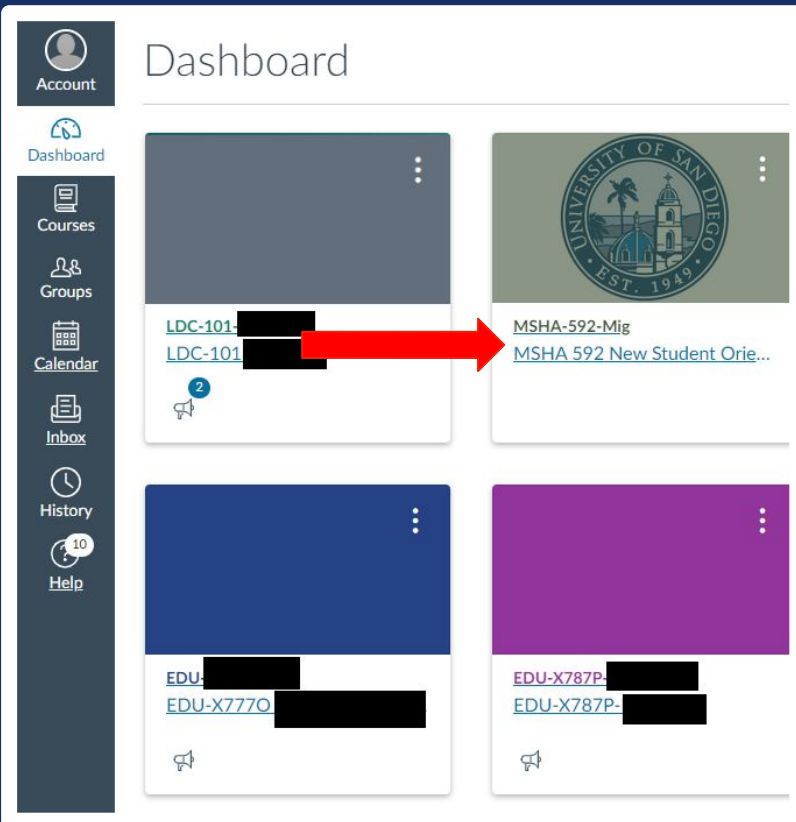
# Locating the Courses Tab

The screenshot shows a user interface with a dark sidebar on the left containing navigation options: Account, Dashboard, Courses, Groups, Calendar, Inbox, History, and Help. The main area is titled 'Dashboard' and displays a grid of six course cards. Two red arrows point to the 'Dashboard' title and the 'Courses' tab in the sidebar. The course cards include course IDs and titles such as 'LDC-101', 'MSHA-592-Mig', 'MSHA 592 New Student Ori...', 'EDU-X777O', 'EDU-X787P', and 'EDU-789K'. Some cards have notification icons and a '2' badge.

View courses on your “**Dashboard**” or navigate to the “**Courses**” tab.

You can edit **email notifications** by clicking on your profile name!

# Entering your Course



Click on the title of your course. You can do this on your Dashboard or on the "Courses" tab. (Ex. New Student Orientation)

Not seeing your course? Make sure you are viewing your "Dashboard" or the "Courses" tab.

You may have **more than one** course available at a time!

# Course Navigation

Finding your Course | Submitting Assignments | Posting DB Posts

# Overall Goals of Orientation

## Logistical goals:

1. Complete all Module Assignments
2. Publish all Discussion Board Posts

## Learning goals:

1. Familiarize yourself with the Canvas pages
2. Practice submitting assignments/DBs
3. Assess time commitment of coursework

# Accessing your Learning Modules

MSHA 592 New Student Orientation

Account  
Dashboard  
Courses  
Groups  
Calendar  
Inbox  
History  
Help

Home  
Syllabus  
Modules  
Grades  
Zoom

Recent Announcements

MSHA-592- [REDACTED]

View Course Stream  
View Course Calendar  
View Course Notifications

To Do  
Nothing for now

Recent Feedback  
Nothing for now

★ Start Here  
Syllabus  
Module 1  
Module 2  
Module 3  
Module 4  
Module 5  
Module 6  
Module 7

