

Sample Course Homepages

canvas
Log in Help


CN-1338-SOCMEDIA
2013-Q1

- Home
- Modules
- Collaborations
- Pages

CN-1338-SOCMEDIA

Social Media See Course Stream

Last edited by Maria Andersen about 1 year ago




New Student?
[Start Here](#)

Recent Activity


8
Δ+

1
5


See Current
Course Activity




Feb 25 - March 3
**Web of Relationships:
Social Networks
and Social Media**




March 4 - 10
**Birth: The Rise of
Social Media**




March 11 - 17
**Bandwagon:
Social Movements**



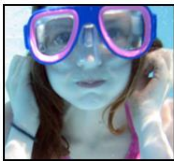
March 18 - 24
**Fight Club:
Public vs Private**




March 25 - 31
**If You Build It:
Social Media
Strategy**




April 1 - 7
**Painful Lessons:
When Social Media
Takes a Wrong Turn**




April 8 - 14
**Don't Hold Your Breath:
Managing the
Information Cascade**



April 15 - 21
**Crossing Lines:
Laws, Borders, and
Social Media**



April 22 - 28
**Digital Footprint:
Ethics, Social Media,
and Big Data**



April 29 - May 5
**Split Personality:
Your Many Social
Media Selves**

Course Description: Students explore emerging social media technologies and processes and study their application in a variety of contemporary settings. Students will learn how to use and author content for such online tools such as blogs, microblogs, collaboration mechanisms, podcasts, RSS-feeds, video, bookmarking, and other emerging web technologies. The course will also study how to use these technologies to monitor conversations on the Internet, engage online communities, identify influencers, and establish thought leadership. [See Course Learning Outcomes.](#)

Instructor: [Maria H. Andersen, Ph.D.](#)

Common Pages

- [Front Page](#)
- [Practice](#)
- [Canvas-Submit Your assignments](#)
- [W3.3 Activity: Share FB Viral Videos...](#)
- [Canvas-Search the Guides](#)

Recent Changes

- [Practice](#)
- [Front Page](#)
- [W10.0 Split Personality: Your Many So... more...](#)

All Pages

[show all...](#)

- CN-1329-ARTAPR
2013-Q7
- Home
- Syllabus
- Modules
- Pages
- Quizzes

Home > CN-1329-ARTAPR

Art Appreciation See Course Stream













Last edited by Maria Andersen over 1 year ago

Art Appreciation
An Open Source Self-Paced Course offered via the Canvas Network

[About This Course](#)
[Getting Started](#)
[Canvas Student Orientation](#)



Art Patrons at the Louvre, Photo shared via Create Commons Licensing, Flickr User: [jean-louis zimmermann](#)

- | | | | |
|---|--|---|--|
| 
Module 1
Intro and Definitions | 
Module 2
The Process of Art | 
Module 3
Artistic Elements | 
Module 4
Artistic Principles |
| 
Module 5
Finding Meaning | 
Module 6
2-Dimensional Media | 
Module 7
The Camera Arts | 
Module 8
3-Dimensional Media |
| 
Module 9
Architectur | 
Module 10
Our World | 
Module 11
Other Worlds | 
Module 12
Final Essay |

This course was originally developed by Christopher Gildow as part of the Open Course Library and is replicated here with his permission.
License citations for images in the table on this page are cited within the course modules.

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- Common Pages**
- [Front Page](#)
 - [Needs Fixing](#)
 - [Make comments about assignment s...](#)
 - [Manage your personal files](#)
 - [To Begin](#)
- Recent Changes**
- [Front Page](#)
M1-Journal Prompts
Notify the course creator about an issue more...
- All Pages**
- [show all...](#)

History of Ancient Civilization

[See Course Stream](#)

