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**WBU ONLINE**

 **SYLLABUS**

**This syllabus is incomplete – a complete copy will be available 8-20-18**

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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 1201 – [VC03]: *Best Achievement Strategies for College*

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| 3. **Term**: Fall 20184.  **Instructor**: Jefferson Ebbing |  |  |  |
| 5. **Office Contact**: |  |  |  |
|  **Office phone**: 520.459.1610 |  |  |  |
|  **Email**: jeff.ebbing@wayland.wbu.edu |  |  |  |
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 6. **Office Hours, Building, and Location:** By appointment

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| 7. **Class hours & location**: Asynchronous |

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| 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**: None10. **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.
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| 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.
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| 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)..

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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**: 1. **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. **Preparation, Attendance, and Participation**: The learning process mandates student preparation, attendance, and participation. Therefore, it is incumbent upon the student to be prepared by (1) reading the assigned readers; (2) participate in weekly assignments, and (3) participate through sharing textual understanding, asking meaningful questions, providing experienced input, and sharing insights with fellow classmates. **This will primarily be assessed via discussion board posts and journal entries.**
2. **On-line Quizzes:** There are two online quizzes that will be administered through BlackBoard. The first online quiz is a multiple-choice consisting of 10 questions covering assigned reading from the online WBU Catalog readings. The second online quiz is also a multiple-choice consisting of 25 questions covering key learning objectives from Chapters 1 through 10 from the course text-book. **The two online quizzes represent 20% of the total course score.**
3. **Test: The test represents 10% of the total course score.**
4. **WBU Technology Packet**: The student will complete specific technology task and assemble a WBU Technology Packet. The WBU Technology Packet template will be found in session tab # 1, within BlackBoard. The completed WBU Technology Packet is due session 4 class session. **The WBU Technology Packet** **represents 5% of the total course score.**
5. **Collaborative or Individual Service Learning Project Proposal:**  Students within small groups of three to four, or individually will 1) research, plan, and implement a service learning project. A Service-learning project proposal will be submitted to the instructor no-later-than session #4 for approval. The student will use the Service-learning Project Proposal Template found in session tab 2 (in Blackboard). **The Service Learning Project proposal represents 5% of the total course score.**
6. **Service Learning Project Reflective Paper and Presentation:** Upon competition of the service-learning project, the student will write a personal reflection paper. This personal reflection paper is due no later than session 9. The student will use the Service-learning Project Paper Template found in session tab 4 (in Blackboard). The student will conduct a five to six-minute presentation of the service-learning project. **The Service Learning Project Paper represents 20% of the total course score, and the Service Learning presentation represents 5% of the total course score.**
7. **Growth Mindset Portfolio: The Growth Mindset Portfolio represents 20% of the total course score.**
8. **Course Grading Criteria** (means for assessing outcome competencies/procedures used to compute final course grade)**:**
9. Procedures Used to Compute Final Course Grade:

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| **Evaluated Area** | **Percentage** |
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1. Grading Criteria:Letter grades from "A" to "F" will be issued to students based on individual work. The grading criteria are listed below:

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| **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 |

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| 17. **Tentative Schedule:** This course is delivered in ten classroom sessions (and an associated service learning project experience). It may involve class sessions meeting as a HYBRID session on Blackboard, as determined by the instructor and coordinated with students. Review the course schedule below. |
| **Module - Date** | **Activities** |
| **Module 1** **August 20th – 26th**  | * Check-in
* Staff Functions
* Pre-course and retention survey instrument
* WBU Technologies
* BlackBoard
* WBU email account
* Student Services
* WBU online library
* Collaborate (Blackboard)
* Course Introduction and Road Map
* Growth Mindset Portfolio
* Connecting Career to Major
* Service Learning Project
* Academic Skills
* Introduction to the Growth Mindset Concept
* Check-out
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| **Homework**  | **🕮** Read Chapter 1 *College Success* **🕮** Read Chapter 2 *Life Experience, College, and Career Relationships*  Using Take-away Paper Template found in Module 1 - write  Module 1 Take-away paper - Due August 26thPencilGrowth Mindset Survey Pre-test (this does not have to be submitted, you will use it to complete a Module 2 assignment) - Due August 26thComplete the first Discussion Board post (Prompt #1) – Due August 26th Send email using your WBU email account - Due August 26th |
| **Module 2****August 27th – September 2nd**  | * Check-in
* College Success
* Learning-Style Inventory
* Service Learning Project
* Check-out
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| **Homework** | **🕮** Read Sections within the Online 2018-2019 WBU Academic Catalog at <http://www.wbu.edu/academics/library/index.htm> - Due September 2nd **The first online quiz will cover these WBU catalog sections*** General WBU Information
* Mission and Profile
* Undergraduate Admissions
* Tuition and Fees
* Student Services and Activities
* Undergraduate Academic Policies and Procedures

