



# *Accessing your online class*

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UMBC

AN HONORS UNIVERSITY IN MARYLAND

English Language Center

# Terminology

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- **Login information**: Your login information is your username and password assigned to you at the beginning of your studies at the ELC.
- **BB**: Abbreviation for Blackboard, the web-based software used for online classes.
- **Blackboard course**: The online course that you are taking.

# Terminology

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- **myUMBC**: The UMBC Internet portal for accessing your UMBC email and the online courses. myUMBC is also the portal for all your academic and business information while you study at UMBC.
- **Blackboard.umbc.edu**: The direct link to your online courses.
- **Browser**: The tool that you use to access the Internet. Microsoft Internet Explorer and Firefox are examples of browsers.
- **Button**: The color link icon on a website that takes you to other links.

# *Overview*

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- Your UMBC Computer Account
- Your UMBC login information
- Your Blackboard Course

# *Your UMBC Computer Account*

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- In order to use the UMBC email system and to log on to your Blackboard course, you need to use the CONFIDENTIAL username and password that has been assigned to you.
- By no means should you share this confidential information with others.

# *Your Username & Password*

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- Note that your username and password are case-sensitive, which means that you need to type them in the same way that they were given to you. Normally usernames or passwords at UMBC contain one capital letter.

# *Entering your course in Blackboard*

1



Use Firefox or  
Internet Explorer 8.  
Download Firefox  
[here](#).



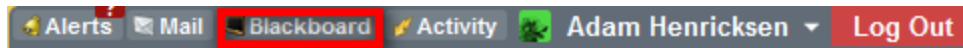
2



The Internet address  
is [my.umbc.edu](http://my.umbc.edu)

# Login

3



Click **Blackboard** at the top of the screen

4

A login form with a black header bar containing the word 'Login'. Below the header, there are two input fields: 'Name: aval1' and 'Password: .....'. Below the password field are two buttons: 'Login' and 'Clear'. A hand cursor icon is pointing at the 'Login' button. Red arrows point to the 'Name' and 'Password' fields.

UMBC password contains a CAPITAL letter, for example Adr23an

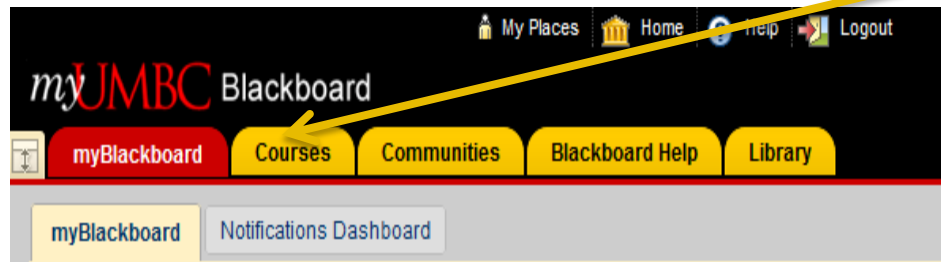
Type your **username** and **Password** and click on **login**



5

# Your Online Course

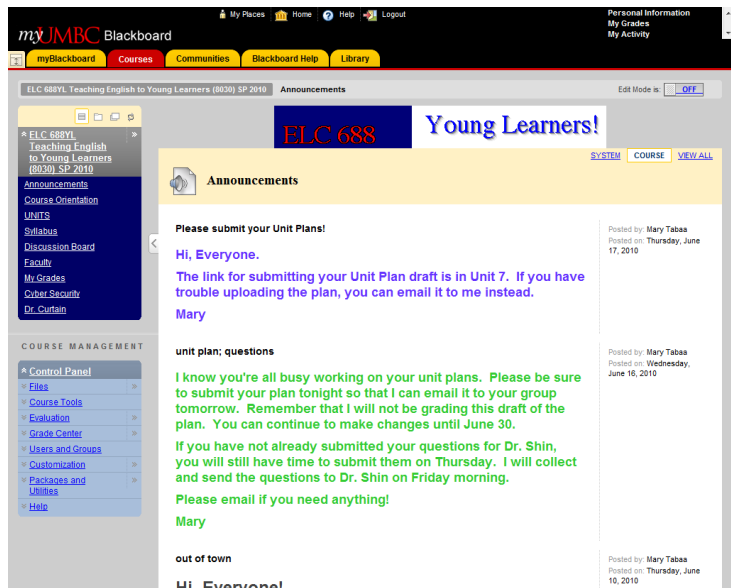
## Select Courses



6



Click on the **link** to your course



7

You will see the first page and Navigation Panel

# *Getting More Help*

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If at any point, you run into a problem with these directions or any technology issue, please email the technology coordinator, **Adriana Val**. She will do her best to help you.

