WAYLAND

BAPTIST UNIVERSITY

**WBU Online**

**Syllabus**

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| 1. **Mission Statement**: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.    2. **Course**: BASC 1301 – [VC02]: *Best Achievement Strategies for College*     |  |  |  |  | | --- | --- | --- | --- | | 3. **Term**: Fall 2023  4.  **Instructor**: Jefferson Ebbing |  |  |  | | 5. **Office Contact**: |  |  |  | | **Office phone**: 520.678.0620 (call/text) |  |  |  | | **Email**: jeff.ebbing@wayland.wbu.edu |  |  |  | |  |  |  |  |   6. **Office Hours, Building, and Location:** Thursdays 7:00 PM to 9:00 PM or by appointment.  Please email me if you would like to meet   |  | | --- | | 7. **Class hours & location**: Asynchronous | |
| 8. **Course Description:** Designed specifically for WBU’s campuses serving many adult learners who  have been away from school for years as well as students transferring credits from colleges, military,  and work experience; intended to assist students in developing skills and habits for college success –  effective communication, learning skills, use of technology, time management, ability to research,  test taking, emotional/physical wellness, and factors unique to Wayland; incorporates a service  learning experience and other activities to promote student awareness that they can succeed and how to succeed; to be taken during the first term. |
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| 9. **Prerequisites**: None  10. **Textbook**:   1. Davis, D. (2012). *The adult learner’s companion: A guide for the adult college student* (2nd ed.). Boston, MA: Cengage. ISBN-13 978-0495913832. 2. 2018-2019 WBU Academic Catalog link: <http://catalog.wbu.edu>   11. **Optional Material**:   1. *Publication Manual of the American Psychological Association* (APA), 6th Edition. 2. *The Modern Language Associational Style* Manual (MLA), 8th Edition.      1. Supplemental course material will be distributed during each class session. 2. The Wayland Online Library: Available through the course BlackBoard site. |
| 12**. Student Learning Outcomes:** The student will be able to:   1. Define growth mindset in relation to a personal goal of degree completion. 2. Students will analyze academic degree options in the context of past experiences and future career expectations. 3. Complete a service learning project and reflect on its value in relation to personal growth and Wayland’s culture. 4. Recall pertinent administrative and academic information necessary for successful degree completion: student accounts, textbooks, registration, incompletes, use of Blackboard, Student Services, Wayland Library, academic honesty, and degree-plan management. 5. Apply college-level study skills, research, and composition abilities, and English Language communication necessary for successful degree completion. 6. Develop competencies to proficiently use technology for successful degree completion. |
| 13. **Attendance Requirements**: External Campus Attendance Policy:    Students enrolled at one of the University's external campus should make every effort to attend all class meetings. All absences must be explained to the instructor, who will decide whether the omitted work may be made-up. **When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student, and file an Unsatisfactory Progress report with the center director.** Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of "F" for the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy (Online WBU Academic Catalog 2018-2019). **As this is a two-credit course with 30 hours of contact, any absence exceeding 7.5 hours will be deemed as excessive**. Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus (Online WBU Academic Catalog, 2018-2019)..   |  |  | | --- | --- | |  |  |   14. **Statement of Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university (Online WBU Academic Catalog, 2018-2019).  15. **Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations” (Online WBU Academic Catalog, 2018-2019).  16. **Course Grading Criteria and Course Requirements**:  **WBU Grading Policy:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.  **Course Requirements:**   1. **Surveys and Self-Assessments**: In order for you to document student progress, the student will complete multiple surveys at the beginning and at the end of course. 2. **Journal Activities:** These assignments are intended to be less formal and more focused on reflection. Your journal entries should be roughly 100-400 words depending on the prompt provided. For the Journal assignments in response to the textbook readings please include an application aspect to your reflection. This could be anything that your learned or was reminded from the readings to apply to your daily studies or life in general. 3. **Discussion Board:** Students will engage in a class discussion covering topics they have been learning. This is a change to engage and share thoughts in the content being taught as well as observe how others are processing and learning from the content. 4. **Degree Plan Assignment:** Students will speak with their advisor going over their remaining degree requirements as well as decide on what classes they plan to take in the next term. To submit assignment upload two documents a Word document answering prompts and your Degree Plan to Blackboard. 5. **Test:** This is a cumulative test covering the content covered in this course. 6. **Email**: The student will complete specific technology task and email it from their student email account. 7. **Individual Service Learning Project Proposal:**  Students individually will 1) research, plan, and implement a service learning project. A Service-learning project proposal will be submitted to the instructor. 8. **Service Learning Project Reflective Paper and Presentation:** Upon completion of the service-learning project, the student will write a personal reflection journal entry. This personal reflection paper is due no later than the end of week 8. The student will conduct a five to eight-minute presentation of the service-learning project. To submit assignment upload a video into the week 8 discussion board. 9. **Micro Research Paper:** Students will use the WBU library to research a topic relating to Growth Mindset and write a short research paper. The paper must be reviewed by the WBU Writing Center and corrections completed when they submit the paper. 10. **Grading Criteria:** Letter grades from "A" to "F" will be issued to students based on individual work. The grading criteria are listed below:  |  |  |  | | --- | --- | --- | | **Grade** | **Points** | **Percentage** | | **A** | 100.0 points to 89.5 points | 100% to 90% | | **B** | 89.4 points to 79.5 points | 89% to 80% | | **C** | 79.4 points to 69.5 points | 79% to 70% | | **D** | 69.4 points to 59.5points | 69% to 60% | | **F** | 59.4 and below | 59% and below | | **I** |  | Incomplete: See important grading information below | |
| 17. **Tentative Schedule:** This course is delivered in eight classroom sessions (and an associated service learning project experience). **This schedule is subject to change, be sure to refer to the syllabus in the course Blackboard to have the most up-to-date information.**  **\*\*\*\*Unless notated, all assignments are due before the start of the next week (Sundays at 11:59 PM)** |