**🕮** Read Chapter 3 *Stress Management* **🕮** Read Chapter 4 *Time Management* Pencil Complete the second Discussion Board post (Module 2 DB) – Due September 2nd  Using Take-away Paper Template found in Module 2, write  Module Take-away” paper - Due September 2nd  Download, print, and complete Service-Learning Project Proposal  Paper found in Module 2. - Due September 2nd |
| **Module 3****September 3rd- 9th**  | * Check-in
* WBU Library
* Stress and Stress Management strategies
* Time Management and Time Management strategies
* Check-out
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| **Homework** | **Blackboard****Complete WBU Academic Catalog online Quiz -** Due September 9th **🕮** Read Chapter 5 *Help and Support* **🕮** Read Chapter 6 *Critical Thinking* * Using Take-away Paper Template found in Module 3 write Module 3 Take-away Paper - Due September 9th
* Complete the WBU Library Tutorials - Due September 9th
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| **Module 4****September 10th – 16th**  | * Check-in
* Defeating Procrastination
* How can we leverage our growth mindset and learning style
* Check-out
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| **Homework** | **🕮** Read Chapter 7 *Class Skills* **🕮** Read Chapter 8 *Studying*  Post in the Discussion board (Module 4 DB) - Due September 16th  |
| **Module 5****September 17th – 23rd**  | * Check-in
* Begin your Service Learning Reflective Paper
* Begin Growth Mindset Portfolio
* Discuss learning strategies
* Check-out
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| **Homework**  | **🕮** Read Chapter 9 *Tests* **🕮** Read Chapter 10 *Writing* PencilPost in the Discussion board (Module 5 DB) - Due September 23rd  Download, print, and work Growth Mindset Portfolio template. The paper template can be found in session 6 tab. Due October 28th Pencil Download, print, and work Service Learning Project Reflective Paper template. Due October 21st  |
| **Module 6****September 24th - 30th**  | * Check-in
* Turn-in Session 5 Weekly Take-away Paper
* Turn-back and feedback to Session 4 Weekly Take-away Paper
* Discuss Chapter 9: Tests
* Discuss test preparation strategies as related to Preferred Learning-Style and Growth Mindset
* Discuss “Thinking on Paper”
* Discuss Chapter 9: Tests
* Discuss writing strategies as related to Preferred Learning-Style and Growth Mindset
* Thesis sentence writing exercise
* Check-out
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| **Homework**  |   Write a journal Article Review - Due September 30th  |
| **Modules 7-10** | **To Be Determined** |
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| **Note:** This course schedule may be subject to revision. Any revisions to this course schedule will be announced in class, posted on BlackBoard course announcement page, and sent by email to all students before any revisions are made.  |

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. **CELL PHONES AND PAGERS**: Cell phones and pagers may remain activated. However, the student will exit the classroom to respond to an incoming call or text message.
2. **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).
3. **EXPECTATIONS AND RESPONSIBILITIES:**
4. 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.
5. 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

* 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).

Service Learning Reflection Questions:

 Enjoyable or rewarding?

 Did you learn anything? About yourself or others?

 How does serving relate to Wayland culture?

 How does serving relate to being a college student?

 How did serving relate to growth mindset