Adriana's email address is  
**[aval@umbc.edu](mailto:aval@umbc.edu)**

*Submitting Your Assignments*

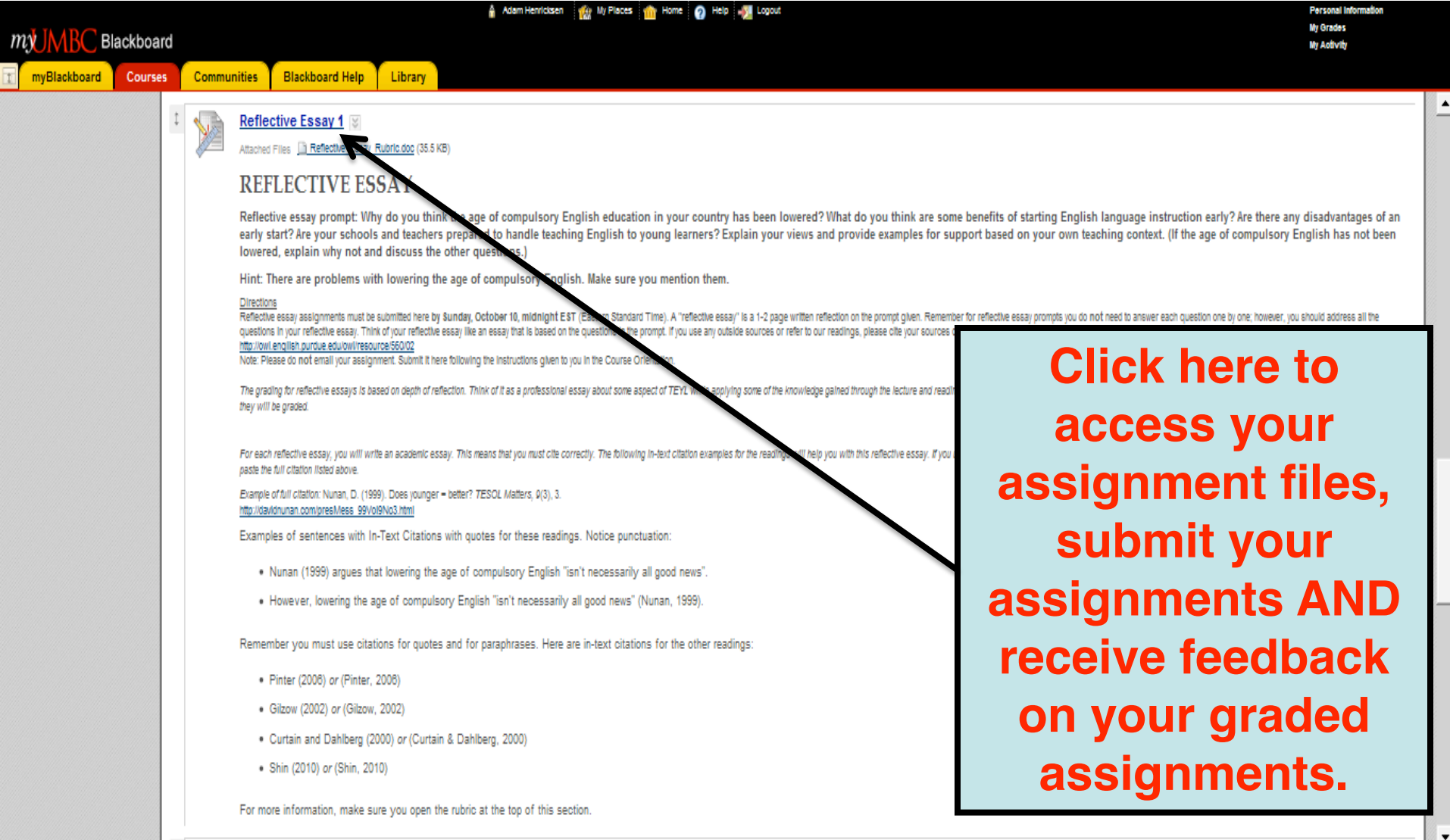
*Via Blackboard*

# *Assignments found within each unit*

- Click on **Units** to find your assignments for the week.
- Go into the current unit and find the assignment links.

