

**BASC: Best Achievement Strategies for College for Military Students**

**Syllabus | Briefing**

**Syllabus:** This syllabus is a briefing of what to expect from class and how to succeed.

**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.

**Course:** BASC1301 VC50 – Veteran Specific Best Achievement Strategies for College

**Term:** Fall 1st 8 Weeks 2023 (August 7th 2023 through September 30th 2023)

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**Course Description:** This section of BASC is designed specifically for WBU’s campuses to meet the needs of veteran/active military students 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.

**Prerequisites:** None

**Required Textbook & Resource Materials:**

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. A computer with internet access, active WBU student email, Blackboard, and Student Services accounts.

**Academic Support:** There are multiple free resources available to support your academic journey. You will be required to use several of them in this course to teach you how to use V-CEVSS benefits and other Wayland resources to your advantage. Here is a list of what is available to you:

**1.** **The Multidisciplinary Tutorial Services (MTS):** <https://www.wbu.edu/academics/writing-center/index.htm>

The MTS offers free tutoring in all subjects to all WBU students. If you need assistance in a class that their current tutoring staff is unable to help with, they will find a tutor for you. One of their most valuable services is their writing services. The MTS will review an academic paper up to 3 times as long as the student has made the tutor’s recommended changes to his/her paper.

Aside from tutors, the MTS offers multiple workshops on their website to help with writing, resumes, research, and math. There are also handouts to help with the essay writing process. These handouts will greatly simply your writing assignments if you utilize them. Please take the time to browse through the workshops: <https://www.wbu.edu/academics/writing-center/workshops.htm>

In a partnership with V-CEVSS, there are multiple tutors on staff specifically for VA students.

**2.** **Mabee Learning Resource Center (Library):** <https://www.wbu.edu/academics/library/index.htm>

The library is located on the Plainview, TX, home campus; however, it is not limited in its ability to serve virtual students or students located on other campuses. Here are some of the resources available to you through the library:

a. The Virtual Reference Desk. A librarian hosts a virtual meeting place Wednesday and Thursday nights from 7:00pm-9:30pm Central Standard Time. During these times, you can ask a live librarian any questions you have about library services and/or seek assistance locating research materials. You join the open session in Blackboard as follows:

* In Blackboard, find the “Assist” link in the menu on the far left and click there.
* Scroll down to find the “Virtual Reference Desk” link to Collaborate Ultra and click there.
* The student will join by entering name to join as a guest.

b. Journal Articles. There is a large online collection of peer reviewed journal articles housed within the library’s system. Many classes require students to conduct research using peer reviewed journal articles and you’ll be able to use this resource.

c. e-Books**.** The library continues to build its virtual collection to ensure ample resources are available to students not located on the Plainview campus.

d. Scans of physical books within the library. If there is a book housed at the Plainview location that you’d like to used, the library staff can scan a chapter and/or section of the book and email it to you. Please note that the library is restricted by copyright laws as to how much of a book they can scan. There is a limited portion of a book the staff can scan and they cannot scan a whole book.

e. Interlibrary Loan (ILL): The Wayland library is a member of the Interlibrary Loan program and can request books from other libraries within the system to be mailed to you. While the Wayland library can request the book, the library that houses the book holds the right to accept or deny loaning the requested book.

**3.** **Disability Services | Academic Accommodations:** <https://www.wbu.edu/student-life/student-services/current-students.htm>

The purpose of the WBU Student Disability Services (SDS) office is to aid and provide accommodations to students with disabilities. Wayland is committed to providing all students with equal access to a quality education. In addition to serving as an advocate for students that need accommodations, the office also works closely with faculty and staff members in order to monitor students' progress and encourage a positive educational experience.

Documentation Criteria: To be provided accommodations through the SDS office, students must provide documentation of their disability. The documentation must be current (within the last three to five years) and must include the following:

* A specific diagnosis
* The medical and educational history related to the disability
* The severity of the disability
* Student’s current medications or treatment of the disability
* The functional limitations as a result of the disability
* The recommended academic accommodations
* For learning disabilities, the documentation must include the diagnostician’s assessment of aptitude test scores and information processing test scores. The assessment must state that the student qualifies as having a learning disability. The report should include learning accommodation recommendations from a licensed diagnostician, educational psychologist, or psychiatrist.