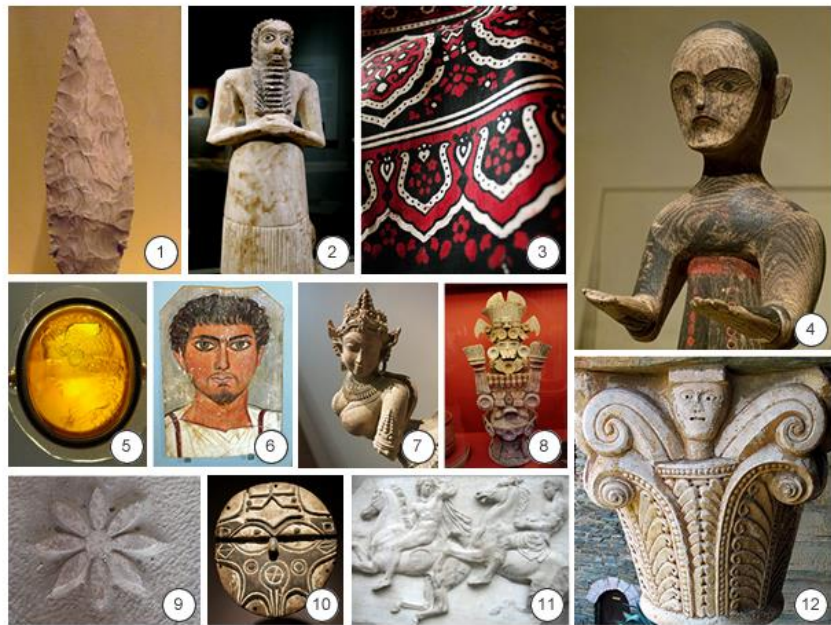
Last edited by Alex Calara 19 days ago

Welcome to Ancient Civilizations of the World!

To get started:

1. Complete the [Canvas Student Orientation](#).
2. Review the [Course Information](#).
3. Click on the Module Map to the right, or click "Modules" on the left-hand navigation to begin the coursework.

There is no cost to participate in this self-paced course.



This course was developed for Instructure with permission from [saylor.org](#) based on the open-source course found at <http://www.saylor.org/courses/hist101/>. The Saylor course was developed by Concepcion Saenz-Camba, Ph.D., NYU and Christe Dierksheide, ABD, University of Virginia, and this course was developed by George Joeckel, M.S., Utah State University.

- CN-1331-GAMEDC
2013-Q1
- Home
- Syllabus
- Modules
- Quizzes

🏠 CN-1331-GAMEDC [See Course Stream](#)

Game Design Concepts

Last edited by Sebastian Sohn 8 months ago

Welcome to Game Design Concepts!

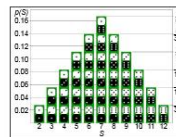
Please refer to the [Course Syllabus](#) for schedules and review the [Course Overview](#) regarding learning outcomes, course objectives and course materials and instructor.

Also, we are conducting a very basic [Student Survey](#) to gain a greater understanding of our students' game design experiences.

All course content is divided into the four (4) Modules below.
(Click on *TEXT* or *IMAGE* to enter a module.)




MODULE 1
Foundations of Game Design




MODULE 2
Science of Game Design



MODULE 3
Art of Game Design



MODULE 4
Game Design Testing and Analysis



GAME PLAY LIBRARY
Playlists of games for all game mechanics research

If you experience any technical difficulties during this course, please refer to the [Canvas FAQs/Help](#) page.

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Game Design Concepts by [Ian Schreiber](#) is licensed under a [Creative Commons Attribution 3.0 United States License](#).

Game Design Concepts was originally taught as a real-time [online class](#) by Ian Schreiber from June 29-September 6, 2009. Game Design Concepts has been modified by me (Sebastian Sohn). Minor changes and updates have been made, primarily the ordering of the lessons.

