Name:

Course:

Date:

Instructor:

**Topic 1 Assignment: GCU Resources and Writing Expectations Worksheet**

**Directions:** **Type directly into this document.** Complete all 13 questions in Part 1 and the matching exercise in Part 2. Provide the answers you find in one to two sentences, or in short answer format*.* **Please DO NOT forget to SAVE once you begin to answer the questions, so you do not lose any information.**

When you have finished, save the document. While in the assignment drop box: 1.) click BROWSE FROM MY COMPUTER, 2.) upload your saved document, 3.) SUBMIT to FINAL SUBMISSION.

**Assignment Due Date:** End of Topic 1

**Part 1: Navigating the Digital Classroom and the GCU Website**

**(The spacing will be adjusted as you type your responses. Please DO NOT forget to SAVE once you begin to answer the questions, so you do not lose any information.)**

**The following questions are directed towards the digital classroom:**

1. View the links on the side navigation bar (on the left side of the display page). Describe the following links:

|  |  |
| --- | --- |
| Announcements |  |
| Syllabus |  |
| Gradebook |  |
| Library |  |
| Student Success Center |  |
| Learning Support |  |
| Classroom Policies |  |

1. Explain the steps to find your grades and instructor feedback in the digital classroom.
2. In the digital classroom, click on the **STUDENT SUCCESS CENTER.** Click on the dropdown next to **the Tools for Success menu (top right)**. Choose **WRITING CENTER.** From there click on **STYLE GUIDES AND TEMPLATES** and review the APA 7th Edition Style Guide and Template.(You may want to right click and save the guide and template to your computer for future reference). After reading the Style Guide, why do you think academic writing requires such strict formatting?
3. In the Digital Classroom click on, **DISCUSSION FORUMS** and **CLASS QUESTIONS** and explain the purpose of the two areas.
4. In the Digital Classroom, click **MESSAGES** (in the purple ribbon to the right of the My Classes drop down at the top of the calendar page). What is the purpose of Messages?
5. Click on the **SYLLABUS** tab in the digital classroom and select **TOPIC 1**. Not including the “Topic” heading and the “Objectives” sub-heading, what are the two main headings found on the page?
6. Go to the **LIBRARY** tab and locate **About Us.** Click on the *Contact Us* link in the drop down*.* Describe two ways to get help using the Library’s resources.
7. Click the **ANNOUNCEMENTS** tab. Why is it important to read the announcements at the beginning of each week? What is something important you see in the announcements?
8. In the digital classroomclick the **question mark icon** in the top right corner, then click the Contact Technical Support at the bottom left**.** List three ways in which you can contact Technical Support and provide their email address and phone number.

**The following question is directed towards the GCU Website at:** <https://www.gcu.edu>

1. On the Home page, click on **Degree Programs,** locate and click **your area of interest,** choose your **Bachelor Program**. Locate your **Program Core Courses** and list one course that looks most interesting to you. Why did you choose this course? Include the course name, course number and course description along with your explanation.

**The following question is directed towards the GCU Website at:** <https://students.gcu.edu>

1. On the Home Page, locate and click **Student Affairs,** then locate and click **Spiritual Life**. Describe which sections of this page interest you. Why?

**The following questions are directed towards the Student Success Center Website at:** <https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/>

1. On the Student Success Center website, search for the **Writing Center** and visit the page. Review the resources and services in the section **Research & Writing Help**. What resource do you think will be the most helpful for you in the research and writing process?
2. On the Student Success Center home page, type “New Student Success” in the search bar and visit the page to explore the resources. List three tutorials or webinars that will help you most as you begin this course. For each, explain how you feel they will help.

**PART 2: GCU Writing Expectations**

The purpose of this section is to help you understand some of the academic writing expectations at GCU and in higher education. Included is a comprehensive list of writing expectations or guidelines you will want to adhere to during your academic career as well as ways to overcome common errors in college-level writing. After reviewing the *Academic Writing Guidelines Resource* located under this week's resources, complete the section below. In addition to this, you are welcome to use external resources such as the GCU Library, Google Scholar, or similar search engines to understand these guidelines and common errors more fully.

**Instructions:**

Place the correct guideline (the capital letters), next to the correct description of that guideline.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Guidelines:** |  |  |  |  |  |  |
| **A** | Contractions |  | **F** | 1st Lines of Paragraphs indent 0.5” |  | **K** | Spell Check |
| **B** | Writing in third person |  | **G** | Conciseness |  | **L** | Margins |
| **C** | Times New Roman 12pt Font |  | **H** | Run-on Sentences |  | **M** | Text/Slang language |
| **D** | Double Space |  | **I** | Fragmented Sentences |  | **N** | Capitalization |
| **E** | Align Left |  | **J** | Idioms |  | **O** | Essay Formatting |
|  |  |  |  |  |  |  |  |
|  | **Guideline Descriptions:** |  |  |  |  |  |  |
|  | Microsoft Word has a sophisticated "checker" to identify most spelling, grammar, and consistency errors. Remove all before submission. | | | | | | |
|  | An extra line between sentences accomplished by using the “Line and Paragraphing Spacing” option in Microsoft Word and selecting 2.0 Spacing. | | | | | | |
|  | The TAB key often makes a perfect 0.5-inch indentation by default. | | | | | | |
|  | All four sides of each page in your document must default to 1.0” for the top, bottom, left, and right sides. | | | | | | |
|  | Separates creative writing from formal academic writing including APA Style, MLA, and Turabian format and citation styles. Strict adherence is required. | | | | | | |
|  | Clichés, slang, or figurative language should be avoided. Instead, write out or use the definition instead of the cliché. | | | | | | |
|  | Avoid the shortened forms of one or two words combined. Spell out both words. | | | | | | |
|  | Be sure to use this appropriately for the first word in every sentence, proper nouns, and Netiquette. | | | | | | |
|  | LOL is an example of a term that should not be used in academic writing. | | | | | | |
|  | Most common standardized lettering and size in college level writing. | | | | | | |
|  | Microsoft Word will underline these errors with a blue line. Rewrite the sentence until the blue line disappears. | | | | | | |
|  | Paragraphs should be aligned to the left at the zero or null point on the Microsoft Word ruler. | | | | | | |
|  | Avoid extraordinarily long sentences. The word "and" can often be a place to split up a Run-on. | | | | | | |
|  | Avoid wordiness by deleting needless words and using Microsoft Word thesaurus for word ideas, synonyms, and antonyms. | | | | | | |
|  | One would, A person could, They should, She, He, It are examples of writing in this point of view. | | | | | | |