If you would like to receive accommodations or inquire for more information, please reach out to Ryiann Araujo at [araujor@wbu.edu](mailto:araujor@wbu.edu).

**Tentative Schedule:**

You will find detailed instructions on homework assignments in the section that follows.

|  |  |  |
| --- | --- | --- |
| **Week** | **Reading** | **Homework** |
| Week 1 | Chapter 1: College Success | 1. Explore myWBU and the V-CEVSS webpage—your Wayland email account, your courses, and Blackboard. If you need assistance call 806-291-3740 or email [vcsupport@wbu.edu](mailto:vcsupport@wbu.edu). For more information, check the WBUonline website: <https://www.wbu.edu/wbu-online/current-students/staff.htm>  2. Syllabus Quiz:  In Blackboard  3. Report what Service Project you will engage in and email professor what it will be  4. Schedule a meeting with advisor  5. Discussion Board (DB):  In Blackboard |
| Week 2 | Chapter 2: The Life Experience, College, and Career Relationship | 1. Watch this short video on email communication: <https://use.vg/7Kb2NL>  2. Complete the Email Assignment: Use your Wayland Outlook Email  3. Complete Social Engagement Assignment  4. Browse through Tutorial Services workshop page: https://www.wbu.edu/academics/writing-center/workshops.htm  5. DB: In Blackboard |
| Week 3 | Chapter 3: Stress Management  Chapter 4: Time Management | 1. Create a personal time log  2. Watch Tutorial Service’s video on using sources to know how to use quotes and paraphrase: <https://app.vidgrid.com/view/9UgixgUYvX0c/?sr=ktuVHo>  3. Watch Nick Lavery’s *Living by an Ethos*: <https://www.youtube.com/watch?v=FE43AC4WmdY&t=268s>  4. DB: In Blackboard  5. Written report on advisor meeting due. |
| Week 4 | Chapter 5: Help and Support  Chapter 6: Critical Thinking and Problem-Solving | 1. Use the library’s Virtual Desk to learn how to search for journal articles  2. Watch this video on growth mindset: <https://www.youtube.com/watch?v=75GFzikmRY0>  3. DB: In Blackboard |
| Week 5 | Chapter 7: Class Skills  Chapter 8: Studying | 1. Find a peer reviewed journal article on growth mindset and/or fixed mindset  2. Watch this video on the basic college essay: <https://use.vg/j9dAol>  3. DB: In Blackboard |
| Week 6 | Chapter 10: Writing | 1. Review all of your discussion board posts and write 3 paragraphs on mind set. You’re welcome to use the MTS essay outline for help: <https://www.wbu.edu/_documents/College%20Essay%20Handout.pdf>  2. Watch this video on introduction and conclusion paragraphs: <https://use.vg/L69vUB>  3. DB: In Blackboard |
| Week 7 | Chapter 9: Tests | 1. Combine your 3 paragraphs on mindset with your introduction and conclusion paragraph.  2. Watch this video on thesis statements: <https://use.vg/zjzevM>  4. DB: In Blackboard |
| Week 8 | **None** | 1. Turn in edited mindset essay  2. Turn in report on service project  3. Turn in report on social engagement  4. DB: In Blackboard |