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- Common Pages**
- [Front Page](#)
 - [Level 8.4.1: Playings](#)
 - [\[ALL LEVELS\] Paper Hearts - Explor...](#)
 - [\[ALL LEVELS\] Good Grief - Griefing ...](#)
 - [\[ALL LEVELS\] Lost Pages - Explorin...](#)
- Recent Changes**
- [Front Page](#)
 - [MAIN QUEST: How to do Peer Reviews](#)
 - [Level 12 Introduction & Readings](#)
 - [more...](#)
- All Pages**
- [show all...](#)

Introduction to Openness in Education

[See Course Stream](#)

Last edited by David Wiley over 1 year ago

Welcome to *Introduction to Openness in Education*. This course provides a broad overview of the ways in which openness impacts many areas of education – curriculum, instruction, learning, policy, technology, research, and finance, among others.

My name is David Wiley, and I'm the designer of your open course. You can learn more about me at my website, davidwiley.org.

The main goal of this course is to give you a broad but shallow grounding in the primary areas of work in the field of open education. Never fear, however – as you review the [badges](#) available for this course you'll see that you have plenty of opportunity to dive deeper in the specific areas that interest you.

If you've never taken an open course, you'll want to pay close attention to Module 1 which describes how the course works.

I'm looking forward to learning together with you!

[Get Started >>](#)



International Health Systems

Last edited by Jacco Bates 8 months ago



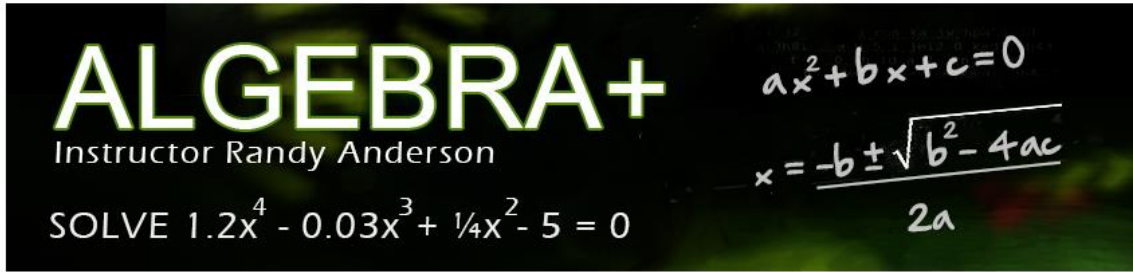
MOOC - International Health Systems
Dr. Bernardo Ramirez

- [Read Me First](#) (Before you do anything else, please read this section)
 - [Welcome Message](#)
 - [Week 1 Canvas Student Orientation](#)
- [Syllabus](#)
 - [Schedule](#)
 - [Assessment](#)
 - [Protocols](#)
 - [Student Help](#)
- [Modules that contain teaching materials, discussions, assignments, exams and other weekly resources](#)
- [Comparative Country Collaborations Projects](#)
 - [Country Analysis Assignment Instructions](#)
 - [References Countries & Health Systems](#)
 - [Moh Country Report Format](#)
 - [Consultant Report Format](#)

Algebra+

[See Course Stream](#)

Last edited by Maria Andersen over 1 year ago



Start Here

[Course Information](#)
[So, How Does This Course Work?](#)
[Modules](#)

[Communication and Participation](#)
[Student Responsibilities](#)
[Course Outcomes](#)
[Instructor Bio](#)



Sample Course 1 - eLearning

[See Course Stream](#)

[Link](#)



MUSC106.EA5 History of Jazz

[Bucks County Community College](#)

October Modular, 10/8/12 - 12/17/12

Jeff Baumeister, Instructor

[Start here](#)

...there is a short quiz at the end of the "start here" module that includes a question from the video above...



Sample_Course3_FacetoFace

Sample_Course3_FacetoFace

Home

Collaborations

Modules

Quizzes

Sample Course 3 - Face-to-Face

[See Course Stream](#)

All Pages

[Front Page](#)
[Course Format](#)

Last edited by Georglyn Davidson over 2 years ago

Bucks County Community College
VAFA191 Art History Before 1450

Professor Roberta A. Mayer

[Begin here with the Course Format for Fall 2011](#)

Unit 01



Unit 02



Unit 03



Unit 04



Unit 05



Unit 06



Unit 07



Unit 08



Unit 09



Unit 10



Unit 11



Unit 12



Unit 13



Unit 14



Unit 15



Unit 16



Image courtesy of [DailyClipArt.net](#) (adapted).
Used with permission.