**Week 1:** Introduction

Set up student accounts

Explore student accounts

Read chapters 1 & 2 from the textbook

**Assignments:** Post in Discussion Board

Email

Journal Activity

New Student Survey (should be prompted when you log into Blackboard)

**Week 2:** Service Learning Project

Academic Catalog

Growth Mindset

Reach chapters 3 & 4 from the textbook

**Assignments:**  Growth Mindset Self-Assessment

Journal Activity

Post in Discussion Board

Submit Service Learning Project Proposal (Journal Part I)

Service Learning Project (Journal Part II) **due by last day of the term**

**Week 3:** Avoiding Procrastination

Active Learning

Brain health

Read chapters 5 & 6 from the textbook

**Assignments:**  Learning Style Self-Assessment

Journal Activity

Post in Discussion Board

Time Budget

**Week 4:** Degree Plan

WBU online schedules

Read chapters 7 & 8 from the textbook

**Assignments:** Degree Plan Assignment **due by the end of Week 7**

Journal Activity

**Week 5:** WBU Library

WBU Tutorial Services

Research Writing

Reach chapters 9 & 10 from the textbook

**Assignments:**  Library Tutorial Journal

Journal Activity

Time Budget Journal

Micro Research Paper **due by last day of the term**

**Week 6:** Independent Research on Wellness

**Assignments:**  Cumulative Exam

Post in Discussion Board

Degree Plan Assignment **due by the end of Week 7**

Service Learning Project (Journal Part II) **due by last day of the term**

Micro Research Paper **due by last day of the term**

**Week 7:** Online Presentations

**Assignments:**  Degree Plan Assignment

Growth Mindset Essay

Service Learning Project Presentation **due by last day of the term**

Service Learning Project (Journal Part II) **due by last day of the term**

Micro Research Paper **due by last day of the term**

**Week 8:** Begin preparing for the next term

**Assignments:**  Service Learning Project Presentation **due by last day of the term**

Service Learning Project (Journal Part II) **due by last day of the term**

Micro Research Paper **due by last day of the term**

Complete course evaluation (check your WBU email for this)