**Important Dates:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **DUE Dates** | **Assignment 1** | **Assignment 2** | **Assignment 3** | **Suggestions but not required** |
| 1 | Aug. 13-Thursday | Discussion Board 1 |  |  | Schedule an appointment date with advisor to prepare of Advisor Meeting assignment |
| 1 | Aug. 13-Sunday | Syllabus Quiz | Report service project to professor | Peer response in DB |  |
| 2 | Aug. 20-Thursday | Discussion Board 2 |  |  |  |
| 2 | Aug. 20-Sunday | Email assignment | Social Engagement report due | NO Peer response | Extra Credit paragraph in BD. This extra credit will boost your overall writing performance, and I highly recommend taking advantage of this opportunity. |
| 3 | Aug. 27-Thursday | Discussion Board 3 | Written report on meeting with advisor |  | Have *Living by an Ethos* paragraph from DB reviewed by a writing tutor to prepare for essay. Ask tutor for help with: paragraph structure, using a source, grammar, and citation |
| 3 | Aug. 27-Sunday | Time Log | Peer response in DB |  | Meet with mentor to review time log and create goals |
| 4 | Aug. 31-Thursday | Discussion Board 4 | Library’s Virtual Desk |  | Have a writing tutor review paragraph in preparation for essay. Ask tutor for help with: paragraph structure, using a source, grammar, and citation |
| 4 | Sept. 3-Sunday | Peer response in DB |  |  |  |
| 5 | Sept. 14-Thursday | Find journal article on growth mindset | Discussion Board 5 |  | Have a writing tutor review paragraph in preparation for essay. Ask tutor for help with: paragraph structure, using a source, grammar, and citation |
| 5 | Sept. 19-Sunday | Peer Response in DB |  |  | Combine 3 paragraphs, create introduction and conclusion paragraphs and submit WHOLE essay for a writing tutor to review. |
| 6 | Sept. 21-Thursday | Discussion board 6 |  |  | Ensure requirements are meet for service project and social engagement. |
| 6 | Sept. 24-Sunday | Submit 3 paragraphs on growth mindset |  |  |  |
| 7 | Sept. 28-Thursday | Discussion Board 7 | 3 paragraphs on growth mindset | NO Peer response |  |
| 8 | Sept 30-Saturday | Discussion Board 8 | Growth Mindset essay | Reports on service project and social engagement | Turn in late assignments and late assignment action plan if necessary |

**Grading Chart**

|  |  |
| --- | --- |
| **Assignment** | **Percentage** |
| Discussion Boards | 10% |
| Syllabus Quiz | 10% |
| Email Assignment | 5% |
| Time Log | 5% |
| Advisor Report | 15% |
| Service Project Report | 15% |
| Social Engagement Report | 15% |
| 3-paragraphs | 10% |
| Essay | 15% |
| Total | 100% |

**Extra Credit & Late Assignments**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Writing tutor review | .5 added to total class grade each time used |
| Watching the writing workshop: *Composing from the Sentence Level up* and providing the written paragraph with workshop in week 2’s discussion board | 2 points added to total class grade |
| Action plan with late assignments | PREVENTS grade deduction on late assignments.  IF you turn the late assignment in with the action plan, you will not be penalized |
| Late assignments | 5 points off the assignment grade each week—1 point lost a day. |

**Course Requirements and Assignment Details:**

**A. Explore myWBU & V-CEVSS webpage.** MyWBU and the V-CEVSS page is located on the Wayland website: wbu.edu. In this assignment, you will explore myWBU and V-CEVSS. Make sure you can access Blackboard and your Wayland email account.

If you need assistance call 806-291-3740 or email [vcsupport@wbu.edu](mailto:vcsupport@wbu.edu). For more information, check the WBUonline website: <https://www.wbu.edu/wbu-online/current-students/staff.htm>

**B. Advisor Meeting**: You are required to meet with your advisor and prepare a plan to complete your degree. Your advisor will help you decide what classes to take and when to take those classes. After your meeting, you will provide a short-written report of the plan you and your advisor create.

**C. Syllabus Quiz:** A syllabus is a briefing for the class and provides an overview of what the class will entail, what your professor expects from you, and details your assignments. As a college student, a class syllabus is a valuable resource to you, and a good syllabus will lay out how to be successful in class. Refer to your classes’ syllabus often and use it to create a schedule/action plan. Always remember that a syllabus is your guide to success in the class.

You must take the syllabus quiz during the first week of class. Please use the syllabus to help you on the quiz. The purpose of this quiz is to teach you how to read a syllabus, analyze what is expected of you, and develop an action plan to be successful in class by using the syllabus.

**D. Discussion Board (DB):** Discussion board is a feature on your student Blackboard account where professors post weekly questions and you post an answer to the question. The purpose of discussion board assignments is to exercise the knowledge you learn and to show the professor that you’re retaining information from your reading and/or class. Since this feature is digital, you will most often encounter discussion board assignments in online courses; however, it is not limited to online courses. Some professors use this feature if the class is unable to meet in person.