*See the next slide for a screen shot.*

# Click on the assignment links



The screenshot shows a Blackboard course page for 'Reflective Essay 1'. At the top, there is a navigation bar with 'myJMB Blackboard' and several tabs: 'myBlackboard', 'Courses', 'Communities', 'Blackboard Help', and 'Library'. On the right side, there are links for 'Personal Information', 'My Grades', and 'My Activity'. The main content area features a document icon and the title 'Reflective Essay 1' with a dropdown arrow. Below the title, it says 'Attached Files' and lists 'Reflective Essay Rubric.doc (35.5 KB)'. A large black arrow points from a callout box on the right to the 'Reflective Essay 1' link. The callout box contains the text: 'Click here to access your assignment files, submit your assignments AND receive feedback on your graded assignments.' Below the title, the page contains the following text:

## REFLECTIVE ESSAY

Reflective essay prompt: Why do you think the age of compulsory English education in your country has been lowered? What do you think are some benefits of starting English language instruction early? Are there any disadvantages of an early start? Are your schools and teachers prepared to handle teaching English to young learners? Explain your views and provide examples for support based on your own teaching context. (If the age of compulsory English has not been lowered, explain why not and discuss the other questions.)

Hint: There are problems with lowering the age of compulsory English. Make sure you mention them.

Directions  
Reflective essay assignments must be submitted here by **Sunday, October 10, midnight EST** (Eastern Standard Time). A "reflective essay" is a 1-2 page written reflection on the prompt given. Remember for reflective essay prompts you do not need to answer each question one by one; however, you should address all the questions in your reflective essay. Think of your reflective essay like an essay that is based on the questions in the prompt. If you use any outside sources or refer to our readings, please cite your sources. <http://owl.english.purdue.edu/owl/resource/560/02>  
Note: Please do not email your assignment. Submit it here following the instructions given to you in the Course Orientation.

The grading for reflective essays is based on depth of reflection. Think of it as a professional essay about some aspect of TEYL with applying some of the knowledge gained through the lecture and readings. They will be graded.

For each reflective essay, you will write an academic essay. This means that you must cite correctly. The following In-text citation examples for the readings will help you with this reflective essay. If you paste the full citation listed above.

Example of full citation: Nunan, D. (1999). Does younger = better? *TESOL Matters*, 9(3), 3. [http://cavd/nunan.com/pres/less\\_99/Vol9No3.html](http://cavd/nunan.com/pres/less_99/Vol9No3.html)

Examples of sentences with In-Text Citations with quotes for these readings. Notice punctuation:

- Nunan (1999) argues that lowering the age of compulsory English "isn't necessarily all good news".
- However, lowering the age of compulsory English "isn't necessarily all good news" (Nunan, 1999).

Remember you must use citations for quotes and for paraphrases. Here are in-text citations for the other readings:

- Pinter (2006) or (Pinter, 2006)
- Gilzow (2002) or (Gilzow, 2002)
- Curtain and Dahlberg (2000) or (Curtain & Dahlberg, 2000)
- Shin (2010) or (Shin, 2010)

For more information, make sure you open the rubric at the top of this section.

# *Submitting assignments*

- ✓ **To submit a file**, click **Browse My Computer** and locate the file to attach, then click **Add**. More than one file can be attached using this method.
- ✓ **To add comments for the instructor**, enter the comments in the **Comments** field. The instructor will receive these comments with the submitted assignment.
- ✓ **To submit the assignment**, click **Submit** to send the assignment to the Instructor.

# Submitting assignments

The screenshot shows the Blackboard submission interface. At the top, the user is logged in as Adam Henriksen. The navigation menu includes myBlackboard, Courses, Communities, Blackboard Help, and Library. The main content area is titled '2. Assignment Materials' and contains a 'Submission' section with a rich text editor. Below the editor, there are two buttons: 'Browse My Computer' and 'Browse Course'. A 'Comments' box is located below the buttons. At the bottom, there is a '3. Submit' section with 'Cancel', 'Save as Draft', and 'Submit' buttons.

**Once you complete your assignment, click Browse My Computer to find your assignment and attach it here.**

***NEVER submit your assignments in the Comments box. Just use this box to leave your instructor a friendly note.***

# Submitting assignments

The screenshot shows the Blackboard submission interface. At the top, the user is logged in as Adam Henriksen. The navigation bar includes 'myUMBC Blackboard', 'myBlackboard', 'Courses', 'Communities', 'Blackboard Help', and 'Library'. The main content area is titled '2. Assignment Materials' and 'Submission'. It features a rich text editor with a toolbar and a large text area. Below the editor are sections for 'Attach File' and 'Comments'. At the bottom, there are three buttons: 'Cancel', 'Save as Draft', and 'Submit'. Two callout boxes provide instructions: one points to the 'Submit' button, and the other points to the 'Save as Draft' button.

myUMBC Blackboard

myBlackboard Courses Communities Blackboard Help Library

Adam Henriksen My Places Home Help Logout

Personal Information My Grades My Activity

2. Assignment Materials

Submission

Normal 3 Arial

Path: body

Attach File

Comments

3. Submit

Cancel Save as Draft Submit

**After your assignment file is attached, click Submit!**

**Remember, do not click on Save as Draft to submit your assignment.**



*Congratulations! You're done!*

# *Using the Discussion Board*

*Adding and continuing threads*

# *Terminology*

- **Discussion Board**

This is the place where all discussions take place. The button is on the left hand side of the course homepage (navigation panel).