Welcome to Clinical Database Design

This is a foundational course, focused primarily on concepts of relational databases, including SQL.

If you are having difficulty navigating through the course, support is available to you through the Technology Assisted Curriculum Center (TACC) at (801) 585-5959 (8-6 weekdays, 9-12 Saturday), or via the HELP button above. Start by visiting the [Canvas Users Guide for Students](#). If you are still having problems, don't hesitate to contact me.

To begin, go to the [Course Syllabus](#) and review that. Then go to the [Modules List](#). You might also want to look at the files in the [Final project](#) module.

Thank you. Hope you have as much fun with this course as I do :)

Kathy

Katherine Sward, PhD, RN
Assistant Professor
Office: 5725 G HSEB
Phone: 801-585-1481 (cell 801-541-2968)
Email: kathy.sward@nurs.utah.edu
OFFICE HOURS: by appointment



BROWN UNIVERSITY


Wendy Drexler | Inbox | Settings | Logout

Courses & Groups | Assignments | Grades | Calendar

Spring 2012 BIOL 0280

BIOL0280 Spring12 Introductory Biochemistry

Last edited by Arthur Salomon 4 months ago



Announcements:

- The average on the Final exam was 74.28% compared to 74.96% in 2011 and 74.36% in 2010.
- Final Exam scores are posted. For those that are S/NC, canvas only allows the entry of letter grades in the gradebook. If you received a C or better, you will receive an S and if you did not receive any letter grade, then you have received an NC.
- Regrade requests must be made in writing. You can only examine your final in person and you cannot take it with you. Your final exams will be available to view 9am-noon, 2-5 pm at SFH 262 in the office of Heather Forand. Any regrade requests must be submitted in writing. Although keys will not be available to you, you can bring along your textbook to help you in preparation of your written regrade request. Any submitted regrade requests will trigger a total regrade of your exam. Please note, your total score may be decreased if you received points for a question in error. You will have until Wed May 23 to submit your regrade request. Grades will be posted to Banner by 4pm, May 18 (Friday) according to the registrars requirement for timely grade submission.

- Course Info
- Conference Sections
- Exams
- Grading
- Lecture 01
- Lecture 10
- Lecture 11
- Lecture 12
- Lecture 13
- Lecture 14
- Lecture 23
- Podcast
- Lehninger Textbook Site
- Streaming Video
- Facebook group

Common Pages: Front Page, Web Links, Discussion Categories, In-Class Discussion Forum, Podcast

Recent Changes: Front Page, Conference Sections, Streaming Video

All Pages: show all...

BROWN UNIVERSITY


Log In | Help

CNVS 2600: EDUC1130:ECON1301

CNVS 2600: EDUC1130:ECON1301

Last edited by Hong Chau over 1 year ago

Economics of Education I



[Course Syllabus](#)

[Office Hours](#)

Mimi Marcus: Wednesdays 1:00-2:00, basement of Robinson Hall, michelle_marcus@brown.edu

Nawal Traish: Thursdays 2:00-3:00, lobby of Rockefeller Library, nawal_traish@brown.edu

Jon Cox: Wednesdays 5:00-6:00, mezzanine of the Science Library, jonathan_cox@brown.edu

Prof. Tyler: available by email appointment, john_tyler@brown.edu

[Friday Groups.pdf](#)

[Topics by Week](#)

- Human Capital and Signaling Theories of the Demand for Education
- Production in Education
- Supply/Demand Analysis in Education
- Teacher Quality
- Accountability
- Teacher Evaluation I
- Teacher Evaluation II
- Market-Based Education Reform
- School Finance
- Achievement Gaps
- Challenges in Postsecondary Education

Common Pages: Front Page, Addendum To+Video+3, Supplemental Page: Achievement Gaps, Supplemental Material: Market-Based R...