For this particular class, the discussion boards that you write will strongly contribute to the essay you’ll need to write by the end of the semester. Save a draft of all your discussion board posts and peer responses in a document to access when it is time to write your essay. Most of the discussion board posts were designed to teach your how-to breakdown the essay writing process while learning how to write effect DB posts. The purpose of this is to ensure you’re able to write efficiently for other classes you take during your time at Wayland.

You will have weekly discussion board assignments that teach you how to successfully create an academic discussion board post and achieve high marks in future classes.

**How to create an effective discussion board post:**

1. Do not use first-person or personal stories unless the professor deliberately asks for it. Remember, the purpose of a discussion board is to exercise what you’ve learned and to show the professor that you’re learning from the class material.
   1. Avoid statements like I think; I believe; I agree; I liked…
   2. Use statements like: The text explains that; Evidence suggests; As stated in class; This theory indicates that; According to…
   3. Example:

**Question:** Why is growth mindset important?

**Good answer:** The text indicates that people who practice growth mindset are able to assess difficult situations more efficiently and are more likely to be successful and achieve their goals

**Bad answer:** I think growth mindset is important because it is a better way to think about your problems and helps you get what you want.

* 1. If you have relevant work or life experience that adds to your academic statement, you can use it at the end of your post as a paragraph separated from your academic response. However, be cautious doing this. Make sure your academic statement is the strongest element of your post and your work/life experience is only supportive. If your work/life experience is longer than your academic statement, you’ll need to reevaluate your post to ensure your academic statement is strong.

1. Use your textbook or other academic resources to validate your answer. One of the things you’ll learn in college is to use credible sources to form and validate your opinion; you’ll cultivate critical thinking. A discussion board post is where you will learn to do this. While you think about how to respond to the discussion board question, think about what you’ve read in the book that could answer it.
   1. I personally suggest reading the DB question before the assigned reading in the text and keeping that question in mind while you read. Mark areas in your reading that you can use in your discussion board answer.
   2. Use quotes and paraphrases to validate your answer and achieve a higher grade.
   3. Please watch the Multidisciplinary Tutorial Services workshop on using sources: <https://app.vidgrid.com/view/9UgixgUYvX0c/?sr=ktuVHo>. This resource will teach you how to effectively use quotes and paraphrases in academic writing.
   4. Never assume you already know the answer, even if it is a very obvious answer. Try to read each question with the goal of learning something new or understanding something at a deeper level by reading the textbook.
2. Professors usually have you respond to 2-3 peers. The purpose of this is to show that you’re active in the class so that the professor can count your attendance virtually and it also serves as a place to engage your fellow classmates on the topics you’re learning. For this class, you will only need to respond to peers in a few discussion board posts so that you’ll be successful at this task in future classes. If you need to respond to peers, it will be indicated in the discussion board question.

Here are a few tips to get a good grade for peer responses:

* 1. Look for a peer response where you can use the textbook to form your response. This will look different for each class you take but it may look something like: I noticed in the reading that \_\_\_ theory expands on this by indicating that…; There is a section in the book that examines this issue…; Another issue that the textbook indicated as a possibility is…; The text indicated that the best approach to this situation is to…

Example:

**Peer response to DB question:** The text indicates that people who practice growth mindset are able to assess difficult situations more efficiently and are more likely to be successful and achieve their goals

**Good response to a peer’s DB:** One of the reasons growth mindset allows a person to assess difficult situations more efficiently is through the way failure is perceived. The text implies that failure is a learning opportunity rather than a horrible event. Growth mindset allows a person to shift their understanding of failure to a constructive outlet. Nick Lavery (2022) relates this to the warrior’s ethos mantra “I will never accept defeat.” He goes on to say that a person may fail a task, but he/she must learn and grow from that failure and keep moving forward toward success. A person will get knocked down, but if he/she learns from the experience and gets back up, he/she won’t be defeated.

* 1. Try to find a balance between being friendly and academic. While you want to be friendly and understanding to your classmates, it is very important to be academic. Prevent the conversations from becoming personal and remain on the topic the question or the book discusses.
  2. Never take someone’s answer personally. If you disagree with a person, remove your feelings and use the textbook to create an academic discussion. Disagreements are not negative; they lead to productive conversations.