- **Discussion Forum**

On the discussion board, there will be different forums with different topics, usually linked from units

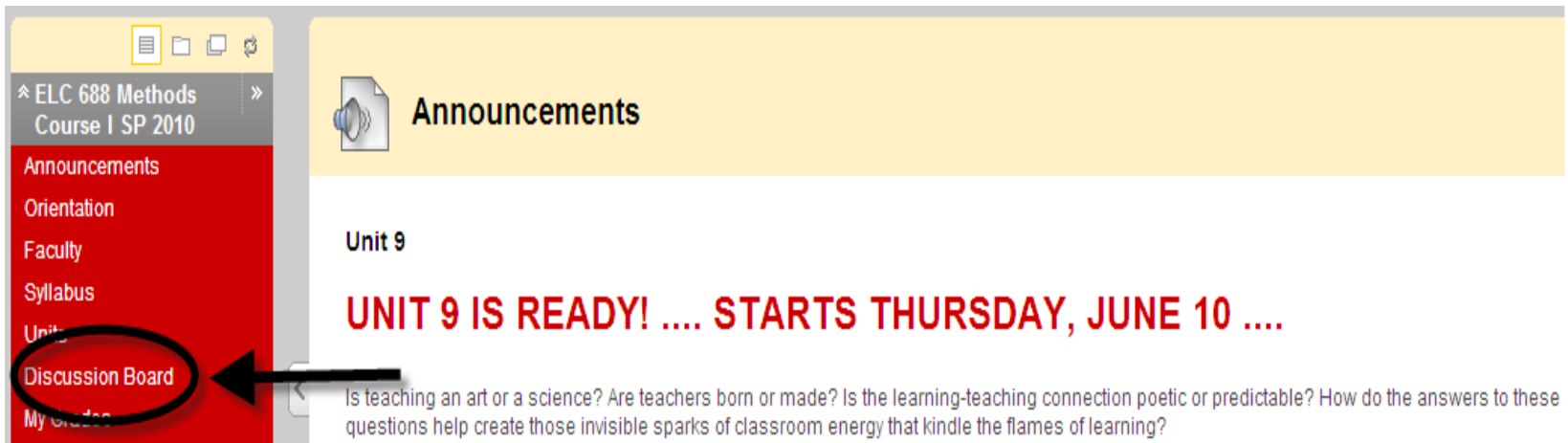
- **Threads**

In each forum, you will have the option to start your own thread. A thread is a group of messages linked to each other by clicking the reply button.

- **Posting (or post)**

A posting is a message that you post on the discussion board.

# Discussion Board



The screenshot shows a course homepage for 'ELC 688 Methods Course I SP 2010'. On the left is a red navigation menu with items: 'Announcements', 'Orientation', 'Faculty', 'Syllabus', 'Unit 9', 'Discussion Board', and 'My Grades'. The 'Discussion Board' item is circled in black, and a black arrow points from it to the right. On the right side, there is a yellow 'Announcements' header with a speaker icon. Below it, the text reads 'Unit 9' followed by 'UNIT 9 IS READY! .... STARTS THURSDAY, JUNE 10 ....' in red. Underneath, a paragraph of text begins with 'Is teaching an art or a science? Are teachers born or made? Is the learning-teaching connection poetic or predictable? How do the answers to these questions help create those invisible sparks of classroom energy that kindle the flames of learning?'

Click the left hand side of the course homepage

# *Entering a Forum*

- After clicking on the words “Discussion Board” you will see a screen that looks like the following:

*See next slide for a screen shot.*

# Entering a Forum

ELC 688 Methods Course I SP 2010 Discussion Board

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Search

<input type="checkbox"/> Forum	Description	Total Posts	Unread Posts	Total Participants
<input type="checkbox"/> <a href="#">Unit 8</a>	<b>Discussion Board Prompt:</b> What is your preferred learning style? Is this also your preferred teaching style? How does culture as a whole or the culture of your learning institution affect your curriculum design, lesson plan development, instruction, classroom activities, and content assessment? Reflect upon the lecture, reading materials, video, and handouts to develop a response to the following prompt: How do you or would you teach to different learning styles in your course(s)? What language learning strategies do you employ?			