Recent Changes: Front Page, Addendum To+Video+3, Addendum To+Video+2

All Pages: show all...

BROWN UNIVERSITY Log In [Help](#)

CNVS 2700: CLPS0900 [CNVS 2700: CLPS0900](#)

Home [See Course Stream](#)

Syllabus

Assignments

Pages


Quizzes

Files


CNVS 2700: CLPS0900

Last edited by Hong Chau over 1 year ago


Welcome to Quantitative Methods in Psychology




[Syllabus \(pdf\)](#)




[Slides & Materials from Lecture](#)




[Additional Web Resources](#)




[Homework, Quizzes & Exams](#)




[Participating in Experiments](#)



[About Prof. Spoehr](#)
Office Hours: W 1-3 pm
(and by appt.)



[Teaching Assistant](#)
[Neal Fox](#)



[Teaching Assistant](#)
[Patrick Heck](#)

All Pages

[Front Page](#)

[Additional Web Resources](#)

[Home Page](#)

[Homework, Quizzes & Exams](#)

[Participating In Experiments](#)

[Slides & Materials from Lecture](#)

canvas Log In Help

BIOL-202 03 BIOL-202 03

Fall 2012

Home See Course Stream

Files


Assignments



Quizzes

Massasoit Library



BIOL-202 Anatomy & Phys II FL 12 03



Last edited by William Hanna over 1 year ago



Welcome to Anatomy & Physiology II
[Click here to download the syllabus.](#)  

Last Current Next
Week 14 Week 15 Final Exam

Course Handouts Course Policies and Information Instructor Information  Textbook/Course Materials Technical Help	A&P2 Blog  Weekly Resources Topics Directory Extra Credit Quizzes Final Exam Information
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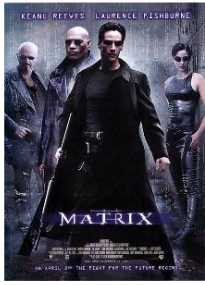
BY INSTRUCTURE Help Privacy policy Terms of service Facebook Twitter

- SHOWCASE
Training
- Home
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- Massasoit Library

SHOWCASE See Course Stream

PHIL-101 Intro to Philosophy SP 13 H1 (SHOWCASE)

this is a media comment  



Introduction to Philosophy through Film PHIL 101-H1.

Background

There is an important distinction between the philosophy of film (more about the filmmaking and the techniques used in filmmaking) and philosophy through film. In an interview in April, 2004 with James Merendino of SLC Punk, the director speculated that production companies don't consider making movies about philosophy, even about universally known historical figures like Aristotle or Socrates, because no one would go to them. "The reason is that even highbrow studios like Miramax think that a story about a dead philosopher is too dry and intellectual." But the fact is movies that incorporate themes and ideas, that is, philosophical dilemmas and hypotheticals, are easily embraced by directors and enjoyed by audiences. These movies are not dry and intellectual documentaries but rather engaging and compelling human dramas. The philosophical ideas are "slipped in" so the audience hook is subtle. The story is the entre; once the audience is emotionally involved, the issues become part of the narrative. When the ideas are packaged in an appealing way, the message is delivered and interpreted more easily.

In addition to illustrating philosophical ideas, films can be vehicles for actually doing philosophy; students engage in philosophical thought experiments when viewing films such as The Matrix (1999), Memento (2000), and Eternal Sunshine of the Spotless Mind (2004). Thought experiments involve imaginary scenarios in which readers are asked to imagine what things would be like if such-and-such were the case. Those who think that films can actually do philosophy point out that fiction films can function as philosophical thought experiments and thus qualify as philosophical." (Wartenberg, Thomas, "Philosophy of Film", The Stanford Encyclopedia of Philosophy (Winter 2011 Edition), Edward N. Zalta (ed.), forthcoming URL = <http://plato.stanford.edu/archives/win2011/entries/film/>.)