**How discussion board posts will be graded:**

DO NOT use first person to create your discussion board responses. ONE point will be deducted for each first-person usage (I, me, my, and/or you). It is tempting to use first person and say something like “I am a diligent person…” or “Diligence is the easiest for me…”. You will be penalized each time first-person is used.

USE third person to create your response. It will be a challenge, but it will get easier each time you practice. The purpose of these discussion board posts is to provide you an opportunity to develop your ability to write in third person. An example of third person could be: “Diligence is important while facing the obstacles that will arise in college. The ability to persevere has been developed through [insert military experience].”

If you feel it is necessary to write about a personal experience, you are welcome to write a paragraph at the end to expand on your academic response. However, the first part of your response will be graded and must be in academic tone to exercise your ability to write in third person. If you choose to write a paragraph at the end of your academic response on personal experience, it will not be part of your grade and no points will be deducted for first-person usage.

To be clear:

1. The first part of your discussion board response will be graded and MUST NOT use first person. An extra paragraph at the end of the post on personal experience is a choice and not graded.

2. If you feel the need to share a personal experience, it must be the last paragraph of your post and it is NOT graded. A personal experience paragraph is not academic and will not meet the assignment requirements.

3. If there is only one paragraph that is personal experience, you will be deducted one point for each first-person usage. Only the last paragraph that accompanies a full academic response is not graded.

4. You are not required to write a paragraph on personal experience. It is a personal choice and not a grade.

**E. Email Assignment:** Constructing professional emails is an important aspect of college culture, and there are professional email standards you’ll want to follow. At Wayland, you benefit from a community that wants to connect with you and help you succeed, do not hesitate to email the people who are here to support you.

For the email assignment, you will email someone at Wayland who can assist you in your academic journey and cc your professor in that email. The purpose of this assignment is to teach you email competency and gather useful information. Please watch this short video on email communication: <https://use.vg/7Kb2NL>

Among the people you can email that helps complete other assignments:

1. Your academic advisor to schedule a meeting to discuss your degree plan.

2. Someone in regards to the service project you’d like to complete.

3. V-CEVSS project coordinator Christine Lockridge to learn about Student Veterans of America (SVA), the mentor program, and to discover other V-CEVSS support. ([Christine.lockridge@wbu.edu](mailto:Christine.lockridge@wbu.edu))

4. V-CEVSS counselor Tania Perez-Orozco to inquire about upcoming briefings and seminars, life coaching, support, and counseling ([perez-orozcot@wbu.edu](mailto:perez-orozcot@wbu.edu))

5. A mentor with V-CEVSS to create a time log and/or action plan

Other possibilities:

1. Any of your professors to ask a question about a class

2. Ryiann Araujo with Disability Services to inquire about accommodations ([araujor@wbu.edu](mailto:araujor@wbu.edu))

3. Tutorial Services to find out if there is a tutor available for a subject you’re concerned about ([mts@wbu.edu](mailto:mts@wbu.edu))

4. The library to discover the resources available to you ([LRCREF@WBU.EDU](mailto:lrcref@wbu.edu))

**F. Social Engagement Assignment**: Research shows that students are more successful if they have a strong social structure in the university they attend. In order to increase your academic performance, this assignment will require you to connect with and engage one of the Student Life Support organizations provided by V-CEVSS. You are expected to engage with the organization throughout the semester.

Ways to engage:

1. Attend in one of V-CEVSS counselor, Tania Perez-Orozco’s seminars or groups

2. Meet regularly with a mentor

3. Participate in Student Veterans of America (SVA)

To make sure you hold yourself accountable to this assignment, create appointments in a calendar with your mentor or with SVA meetings.

You can find information on V-CEVSS’s Student Life Support organizations on the V-CEVSS webpage>> “V-CEVSS Support” section>>blue modal titled “Student Life Support.”: <https://www.wbu.edu/mil/index.htm>

The purpose of this assignment is to ensure you have a strong support system throughout your whole college career. While engaging in social organizations will not be an assignment in any other classes, it is your resource to be a successful Wayland graduate. Incorporate this tactic in the mission to receive a degree; it will enhance your performance.