Course Overview

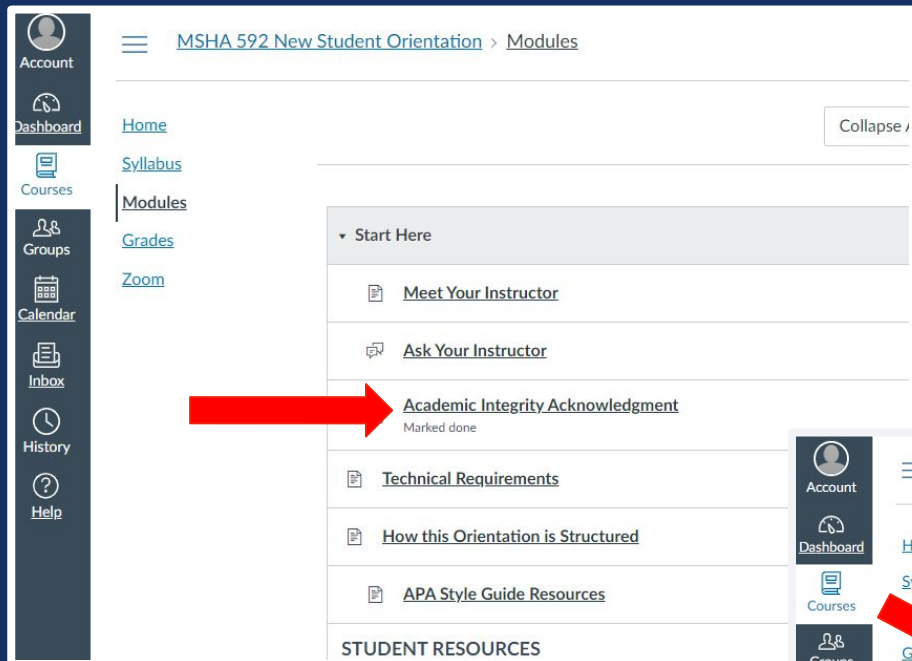
Description

Welcome to the MSHA new student orientation course!  
Congratulations on taking this exciting step towards earning your advanced degree. This orientation is designed to help you understand

1. Acknowledge the **Academic Integrity Pledge** (either in “Start Here” or “Modules”).
2. Click on the **Module 1** folder.