Click on the title link to enter the forum

## *What to do next*

- Once you are in a specific discussion forum, you have the choice of **starting a new thread** or **continuing an existing thread**. Look at the instructor's directions to know whether or not you're being asked to start a new thread.

# Starting a new thread

**Forum: Unit 8** List View Tree View

Organize forum threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

**Create Thread** Search Display

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>	6/4/10 2:26 PM	<a href="#">Starter 2: Teaching and Learning</a>		Published	<a href="#">8</a>	8
<input type="checkbox"/>	6/5/10 1:29 PM	<a href="#">Teaching for all kinds of learning styles</a>		Published	<a href="#">15</a>	15
<input type="checkbox"/>	6/5/10 12:40 PM	<a href="#">Starter 3: Teaching Styles vs. Learning Styles</a>		Published	<a href="#">20</a>	20
<input type="checkbox"/>	6/4/10 9:17 AM	<a href="#">Starter 1: Video</a>		Published	<a href="#">25</a>	25
<input type="checkbox"/>	6/6/10 3:56 AM	<a href="#">Starter 4: Challenges we face and teacher training</a>		Published	<a href="#">13</a>	13
<input type="checkbox"/>	6/6/10 6:50 AM	<a href="#">Learning Strategies</a>		Published	<a href="#">5</a>	5
<input type="checkbox"/>	6/6/10 8:03 AM	<a href="#">Addressing Multiple Intelligences</a>		Published	<a href="#">3</a>	3

**To start a new Thread, click on "Create Thread"**



# Reading a message in an existing thread

ELC 688 Methods  
Course I SP 2010

- Announcements
- Orientation
- Faculty
- Syllabus
- Units
- Discussion Board
- My Grades
- Cyber Security
- References

## Forum: Unit 8

Organize forum threads on this page and apply settings to several or all threads. Threads are listed in at the top of each column. [More Help](#)

[Create Thread](#)

Thread Actions Collect

<input type="checkbox"/>	Date	Thread
<input type="checkbox"/>	6/4/10 2:26 PM	<a href="#">Starter 2: Teaching and Learning</a>
<input type="checkbox"/>	6/5/10 1:29 PM	<a href="#">Teaching for all types of learning styles</a>
<input type="checkbox"/>	6/5/10 12:40 PM	<a href="#">Starter 3: Teaching Styles vs. Learning Styles</a>
<input type="checkbox"/>	6/4/10 9:17 AM	<a href="#">Starter 1: Video</a>

**Click on the existing thread to read the messages.**

# Explore Available Options

6/4/10 2:26 PM [Starter 2: Teaching and Learning](#) ▾  
6/5/10 1:29 PM [Teaching for all kinds fo learning styles](#) ▾

+ [Starter 1: Video](#)  
+ [Starter 2: Teaching and Learning](#)

List View Tree View



## Forum: Unit 8

Organize forum threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Create Thread

Search Display ▾

Date	Thread	Author	Status	Unread Posts	Total Posts

Thread Actions ▾

Collect

Down Arrows  
Mark as Read  
Mark as Unread  
Set Flag  
Clear Flag

**Collect**  
Viewing messages in one page  
Printing

**Search**  
By author, topic and date

Down Arrows  
Select which messages to display for viewing

# Responding to a message

- If you want to respond to a message that someone else has posted, click the **“Reply”** button.



