



# WAYLAND BAPTIST UNIVERSITY

## WBU Online

### Syllabus

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 – [VC02]: *Best Achievement Strategies for College*
3. **Term:** Winter 2019
4. **Instructor:** Jefferson Ebbing
5. **Office Contact:**  
**Office phone:** 520.459.1610  
**Email:** jeff.ebbing@wayland.wbu.edu
6. **Office Hours, Building, and Location:** By appointment
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.
9. **Prerequisites:** None
10. **Textbook:**
  - a. Davis, D. (2012). *The adult learner's companion: A guide for the adult college student* (2<sup>nd</sup> ed.). Boston, MA: Cengage. ISBN-13 978-0495913832.
  - b. 2018-2019 WBU Academic Catalog link: <http://catalog.wbu.edu>
11. **Optional Material:**
  - a. *Publication Manual of the American Psychological Association (APA)*, 6th Edition.

- b. *The Modern Language Associational Style Manual (MLA)*, 8<sup>th</sup> Edition.
- c. Supplemental course material will be distributed during each class session.
- d. The Wayland Online Library: Available through the course BlackBoard site.

12. **Student Learning Outcomes:** The student will be able to:

- a. Define growth mindset in relation to a personal goal of degree completion.
- b. Students will analyze academic degree options in the context of past experiences and future career expectations.
- c. Complete a service learning project and reflect on its value in relation to personal growth and Wayland's culture.
- d. 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.
- e. Apply college-level study skills, research, and composition abilities, and English Language communication necessary for successful degree completion.
- f. 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:**

- 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:**

- 2) Surveys:** In order for you to document student progress, the student will complete multiple surveys at the beginning and at the end of course.
- 3) Takeaway Assignments:** Students will complete a few takeaway assignments to reflect on their learning.
- 4) Discussion Board:** Students will engage in a class discussion covering topics they have been learning.
- 5) 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.
- 6) On-line Quizzes:** There are two online quizzes that will be administered through BlackBoard.
- 7) Test:** This test will cover content from the assigned readings from the textbook.
- 8) Email:** The student will complete specific technology task and email it from their student email account.
- 9) 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. The student will use the Service-learning Project Proposal Template (in Blackboard).
- 10) Service Learning Project Reflective Paper and Presentation:** Upon completion 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 (in Blackboard). The student will conduct a five to six-minute presentation of the service-learning project.

**11) Growth Mindset Portfolio:** Students will answer a few prompts to discuss what they have learned from enacting a growth mindset.

**12) Course Grading Criteria** (means for assessing outcome competencies/procedures used to compute final course grade):







**13) Procedures Used to Compute Final Course Grade:**












Evaluated Area	Points
Module 1	
- Pre-course survey	5
- Email assignment	5
- Prompt # 1	5
- Module 1 Takeaway Assignment	10
- Mindset 1 Survey	5
Module 2	
- Practice Course Quiz	5
- Module 2 DB	10
- Module 2 Takeaway Assignment	10
- Service Learning Project Proposal	5
Module 3	
- WBU Academic Catalog Quiz	20
- Module 3 Take Away Assignment	10
Module 4	
- Module 4 DB	10
- Degree Plan Assignment	20
Module 5	
- Module 5 DB	10
Module 6	
- Micro Research Paper	20
Module 7	
- Chapters 1 – 10 Test	50
Module 8	
Module 9	
- Service Learning Project Reflective Paper	50
- Module 9 DB – SLP Presentation	20
Module 10	
- Growth Mindset Portfolio	50
- Post-Course Survey	5
- Mindset Survey 2	5

**14) 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 59.5 points	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 ten 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.**