What to Expect:

In class we will watch some films and discuss the philosophical issues they raise. On the off-weeks you will be expected to view movies with similar philosophical issues and write responses (conduct your own thought experiments). In addition, the graded online discussions will help you process the material and write a reflection paper.

The online segments will be asynchronous to the extent that you can go at your own pace and complete each assignment according to your own schedule, albeit within a specific timeframe. There is a fair amount of reading, primary and secondary texts, to help you with your arguments. You are expected to complete the assigned readings **before** each face-to-face class. When we convene, I will randomly select three students to moderate the discussion. Therefore, it is essential that you complete the readings before class.

What to Do Now





Please review the syllabus and peruse the attached files on this front page (homepage if you will), particularly the learning outcomes matrix: this document outlines just what you are expected to learn this semester. The list of quizzes, assignments, and reflection papers will give you a good idea of what is expected; that is, what you will be graded on. It also includes due dates so you can plan accordingly. Check out the syllabus for the grading parameters, too.

During the semester you should return to this page often; most general documents are here for your reference (they are also on the modules).

Feel free to jump right in - click on Modules in the left-hand navigation bar and follow the plan - Have a great semester!

Ms. Ambrose

Useful Documents

- [Syllabus - Phil through Film - Spring 2013.doc](#)  
- [OUTCOMES BASED LEARNING MATRIX.doc](#)  
- [Notable Philosophers.docx](#)  
- [Major Works by Major Philosophers.doc](#)  

- #### Common Pages
- [Front Page](#)
 - [Journal Responses- three due on Ma...](#)
 - [Virtual Visit to the MFA](#)
 - [A Little Netiquette](#)
 - [General Criteria for Journals](#)
-
- #### Recent Changes
- [The Plague - online Socratic Dialogue](#)
 - [Age of Enlightenment Movie](#)
 - [Chapter Two Terms defined - check your... more...](#)
-
- #### All Pages
- [show all...](#)

UtahState
University

Log In

USU Teaching Fellows

- Home
- Assignments
- Pages
- Modules
- Conferences
- Collaborations

USU Teaching Fellows > Pages > Stat 1040 Showcase

Last edited by Camille Fairbourn over 2 years ago

Common Pages

- [Front Page](#)
- [Using Audio and Video in Distance Cour...](#)
- [Basic Online Course Design Process](#)
- [Inst 6760 Showcase](#)
- [more...](#)

Recent Changes

- [Front Page](#)
- [Institute for eLearning Excellence](#)
- [INST 5000](#)
- [more...](#)

All Pages

[show all...](#)

Welcome to Stat 1040

Introduction to Statistics

Canvas runs best using either the Firefox or Chrome browser. Using Internet Explorer will likely cause problems.

[Download Firefox](#) [Download Chrome](#)

Syllabus

[Link to Online Office Hours](#)
[Link to Online Stat Tutoring](#)
[Wimba Support Page](#)

Lesson Module Instructions

Click the links below to access the instructions for each module.

All module work is due at 11:59 pm on the date listed below. Exams must be completed before your testing center closes on the due date listed below.

<p>Lesson Module 1 Due Date: 9/6/2011</p>	<p>Lesson Module 6 Due Date: 10/18/2011</p>	<p>Lesson Module 10 Due Date: 11/22/2011</p>
<p>Lesson Module 2 Due Date: 9/13/2011</p>	<p>Lesson Module 7 Due Date: 10/25/2011</p>	<p>Lesson Module 11 Due Date: 12/1/2011</p>
<p>Lesson Module 3 Due Date: 9/20/2011</p>	<p>Lesson Module 8 Due Date: 11/1/2011</p>	<p>Lesson Module 12 Due Date: 12/9/2011</p>
<p>Lesson Module 4 Due Date: 9/27/2011</p>	<p>Lesson Module 9 Due Date: 11/8/2011</p>	<p>Study for Final Exam Due Date: 12/13/2011</p>
<p>Lesson Module 5 Due Date: 10/4/2011</p>	<p>Study for Midterm 2 Due Date: 11/15/2011</p>	
<p>Study for Midterm 1 Due Date: 10/11/2011</p>		

Keys

GSWS 422-935 2013B. History of Sexuality [Change Home Page Layout](#) | [See Course Stream](#)

Last edited by Svetlana Gianfrancesco 8 months ago [Page history](#)



Welcome!