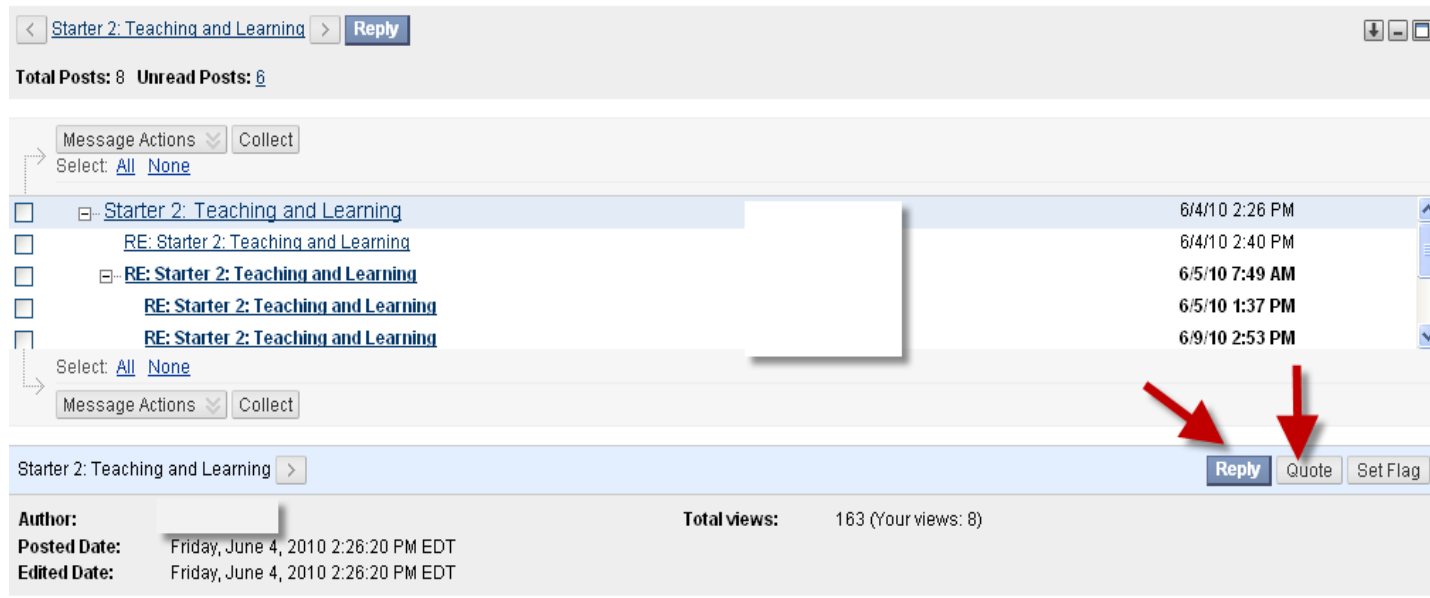
The screenshot shows a forum interface for a thread titled "Starter 2: Teaching and Learning". At the top, there is a navigation bar with a back arrow, the thread title, and a "Reply" button, which is highlighted with a red arrow. Below this, it shows "Total Posts: 8 Unread Posts: 6". The main content area displays a list of messages with checkboxes on the left and timestamps on the right. The messages are:

Message	Timestamp
<input type="checkbox"/> Starter 2: Teaching and Learning	6/4/10 2:26 PM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/4/10 2:40 PM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/5/10 7:49 AM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/5/10 1:37 PM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/9/10 2:53 PM

Below the list, there are "Message Actions" and "Collect" buttons, and "Select All None" options. At the bottom of the thread, there is a "Reply" button, also highlighted with a red arrow, along with "Quote" and "Set Flag" buttons. The footer of the thread shows the author's name, the posted date (Friday, June 4, 2010 2:26:20 PM EDT), the edited date (Friday, June 4, 2010 2:26:20 PM EDT), and the total views (163 (Your views: 8)).

# Responding to a message

- A new blank page will open. The message you are responding to will follow the Reply page. If you want to refer to the previous message, click **“Quote”**.



The screenshot shows a forum interface for a thread titled "Starter 2: Teaching and Learning". At the top, there is a navigation bar with a left arrow, the thread title, a right arrow, and a "Reply" button. Below this, it shows "Total Posts: 8" and "Unread Posts: 6".

The main content area displays a list of messages:

Message	Time
<input type="checkbox"/> Starter 2: Teaching and Learning	6/4/10 2:26 PM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/4/10 2:40 PM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/5/10 7:49 AM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/5/10 1:37 PM
<input type="checkbox"/> RE: Starter 2: Teaching and Learning	6/9/10 2:53 PM

Below the message list, there are "Message Actions" and "Collect" buttons, and "Select: All None" options. At the bottom of the message list, there is another "Reply" button and a "Quote" button, both of which are highlighted with red arrows. To the right of the "Quote" button is a "Set Flag" button.

At the bottom of the screenshot, there is a header for the selected message: "Starter 2: Teaching and Learning" with a right arrow. Below this, the "Author:" field is redacted. The "Posted Date:" is "Friday, June 4, 2010 2:26:20 PM EDT" and the "Edited Date:" is "Friday, June 4, 2010 2:26:20 PM EDT". To the right, it shows "Total views: 163 (Your views: 8)".

# *Composing a message*

- After you click the **Thread** button to add a new thread or click the **Reply** button in an existing message, a page similar to an email compose page will open. Work the same way you would work when composing an email message:
  - Write a topic in the subject line
  - Greet the person (Dear Name)
  - Provide a context for your message
  - Sign your message (Thank you, Your Name and Country)
- When you finish composing your message, hit the Submit button.

*See the next slide for an example.*

⚡ Indicates a required field.

Cancel Save Draft **Submit**

## 1. Message

\* Subject:

**View Original Post**

Click here to view the original post

Message

Visual Editor is: **ON**

Normal 3 Arial B I U abc x<sub>2</sub> x<sup>2</sup> [List icons] [Link icon] [Image icon] [Table icon] [Code icon] [Undo icon] [Redo icon] [Bold icon] [Italic icon] [Underline icon] [Text color icon] [Background color icon] [Link icon] [Image icon] [Table icon] [Code icon] [Undo icon] [Redo icon]

Dear Lori,  
This is a practice message .....