Module - Date	Activities
<b>Module 1</b> <b>Week of November 11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ Staff Functions</li> <li>○ Pre-course and retention survey instrument</li> <li>○ WBU Technologies <ul style="list-style-type: none"> <li>▪ BlackBoard</li> <li>▪ WBU email account</li> <li>▪ Student Services</li> <li>▪ WBU online library</li> <li>▪ Collaborate (Blackboard)</li> </ul> </li> <li>○ Course Introduction and Road Map <ul style="list-style-type: none"> <li>▪ Growth Mindset Portfolio</li> <li>▪ Connecting Career to Major</li> <li>▪ Service Learning Project</li> <li>▪ Academic Skills</li> </ul> </li> <li>○ Introduction to the Growth Mindset Concept</li> <li>○ Check-out</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li> Read Chapter 1 <i>College Success</i></li> <li> Read Chapter 2 <i>Life Experience, College, and Career Relationships</i></li> <li> Using Take-away Paper Template found in Module 1 - write Module 1 Take-away paper - <b>Due November 17<sup>th</sup></b></li> <li> Growth Mindset Survey 1 - <b>Due November 17<sup>th</sup></b></li> <li> Complete the first Discussion Board post (Prompt #1) – <b>Due November 17<sup>th</sup></b></li> <li> Send email using your WBU email account - <b>Due November 17<sup>th</sup></b></li> </ul>
<b>Module 2</b> <b>Week of November 18<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ College Success</li> <li>○ Learning-Style Inventory</li> <li>○ Service Learning Project</li> </ul>

	<ul style="list-style-type: none"> <li>○ Check-out</li> </ul>
<b>Homework</b>	<p> Read Sections within the Online 2018-2019 WBU Academic Catalog at <a href="http://www.wbu.edu/academics/library/index.htm">http://www.wbu.edu/academics/library/index.htm</a> – Due November 24<sup>th</sup></p> <p><b>The first online quiz will cover these WBU catalog sections</b></p> <ul style="list-style-type: none"> <li>▪ General WBU Information</li> <li>▪ Mission and Profile</li> <li>▪ Undergraduate Admissions</li> <li>▪ Tuition and Fees</li> <li>▪ Student Services and Activities</li> <li>▪ Undergraduate Academic Policies and Procedures</li> </ul> <p> Read Chapter 3 <i>Stress Management</i></p> <p> Read Chapter 4 <i>Time Management</i></p> <p> Complete the second Discussion Board post (Module 2 DB) – Due November 24<sup>th</sup></p> <p> Using Take-away Paper Template found in Module 2, write Module Take-away” paper - Due November 24<sup>th</sup></p> <p> Download, print, and complete Service-Learning Project Proposal Paper found in Module 2 - Due November 24<sup>th</sup></p>
<b>Week of November 25<sup>th</sup></b>	<b>THANKGIVING BREAK!!!</b> <b>NO ASSIGNMENTS!!!</b>
<b>Module 3</b> <b>Week of December 2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ WBU Library</li> <li>○ Stress and Stress Management strategies</li> <li>○ Time Management and Time Management strategies</li> <li>○ Check-out</li> </ul>
<b>Homework</b>	<p> <b>Complete WBU Academic Catalog online Quiz - Due December 8<sup>th</sup></b></p> <p> Read Chapter 5 <i>Help and Support</i></p> <p> Read Chapter 6 <i>Critical Thinking</i></p> <p> Using Take-away Paper Template found in Module 3 write Module 3 Take-away Paper - Due December 8<sup>th</sup></p> <p> Complete the WBU Library Tutorials - Due December 8<sup>th</sup></p>