Welcome to the online version of **History of Sexuality** offered through LPS. Please read through all of the information in this area before the course begins.

Penn LPS Online courses are designed to promote engaging learning communities by offering opportunities to interact with your classmates in between your live interactive lecture sessions. To get started in the course, we suggest that you first become familiar with the course site. Take a quick tour of its features by completing the following:

- Course Resources**
- [Download Syllabus](#)
 - [Required Texts](#)
 - [Class recordings](#)
 - [Enter Your Live Lecture](#)
 - [Tech Support](#)
 - [The Library Lounge](#)
- Contact Information**
- Faculty Member**
Kris Rabberman
Email: rabberma@sas.upenn.edu
Phone: 215-898-9119
Office: PLE, 3824 Market St., Ste. 5W

Familiarize yourself with the course

Click on "Modules" under the left-hand navigation to see the content for each unit. The Modules pages functions as a sort of Table of Contents. Within each unit you'll find an overview to the unit goals as well as the activities and resources you'll use to reach those goals.

Read the course syllabus, which you can download under Course Resources to the right on this page.

How to change notification settings

1. Click "Settings" in the top-right of the screen.
2. Click "Notifications" in the left-hand navigation column.
3. Hover your mouse in the column in the right to see the 4 notifications settings. The settings are:
 - o Notify me right away
 - o Send daily summary
 - o Send weekly summary
 - Weekly notifications are sent Saturdays between 11pm-1am.
 - o Do not send me anything
4. Each item in the left column has its own notification settings.

Establish your social identity in the site

Create a User Profile by clicking on your name in the top right. Please upload a photo of yourself.

Click on "People" in the left-hand navigation and read through your classmates' profiles to see who's in class with you this summer.

Interact with each other

Introduce yourself in the [Who Are You? Discussion Forum](#).

Course delivery

Live interactive lectures in this class are held via an Adobe Connect Professional web conference on Mondays from 6:00-8:30 pm. Before the first live class session on Monday, May 20, please make sure to complete the following:

1. [Read the technical requirements.](#)
2. [Conduct a Meeting Connection Diagnostic](#) to test your computer's compatibility and bandwidth availability.
3. Read through the [User Quick Guide](#) or watch a [video](#) about how the web conference tool works.

We strongly recommend that you plan on using a wired internet connection (not wireless) for live lectures. If you choose to use a wireless connection, expect that you may occasionally lose connectivity and need to rejoin the web conference.

Getting help

If you encounter technical problems with the site, please submit a message [here](#). We will respond to your request as soon as possible, within 24 hours.

To get live, one-on-one help using Adobe Connect Pro during a lecture, please submit a message [here](#).

For questions related to the course content and due dates, contact your instructor.

Accessibility

Penn is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. If you have a disability and request accommodation, timely contact the Office of Student Disabilities Services (SDS) and schedule an appointment.

Office of Student Disabilities Services
Stouffer Commons, Ste. 300
3702 Spruce Street, Philadelphia PA 19104-6027
Phone: (215) 573-9235 TDD: (215) 746-6320
FAX: (215) 746-6326

sds@mail@pobox.upenn.edu
<http://vpui.upenn.edu/irc/sds/>

Notes

This is an online course, taught through LPS. It uses a custom page that follows a template used by LPS online course. Much of this template may be useful in other courses.

Common Pages

- Front Page
- Elements of Friendly Style
- WRIT-025
- PSYC-472
- [How to Change Home Page Layout](#)

Recent Changes

- Front Page
- Examples
- Elements of Friendly Style
- [more...](#)

All Pages

- [show all...](#)