Thanks,

Alicia from Ecuador

Path: [body](#)

## 2. Attachments

Attach File

## 3. Submit

Click **Save** to save a draft of this message. Click **Submit** to submit the post. Click **Cancel** to quit.

Cancel Save Draft **Submit**

Click on the **Submit** button after you have composed your message.

## *Composing a message*

- Note that you can also paste a message that you have previously written in Microsoft Word into your discussion board message. *It is better, though, to type the message in Notepad (as text only) before pasting it into Blackboard.*

# *Postings*

- The quality of a message or posting depends on the criteria or instructions that your instructor has set for a specific class activity. Follow the instructions for posting for each forum carefully.
- Generally, postings are messages that contribute to the class. You will be graded for these contributions.
- The discussion board is NOT a chatroom. The discussion board is like a classroom. It is the place where class discussions take place.



# *Postings*

- Many times, you will be asked to read or prepare something prior to posting a message to the discussion board.
- Your postings should show that you have read assigned materials, that you have done your homework or that you understand the content of the class.

# *Good and Not So Good Postings*

- **Good**

Hello,

This is Silvio. I agree with the author of \_\_\_\_, but I do not think his generalizations about \_\_\_\_ apply to my culture. He probably had a different experience while living in \_\_\_\_.

What do the others think?

Looking forward to your comments.

Silvio

- **Not So Good**

- Yes, me too.

## *Last notes*

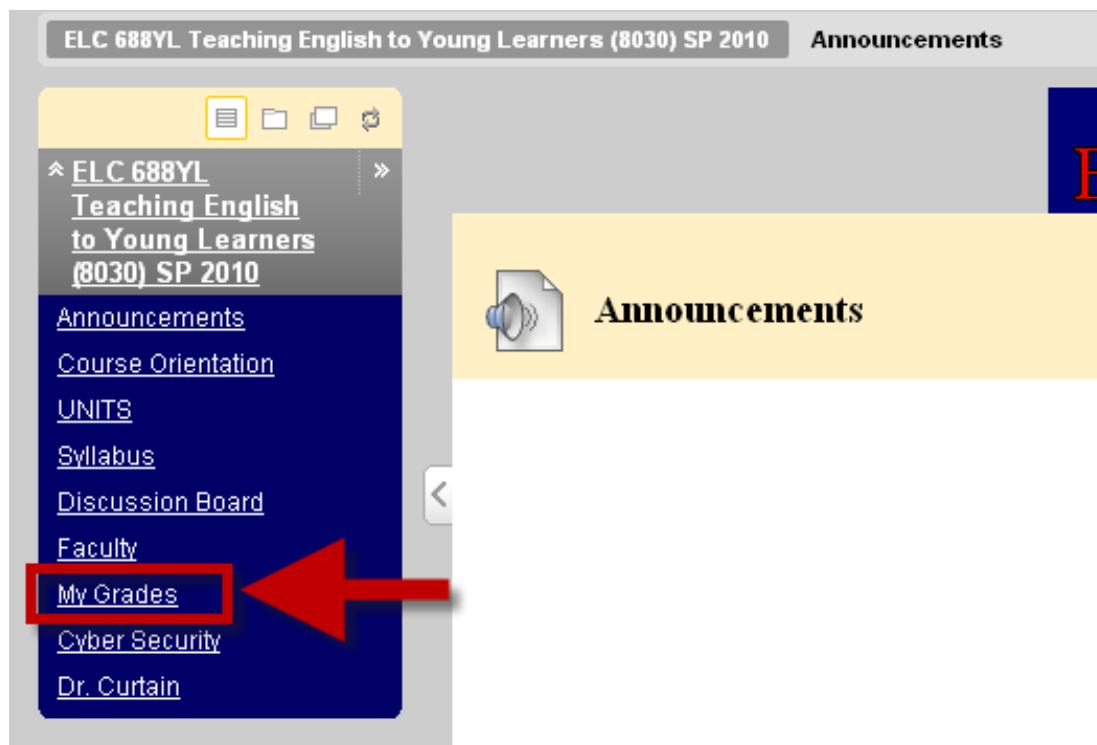
- In some discussion forums you will be asked to continue threads and some you can feel free to add your own threads. Be sure to read the directions for each forum before you enter and start posting messages.