<b>Module 4</b> <b>Week of December 9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ Defeating Procrastination</li> <li>○ How can we leverage our growth mindset and learning style</li> <li>○ Check-out</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>📖 Read Chapter 7 <i>Class Skills</i></li> <li>📖 Read Chapter 8 <i>Studying</i></li> <li>✍ Post in the Discussion board (Module 4 DB) - <b>Due December 15<sup>th</sup></b></li> <li>✍ Complete the Degree Plan Assignment – <b>Due December 15<sup>th</sup></b></li> </ul>
<b>Module 5</b> <b>Week of December 16<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ Begin your Service Learning Reflective Paper</li> <li>○ Begin Growth Mindset Portfolio</li> <li>○ Discuss learning strategies</li> <li>○ Check-out</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>📖 Read Chapter 9 <i>Tests</i></li> <li>📖 Read Chapter 10 <i>Writing</i></li> <li>✍ Post in the Discussion board (Module 5 DB) - <b>Due December 22<sup>nd</sup></b></li> <li>✍ Download, print, and work on Growth Mindset Portfolio template. The paper template can be found in session 6 tab. <b>Due February 2<sup>nd</sup></b></li> <li>✍ Download, print, and work on Service Learning Project Reflective Paper template. <b>Due February 2<sup>nd</sup></b></li> </ul>
<b>Weeks of December 23<sup>rd</sup></b> <b>and December 30<sup>th</sup></b>	<p style="text-align: center;"><b>NO ASSIGNMENTS</b>  <b>CHRISTMAS BREAK</b>  <b>NEW YEARS BREAK</b></p>
<b>Module 6</b> <b>Week of January 6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ Review WBU Writing Center</li> <li>○ Review other writing tools</li> <li>○ Writing exercise</li> <li>○ Check-out</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>📖 <b>In Session Tab 7:</b> Read Article Titles: <i>The Purpose of Research Writing</i></li> <li>📖 <b>In Session Tab 7:</b> Read Article Titles: <i>Developing a Strong, Clear Thesis</i></li> <li>📖 <b>In Session Tab 7:</b> Read Article Titles: <i>Developing the Research Outline and Plan</i></li> <li>✍ Write a Micro Research Paper - <b>Due January 12<sup>th</sup></b></li> </ul>

<b>Module 7</b> <b>Week of January 13<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ Review for test</li> <li>○ Take test covering chapters 1-10</li> <li>○ Check-out</li> </ul>
<b>Homework</b>	 <b>Complete Chapters 1 through 10 online Test – Due January 19<sup>th</sup></b>
<b>Module 8</b> <b>Week of January 20<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ <b>Prepare Service Learning Paper and Project Presentation</b></li> <li>○ Check-out</li> </ul>
<b>Homework</b>	<p> <b>In Session Tab 9:</b> Read Article Titles: <i>Organizing the Visual Presentation</i></p> <p> <b>In Session Tab 9:</b> Read Article Titles: <i>Giving the Presentation</i></p> <p><b>PREPARE YOUR SERVICE LEARNING PAPER AND PRESENTATION</b></p>
<b>Module 9</b> <b>Week of January 27<sup>th</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ <b>Share your Service Learning Presentation</b></li> <li>○ <b>Submit your Service Learning Reflective Paper</b></li> <li>○ Check-out</li> </ul>
<b>Homework</b>	<p> Upload Service Learning Project Reflective Paper template. <b>Due February 2<sup>nd</sup></b></p> <p> <b>Share Service-Learning Presentation - Due February 2<sup>nd</sup></b></p>
<b>Module 10</b> <b>Week of February 3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>○ Check-in</li> <li>○ <b>Turn in Growth Mindset Portfolio</b></li> </ul>
<b>Homework</b>	<p> <b>Complete Growth Mindset Portfolio - Due February 9<sup>th</sup></b></p> <p> <b>Complete Course Exit Survey - Due February 9<sup>th</sup></b></p>

**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.

a. **Textbook Policy:** All students are responsible to have required course materials in hand by session 2.

b. **Course/Student Information:**

- 1) Students will need to use the Internet to access course information on BlackBoard
- 2) Students will first contact the professor if assistance is needed.
- 3) 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.

c. **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.

d. **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](http://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       (1<sup>st</sup> four of first name, lowercase; 1<sup>st</sup> 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.

e. **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).

f. **EXPECTATIONS AND RESPONSIBILITIES:**

1. **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.

2. 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