\*You’re welcome to complete your service project through SVA or through one of Tania’s groups if available

You will write a brief report on your experience due on the last week of class. What did you do? How did you do it? How did it impact the community/target? Why is it beneficial to engage in service projects on the individual level?

**G. Service Project:** Each student must complete 2-hours in a service project that invests in the community, organization, or church. The service project can be something new you’d like to explore or it can be something you’re already engaged in. For example, if you are involved with your church’s food pantry, you can count that as your service project.

You are also welcome to complete a service project through the student organization, Student Veterans of America (SVA), if available.

You will write a brief report on your experience due on the last week of class. How did connecting to a community help you through the semester? How can you utilize this resource during your college career?

**H. Create a Personal Time Log:** There is a lot of freedom in this assignment, but refer to your text books if you need more direction. In the military, your time was structured for you, and many military affiliated students have difficulties transitioning to the laxity of college. However, you have the authority to create your own structure to thrive. Creating a structure will increase your performance.

The purpose of this assignment is to teach you to structure your time. There are multiple ways to create a personal time log and none of them are right or wrong. The purpose of a time log is to create a structured system that works for you. This assignment will be graded on how well you structure your time not the method you choose to do so. This assignment is completely about you and increasing your personal performance. Ways to create a personal time log:

1. Use a class syllabus to organize the dates of your assignments and dedicate days/time you will work on the assignments to meet that date.

2. Organize your day by the hour. Indicate what you will do at what time of the day. This can include workout sessions, work times, study time, family time, or anything else you want to do in a day. For example: 5:00am-Run & weightlifting; 6:00am-prepare for day; 8:00am-work; 5:00pm-walk with family; 6:00pm-dinner with family; 7:00pm-school

3. Record your week and what you will get done each day of the week. This method works well if you’re working on multiple projects. You can dedicate a day to each class you’re taking. For example: Monday-BASC class reading and DB; Tuesday-English 1302 reading and assignments; Wednesday-College Algebra meet with tutor to and complete homework

Once again, there are not right or wrong ways to create a personal time log. The purpose of this assignment is to learn the best way that works for you to create your own structure.

**I. Use the library’s Virtual Desk:** All students are required to join at least one Virtual Desk session to learn how to use the library’s system. The virtual reference desk is available Wednesdays and Thursdays from 7:00pm-9:30pm Central Standard Time.

You join the open session in Blackboard as follows:

1. In Blackboard, find the “Assist” link in the menu on the far left and click there.

2. Scroll down to find the “Virtual Reference Desk” link to Collaborate Ultra and click there.

3. The student will join by entering name to join as a guest.

You are welcome to request a one-on-one session with a librarian if necessary. To do this, email Robert Jensen at [jensenr@wbu.edu](mailto:jensenr@wbu.edu)

**J. Find a Peer Reviewed Journal Article:** Peer reviewed journal articles are academic writings that are reviewed and approved by scholars who are experts in their field. These sources provide the most recent research in various academic fields. Searching for and reading peer reviewed journal articles allows you to learn about an area of study. Not only do peer reviewed journal articles allow you to learn new things, they can also challenge your existing beliefs. They are an important element in academic culture that develop critical thinking skills and build knowledge in your area of study.

In research, you’ll want to use recent (within 5-10 years) peer reviewed journal articles to support the claims you make. Please watch the MTS video on using sources to learn how to use quotes from a journal article in your research: <https://use.vg/ktuVHo>

For this assignment, you will find at least one peer reviewed journal article on the subject of growth mindset and/or fixed mindset. While looking for an article, review the abstract to see if it is useful to you. While you only need one peer reviewed journal article for this assignment, realize that the more articles you have, the easier it is to write a paper because you have more information to work with.

**K. Write 3 paragraphs on mindset:** Many of the discussion board posts lead to this assignment. Review the discussion board posts you wrote as well as the responses you gave peers and write 3 paragraphs on mindset. Use the information you wrote on Nick Lavery’s Warrior’s Ethos, the information on growth mindset, and the paragraph you wrote using a quote from the journal article. Use MLA format to cite your sources.