# Viewing Assignment Details



MSHA 592 New Student Orientation > Modules

Account

Dashboard

Courses

Groups

Calendar

Inbox

History

Help

Home

Syllabus

Modules

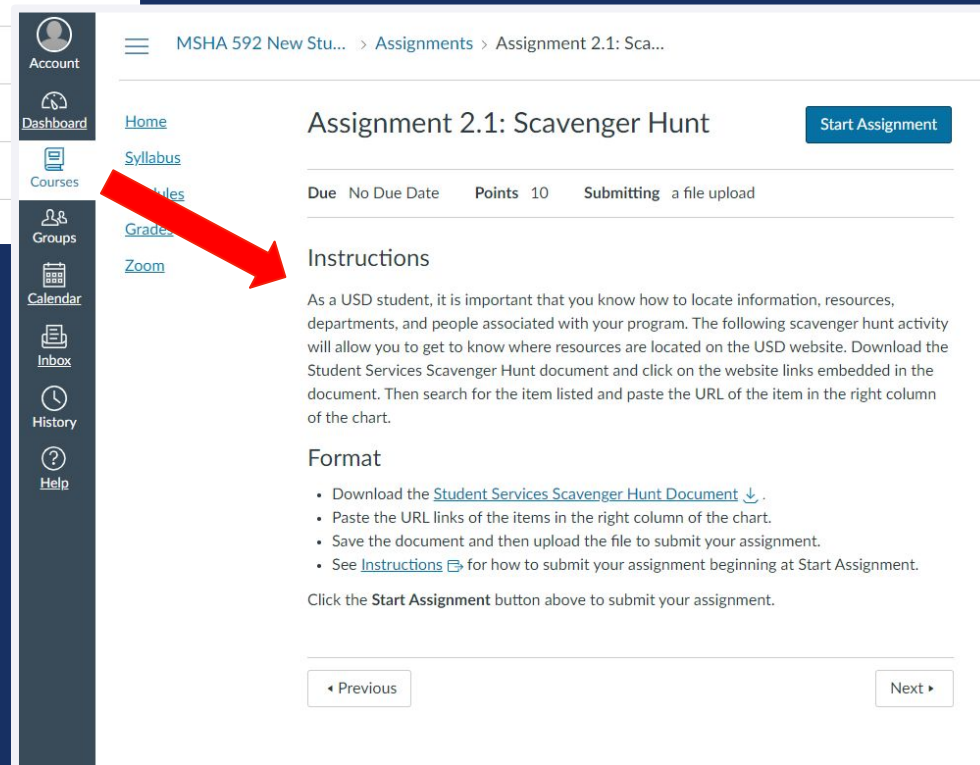
Grades

Zoom

Start Here

- Meet Your Instructor
- Ask Your Instructor
- Academic Integrity Acknowledgment** (Marked done)
- Technical Requirements
- How this Orientation is Structured
- APA Style Guide Resources

STUDENT RESOURCES



MSHA 592 New Stu... > Assignments > Assignment 2.1: Sca...

Account

Dashboard

Courses

Groups

Calendar

Inbox

History

Help

Home

Syllabus

Modules

Grades

Zoom

## Assignment 2.1: Scavenger Hunt

Start Assignment

Due No Due Date Points 10 Submitting a file upload

### Instructions

As a USD student, it is important that you know how to locate information, resources, departments, and people associated with your program. The following scavenger hunt activity will allow you to get to know where resources are located on the USD website. Download the Student Services Scavenger Hunt document and click on the website links embedded in the document. Then search for the item listed and paste the URL of the item in the right column of the chart.

### Format

- Download the [Student Services Scavenger Hunt Document](#) ↓.
- Paste the URL links of the items in the right column of the chart.
- Save the document and then upload the file to submit your assignment.
- See [Instructions](#) for how to submit your assignment beginning at Start Assignment.

Click the **Start Assignment** button above to submit your assignment.

◀ Previous

Next ▶

3. Click on assignment title hyperlink to **view**.

4. **Review** rubric and **Complete** tasks.

# Submitting an Assignment

The screenshot shows a user interface for submitting an assignment. On the left is a dark sidebar with navigation icons for Account, Dashboard, Courses, Groups, Calendar, Inbox, History, and Help. The main content area has a top navigation bar with links for Home, Syllabus, Modules, Grades, and Zoom. The main heading is "Instructions", followed by a paragraph explaining the scavenger hunt activity. Below this is a "Format" section with a bulleted list of instructions. A "File Upload" section contains a form with a "Google Drive (LTI 1.3)" tab, an "Upload a file, or choose a file you've already uploaded." prompt, and buttons for "Upload File" (highlighted with a red arrow), "Use Webcam", and "+ Add Another File". There is also a link "Click here to find a file you've already uploaded" and a "Comments..." text area. At the bottom of the form are "Cancel" and "Submit Assignment" buttons (the latter is highlighted with a red arrow). Navigation buttons "Previous" and "Next" are at the very bottom.

**Instructions**

As a USD student, it is important that you know how to locate information, resources, departments, and people associated with your program. The following scavenger hunt activity will allow you to get to know where resources are located on the USD website. Download the Student Services Scavenger Hunt document and click on the website links embedded in the document. Then search for the item listed and paste the URL of the item in the right column of the chart.

**Format**

- Download the [Student Services Scavenger Hunt Document](#) ↓ .
- Paste the URL links of the items in the right column of the chart.
- Save the document and then upload the file to submit your assignment.
- See [Instructions](#) ↗ for how to submit your assignment beginning at Start Assignment.

Click the **Start Assignment** button above to submit your assignment.

**File Upload** [Google Drive \(LTI 1.3\)](#)

Upload a file, or choose a file you've already uploaded.

Upload File Use Webcam

+ [Add Another File](#)

[Click here to find a file you've already uploaded](#)

Comments...