18. Additional information as desired by the faculty member.

1. **Textbook Policy:** All students are responsible to have required course materials in hand by session 2.
2. **Course/Student Information:**
3. Students will need to use the Internet to access course information on BlackBoard.
4. Students will first contact the professor if assistance is needed.
5. If the student sends the professor an email and does not receive an “acknowledge” reply from the professor with 24 hours, the student will retransmit the original email. If the student still does not receive a reply within the next 24-hour period, then call the professor.
6. **BLACKBOARD:** This course will use Blackboard courseware. All registered students automatically have access to Blackboard. An enrolled student can link to Blackboard through the Wayland Baptist University Virtual Campus web page at <http://virtualcampus.wbu.edu>. For first time users of BlackBoard, see instructions at Log-in page for accessing BlackBoard. It is important that all graduate students enrolled in this course establish a Wayland Email account, as the instructor will periodically send emails to enrolled students through BlackBoard.
7. **How to Login in to MyWBU:**

1)  How to login to **MyWBU** will be:

a)    Login:             firstname.lastname

b)    Password:      firs.LAST.1234 (same as Student services)

**NOTE**: If login to **MyWBU fails**, there may be several reasons, such as: 1) The most common is that a student applied for one term, but did not come that term and started wanting to register for a term after that, or 2) the student has not taken a course at Wayland for a few terms, or the scenario above where the student walks in, applies and tries to register in under 15 minutes.  These are the most common.

2) How to login to **selfservice.wbu.edu** to register. This will open into Student Services.  New student logins will be as follows:

a)    Login:             WBU Student ID Number (Example: 000321578)

b)    Password:    firs.LAST.1234          (1st four of first name, lowercase; 1st four of last name, capital letters; last four of SSN with periods in between.

c)    This is the same login that students use to login to computers in your labs on campus.

1. **CLASSROOM CONDUCT**:“Students who disrupt class will be directed to leave immediately and report to the campus dean, who will discuss with the student the cause of the disruption. The student will only return to the class with the permission of the campus dean and the faculty member involved” (Online WBU Catalog, 2017-2018).
2. **EXPECTATIONS AND RESPONSIBILITIES:**
3. Instructor: As the instructor, I am responsible to communicate and instruct the course standards through identifying to adult learner specific learning objectives (LOs); present clear, meaningful lectures focused on chapter learning objectives; simulate classroom discussions; and give examinations focused on assessing knowledge achieved in chapter learning objectives. In addition, I am responsible to assist students experiencing difficulties understanding lectured material. Lastly, I am responsible to impart upon the adult learner the desire to learn as opposed to memorize.
4. Students: Instructor’s expectations of you are as follows:

(a). Read this syllabus completely and understand your obligations and responsibilities.

(b). Enter each class session having read the assigned chapter(s).

(c). Turn in all course work on time.

(d). Ask questions when text and /or lectured material are unclear.

(e). Commit yourself to the learning process.

**Service Learning Project**

* Students can pick their own service project or may select from service projects provided

* Students who select their own individual service project will submit their project to the instructor of approval
* Students may engage within a service project already in progress
* Project should be roughly 3-6 hours of volunteer service

* Potential community service project areas:
  + animal shelters
  + homeless shelters
  + help around your local WBU campus
  + food pantries
  + roadway cleanups
  + chambers of commerce, meals on wheels
  + Church activities services
  + students’ local neighborhood needs
  + Volunteering to assist with organizing special events (runs, bike rides, golf, etc.)
  + elderly/retirement homes (reading, entertainment)
  + mentoring or tutoring
  + providing transportation
  + dog walking
  + fishing proxy (Alaska only—where a person catches fish for someone who is home bound).