**HAVE FUN ON THE DISCUSSION BOARD!**

# *Viewing Grades and Feedback*

# *My Grades*

To view your grades in your online course select **My Grades** on the navigation panel



The screenshot shows a web interface for an online course. At the top, there is a header bar with the text "ELC 688YL Teaching English to Young Learners (8030) SP 2010" and "Announcements". Below the header is a navigation panel on the left side, which is a dark blue vertical menu. The menu items are: "Announcements", "Course Orientation", "UNITS", "Syllabus", "Discussion Board", "Faculty", "My Grades", "Cyber Security", and "Dr. Curtain". The "My Grades" item is highlighted with a red rectangular box, and a red arrow points to it from the right. To the right of the navigation panel is the main content area, which is currently displaying "Announcements" with a speaker icon. The background of the main content area is light yellow.

# My Grades Page



## My Grades

Item Name	Details	Due Date	Last Submitted, Edited, or Graded	Grade	Points Possible	Comments
Weighted Total	<a href="#">Details</a>			93.33%	100	
ORIENTATION TASK # 4	<a href="#">Details</a>		Apr 20, 2010 10:35 AM	✓	1	
Journal 1	<a href="#">Details</a>		Apr 25, 2010 8:22 PM	<a href="#">82.00</a>	100	
Profile	<a href="#">Details</a>	May 5, 2010	May 5, 2010 12:47 PM	<a href="#">100.00</a>	100	
Journal 3	<a href="#">Details</a>		May 9, 2010 5:43 PM	!	100	
Guest Curtain	<a href="#">Details</a>		May 12, 2010 6:03 PM	✓	1	
Journal 5	<a href="#">Details</a>	May 23, 2010	May 23, 2010 5:39 PM	<a href="#">84.00</a>	100	
Class Observation Report	<a href="#">Details</a>		May 26, 2010 5:21 PM	<a href="#">100.00</a>	100	
Journal 6	<a href="#">Details</a>		May 30, 2010 5:50 PM	<a href="#">94.00</a>	100	
Journal 7	<a href="#">Details</a>		Jun 6, 2010 1:10 PM	!	100	
Guest Lecturer: Dr. Shin	<a href="#">Details</a>		Jun 14, 2010 3:28 PM	!	1	
Draft: Unit Plan	<a href="#">Details</a>			-	1	
Journal 10	<a href="#">Details</a>			-	100	
Thematic Unit Plan	<a href="#">Details</a>	Jun 30, 2010		-	100	
Discussion Participation	<a href="#">Details</a>			-	100	
Thematic Unit Plan--Peer Review	<a href="#">Details</a>	Jun 16, 2010	Jun 16, 2010 8:15 AM	!	1	

[Icon Legend](#)

**My Grades page** shows all your grades as soon as your instructor enters a grade for each assignment.

This is a private page, only you can view your grades.

The exclamation sign[!] means that your instructor has not corrected your assignment.

## *Viewing Feedback*

- After your instructor has corrected your assignment and uploads your file with comments, you need to check and see if you need to make any revisions to your writing activity.
- To download the file and view comments from your instructor, please select the **grade** your instructor assigned to you.

# Select Grade



## My Grades

Item Name	Details	Due Date	Last Submitted, Edited, or Graded	Grade	Points Possible	Comments
Weighted Total	<a href="#">Details</a>			93.33%	100	
ORIENTATION TASK # 4	<a href="#">Details</a>		Apr 20, 2010 10:35 AM	✓	1	
Journal 1	<a href="#">Details</a>		Apr 25, 2010 8:22 PM	82.00	100	
Profile	<a href="#">Details</a>	May 5, 2010	May 5, 2010 12:47 PM	100.00	100	
Journal 3	<a href="#">Details</a>		May 9, 2010 5:43 PM	✓	100	
Guest Curtain	<a href="#">Details</a>		May 12, 2010 6:03 PM	✓	1	

Note: Weighted Total calculates your percentage based on your individual grades. At the end of the course, this will be your final grade.



# Instructor Feedback



## Review Submission History

OK

### 1. Review Submission History

View Attempts

Submission ( April 25, 2010 8:22:02 PM EDT )

#### Submission Materials

Submission Field :

Student Comments :

Attached Files : [JOURNAL 1.doc](#)

#### Instructor Feedback

Grade : 82 out of 100

Comments : Hi [redacted] My comments for your Journal 1 are attached. Please click on the attachment to open the document and see my comments. Let me know if you have any questions. Thanks! Colleen

Attached Files : [Consuelo 82.doc](#)



This page shows:  
**Grade** for this assignment  
**Comments** from your instructor  
**Attached Files** with remarks from your instructor

### 2. Finish

OK

Note: Please download the file from your instructor to read and review your assignment: right click on the file, and save it in your computer.