Cancel **Submit Assignment**

◀ Previous Next ▶

**5. Review**  
Assignment  
Details.

**6. Attach** file(s).

**7. Submit.**

# Locating the Discussion Board

8. Look for the “**Discussion#.#**” syntax.
9. Review the instructions and prompt.
8. Click “**Reply**”.

The screenshot shows a user interface for a discussion board. On the left is a dark sidebar with navigation icons and labels: Account, Dashboard, Courses, Groups, Calendar, Inbox, History, and Help. The main content area has a top navigation bar with links for Home, Syllabus, Modules, Grades, and Zoom. Below this is a discussion card for 'Discussion 1.1: Introductions'. The card includes a header 'This is a graded discussion: 10 points possible' with a 'due -' indicator. The discussion title is 'Discussion 1.1: Introductions' and the section is 'Initial Post'. The prompt asks users to respond to a list of instructions: 'Respond to the following prompt: • Introduce yourself to your community of learners and let them know a bit about you, your background, education, and affiliation, why you chose this program and this university, and what you are most excited about learning. • You can choose to post a written or video response. If you choose to do a written response, include a selfie, avatar, or image that represents you.' Below the prompt is a 'Response' section with instructions to reply to at least 2 peers and find commonalities. At the bottom of the discussion card is a 'Reply' button, which is highlighted by a red arrow. The interface also features a search bar, 'Unread' status, 'Subscribe' button, and navigation buttons for 'Previous' and 'Next'.

# Submitting a Discussion Board Thread

11. Type your response in the box.
11. Click “**Post Reply**”.
11. To respond to a peer’s post, click “**Reply**” under their response. Then follow steps 11 & 12.

The screenshot displays a user interface for submitting a response. On the left is a dark sidebar with navigation icons for Account, Dashboard, Courses, Groups, Calendar, Inbox, History, and Help. The main content area has a top navigation bar with links for Home, Syllabus, Modules, Grades, and Zoom. Below this is a 'Response' section with instructions: 'Reply to at least 2 of your peers and find out some commonalities you share and begin networking with your cohort peers. These are your people you will be learning from and working closely with throughout your program. Click the [Reply](#) button below to respond to the discussion prompt.'

The response form includes a search bar for entries or authors, an 'Unread' button, and a 'Subscribe' button. The text editor has a menu with 'Edit', 'View', 'Insert', 'Format', 'Tools', and 'Table'. The toolbar contains options for font size (12pt), paragraph style, bold (B), italic (I), underline (U), text color (A), background color, text alignment (T²), link, image, video, and document. The text area contains the placeholder text: 'Type your response in the reply text box. Then, click "Post Reply".'

At the bottom of the form, there is an 'Attach' button, a character count showing '12 words', and a 'Post Reply' button highlighted in blue. A red arrow points to the 'Post Reply' button. Navigation buttons for 'Previous' and 'Next' are located at the very bottom of the page.

# What Makes a Good Discussion Board Reply?

	Meets or Exceeds Expectations	Approaching Expectations	Below Expectations
<b>Initial Response</b>	16 (40.00%) - 20 (50.00%) Initial post fully addresses the prompt and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples or details relevant experience to substantiate response.	14 (35.00%) - 15.998 (39.995%) Initial post somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration.	0 (0.00%) - 13.998 (34.995%) Initial response does not address the prompt or may require significantly more depth. Initial response may be inappropriate for professional context. Non-performance
<b>Follow Up Response</b>	9.6 (24.00%) - 12 (30.00%) Responses to classmates clearly and constructively build on the existing conversation. Responses elicit robust responses from peers and are supported by examples, relevant experience, and further questioning.	8.4 (21.00%) - 9.5988 (23.997%) Responses to classmates add ideas, but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments may require further exploration or detail to appropriately support dialogue.	0 (0.00%) - 8.3988 (20.997%) Response posts are minimal or do not elicit a robust response from peers. Responses may be flat or rhetorical. No responses to peers.
<b>Writing Mechanics</b>	6.4 (16.00%) - 8 (20.00%) Student responses demonstrate quality graduate level writing skills. Student posts are free of spelling and grammar errors. Resources and references are appropriately cited in APA format (where applicable).	5.6 (14.00%) - 6.3992 (15.998%) Student responses have some spelling and grammar errors and need some revision to meet expectations. Resources may not be appropriately cited in APA format (where applicable).	0 (0.00%) - 5.5992 (13.998%) Student responses have many spelling and grammar errors and need major revision to meet expectations. Resources are not appropriately cited in APA format (where applicable).