**L. Essay:** You will be required to write an essay on mindset. This will be a 5-page double spaced paper in Times New Roman 11pt font in MLA format. The final essay will be due in week 8 of class; however, the class’s homework and discussion board assignments will work together to help you build your essay.

Most of the discussion board posts were designed to teach your how-to breakdown the essay writing process while learning how to write effect DB posts. The purpose of this is to ensure you’re able to write efficiently for other classes you take during your time at Wayland.

* You can use the academic paragraph you wrote for week 3, 4, & 5’s discussion board posts
* You can use the 3 paragraphs you wrote on mindset in the previous assignment
* You can use the introduction and conclusion paragraph you wrote for your week 6’s discussion board post
* You can use the thesis statement you wrote for week 7’s discussion board post

While there is ample information from previous class assignments to build your essay, **be sure to edit your paper before turning it in**. Do not simply copy and paste the information without reviewing it.

The purpose of an essay or paper is to learn. Combine all the elements you’ve learned from writing your discussion board posts, responding to your classmate’s discussion board posts, your classmate’s response to your discussion board posts, and class assignments and readings to write an essay on everything you’ve learned.

Here is a resource on APA/MLA formats (Please note that although some of your English classes will focus on MLA format the standard for most classes while at WBU will be APA:

APA: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

MLA: <https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html>

**M. Extra Credit:** You can earn extra credit for submitting your essay to the Multidisciplinary Tutorial Services (MTS) for a writing tutor to review: <https://www.wbu.edu/academics/writing-center/index.htm>

You can use the MTS to review your writing at any stage of the essay writing process. Key points to do so would be:

1. Have a writing tutor review any of your discussion board posts

2. Have your peer reviewed journal article paragraph reviewed

3. Submit your 3 body paragraphs for a review

4. Submit your introduction or conclusion paragraph for a review

5. Submit your whole essay for a review

The purpose of the MTS’s writing services is to teach you how to write rather than correcting your writing mistakes. Therefore, MTS writing tutors will provide you tips and suggestions to help you develop and improve your writing assignment and you are required to make the changes. An MTS tutor will not correct your writing for you.

You can have your essay reviewed up to 3 times by a writing tutor as long as you make the changes the tutor suggests before your next review. In order to take advantage of having your whole essay reviewed once or multiple times, you will have to finish your essay ahead of schedule. The MTS is in high demand for writing appointments and you’ll need to get in as early as possible.

Anytime you use Tutorial Services, you will earn .5 points to your total grade.

**Keep these things in mind while using the MTS writing tutors:**

1. The tutor will not correct your paper but attempt to teach you how to improve your writing skills.

2. The writing tutor will not comment on every writing mistake every time it is made because you are prompted to learn how to edit your own writing. For example, a tutor may comment on incomplete sentences 2-3 times, explain why it is an incomplete sentence, provide you resources on complete sentences, and then expect you to watch for incomplete sentences as you edit the paper.

3. Writing appointment are in high demand and it may take up to a week before you can get an appointment. Schedule your appointment in advance and be sure to have your assignment ready by the time of your appointment or it will be canceled.

4. An appointment at the MTS is 45-minues long and a tutor may not always be able to read your writing assignment all the way through. This is usually true for large research papers that can be 10-25 pages long and since the writing assignments for this class are short, you are unlikely to experience this unless there are significance writing issues. If a writing tutor is unable to read your paper all the way through, remember that their purpose is to teach you how to edit your own writing. Take the comments and suggestions the tutor made and apply them throughout the rest of your paper. Usually, a writing tutor finds writing trends and their comments are repetitive after about 30-minutes of review and you will be able to apply the knowledge you learned about your writing as you edit.

**N. Late Assignments:** Late assignments will be accepted if it is accompanied with the provided action planed. The action plan must be created between you and a V-CVESS mentor or with Tania Perez-Orozco to help you develop a plan to safeguard against this in future

Life happens. And the purpose of this assignment is to help you safeguard your goals.

* If an **action plan is provided** with the missed assignment, there will not be a point deduction and it will be graded as if it was turned in on time.
* If there **is not an action plan**, 5 points will automatically be deduction for each week it is late.