- (1) Answer the prompt with examples/critical thinking
- (2) Build conversation with replies
- (3) Use proper grammar, spelling, and APA formatting



# What Makes a Good Discussion Board Reply?

Assignment Rubric Details						
Discussion Scoring Rubric (20 Points)						
Criteria	Ratings					Pts
Initial Response 50%	<b>10 pts</b> <b>Meets or Exceeds Expectations</b> Initial response post fully addresses the prompt and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples or details relevant experience or studies to substantiate response.	<b>9 pts</b> <b>Approaches Expectations</b> Initial response post somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration.	<b>8.2 pts</b> <b>Below Expectations</b> Initial response does not address the prompt or may require significantly more depth. Initial response may be inappropriate for professional context.	<b>7 pts</b> <b>Inadequate Attempt</b> Initial response post is addressed very briefly. It is vague and does not meet graduate-level standards.	<b>0 pts</b> <b>Non-Performance</b> Initial response post is not addressed.	10 pts
Follow-Up Response 30%	<b>6 pts</b> <b>Meets or Exceeds Expectations</b> Response to classmate(s) clearly and constructively builds on the existing conversation. Response elicits robust reply from peer and is supported by examples, relevant experience, studies, and further questioning.	<b>5.4 pts</b> <b>Approaches Expectations</b> Response to classmate(s) adds ideas but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments in response(s) may require further exploration or detail to appropriately support dialogue.	<b>4.92 pts</b> <b>Below Expectations</b> Response post(s) is minimal or does not elicit a robust response from peers. Response may be flat or rhetorical.	<b>4.2 pts</b> <b>Inadequate Attempt</b> Follow-up response is addressed very briefly. It is vague and does not meet graduate-level standards.	<b>0 pts</b> <b>Non-Performance</b> Follow-up response is not addressed.	6 pts
Writing Mechanics 20%	<b>4 pts</b> <b>Meets or Exceeds Expectations</b> Responses demonstrate quality graduate-level writing skills. Student posts are free of spelling and grammar errors. Resources and references are appropriately cited in APA format (where applicable).	<b>3.6 pts</b> <b>Approaches Expectations</b> Responses have some spelling and grammar errors and need some revision to meet expectations. Resources may not be appropriately cited in APA format (where applicable).	<b>3.28 pts</b> <b>Below Expectations</b> Responses have many spelling and grammar errors and need major revision to meet expectations. Resources are not appropriately cited in APA format (where applicable).	<b>2.8 pts</b> <b>Inadequate Attempt</b> Response posts are very brief, with countless spelling and grammar errors. It does not meet graduate-level standards.	<b>0 pts</b> <b>Non-Performance</b> This criterion is not addressed.	4 pts
Total Points: 20						

- (1) Answer the prompt with examples/critical thinking
- (2) Build conversation with replies
- (3) Use proper grammar, spelling, and APA formatting

# Writing Resources

[Purdue OWL APA Writing Resources](#)

## [SOLES Graduate Online Writing Center](#)

- 3 submissions/term
- Submit Word Doc → suggestions made directly
- Accept/edit and submit!

# Math Review Resources (If Applicable)

## The Fundamentals

Khan Academy: [Calculus](#)

Khan Academy: [Statistics](#)

Math is Fun: [Statistics](#)

Khan Academy: [Linear Algebra](#)

[Calculus eTextbook](#) by Gilbert Strang

## Excel

Welcome to [Excel Easy](#)

[Excel Tutorial](#)

## Programming

[Python Tutorial](#)

[Introduction to Python](#)

[R Introductory Course](#)

[Introduction to R](#)

[SQL Tutorial](#)



## Do's

- Take the time to read all introductory materials/syllabi in each course.
- Respond to your peers' discussion board posts authentically and academically (this is where the learning occurs!).
- Check your USD email often!
- Schedule time throughout your week to focus on schoolwork.
- Reach out to your instructor(s)! They are knowledge sources who want to help!



## Don'ts

- Procrastinate! Failing to plan is planning to fail.
- Submit files with Pages formatting.
  - Microsoft Word is recommended and free for students.
- Forget to connect with peers and network! You'll be in many courses with your peers - make a friend or two.
- Expect the professors to be immediately responsive. Just like you, they are busy professionals. A 24 hour response rate is typical.

# Next Steps



Log in to your course  
and get started!

Completion is required by the  
Friday before your first term  
starts. Contact your Program  
Coordinator for details.

**PRO TIP:** Try blocking time on your calendar  
dedicated to working on the orientation course.

# Have a question?

Contact your Program Coordinator or our team email at [studentsuccess@san Diego.edu](mailto:studentsuccess@san Diego.edu).