ECBA 200: Student Success in Online Learning

Prerequisite(s): None
Credits: 3

I. Course Description

Designed to address the questions of many students new to online learning, the **Student Success in Online** course provides numerous self-assessments and inventories to help students evaluate their readiness for online learning. Best practices for interacting online and maximizing the tools provided by the student's Learning Management System (LMS) are demonstrated using discussions, interactive examples, and simulations. Tips for success with online study skills are provided from a real-world, real-student perspective. The principles presented are applied to specific CSU Online standards and are designed for early and continuing student success. An emphasis is placed on the vision of the university to integrate faith in learning, leading, and serving through a specific lesson on Christian Worldview.

II. Course Objectives

1. Self-evaluate readiness for online learning.
2. Self-assess and interpret Learning style/preference for the purpose of enhancing the online learning experience:
3. Construct SMART goals to maximize the potential for success as an online learner.
4. Apply time-management and stress-management strategies inside and outside of the online classroom.
5. Communicate professionally and effectively online.
6. Apply reading, writing, studying, and test-taking best practices in the online classroom.
7. Demonstrate critical thinking skills in conducting online research and writing.
8. Avoid plagiarizing by correctly, and always, citing sources.
9. Adhere to guidelines for giving and receiving constructive feedback in the online classroom.
10. Employ short- and long-term goals related to education and career.
11. Integrate faith in learning, leading, and serving.
12. Demonstrate applied success skills to be used in all College of Adult and Professional Studies (CAPS) classes at CSU.

III. Course Textbooks and Reading Materials

*Students must purchase in advance texts and/or materials for this course.

> ***Student Success and Christian Worldview***
> Kendall House Publishing
> ISBN: 9781524938666 (e-book AND My Power Learning Access – students will receive two separate access codes – one for e-book and one for access to My Power Learning)

> **Access card required - Access link embedded in course**
> **It is recommended that you purchase this e-book through the link provided within the course.**

INSTRUCTIONS FOR REDEEMING ACCESS CODE FOR E-TEXT

You have received a redemption code that expires 365 days after activation with online access that expires 365 days after activation for "Student Success and Christian Worldview." Below are the instructions for using VitalSource Bookshelf on a web browser, computer, or mobile device. For quick demos, visit our online Tutorial Videos here (http://downloads.vitalbook.com/tutorials/publish/index.html?did=generic). There is a module for each device, with expanding navigation arrows revealing subtopics. Our most popular features are Searching, Highlighting, and making Notes. Should you need further assistance please visit http://support.vitalsource.com

To open your book, please follow the appropriate set of instructions given below:

- Getting Started by creating a Bookshelf account, go to http://www.vitalsource.com/redeem

To read your book in Bookshelf for Online, please do the following:

- Go to (http://bookshelf.vitalsource.com)
- Sign in with your Bookshelf account email address and password.
- Click on the name of the title to open the book.

To open your book in Bookshelf on your computer, you first must have a Bookshelf account, and then do the following:

- Download Bookshelf for Mac or PC. (http://www.vitalsource.com/downloads)
- Once Bookshelf is installed, launch Bookshelf.
- Sign in with your Bookshelf account email address and password.
- Click on "All Titles" in the collection pane to view all the books in your account.
- Double click on the title to download the book to your computer. Once downloaded, double-click again to open the book.

To open your book in Bookshelf for iOS and Android, you first must have a Bookshelf account, and then do the following:

- Download Bookshelf for iOS or Android. (http://www.vitalsource.com/downloads)
- Once Bookshelf is installed, launch Bookshelf.
- Sign in with your Bookshelf account email address and password.
- Click on "All Titles" in the collection pane to view all the books in your account.

Tap on the title to download the book to your mobile device. Once downloaded, double-click again to open the book.

IV. Weekly Information

Module One – Week 1

Buccaneer 101 / Beginning Well

Objectives

At the end of this Module, you should be able to:

- Articulate the history, mission, and vision of Charleston Southern University as a Christian University dedicated to integrating Faith in Learning, Leading and Serving
- Identify guidelines and policies you are expected to follow as an online college student at CSU
- Locate the CSU resources available to help you
- Practice self-reflection to fuel personal academic growth

Read and Study

READ: Chapters I and 2 in your eBook: *Student Success and Christian Worldview*

- Buccaneer 101: The Showcase
- Beginning Well: The Floor Plan

VIEW: The Student Training Tutorial

STUDY: The Discussion Board Rubrics
- These are the rubrics that will be used to evaluate all your discussion posts for grading

STUDY: The Assignment, Case and Project Rubric
- This is the rubric that will be used to evaluate all your writing assignments for grading

Lecture

PowerPoint 1: Getting to Know Your School

Deliverables

Discussion: Introduce Yourself
Discussion: Reflect on Your Previous Experience
Assignment: Course Components
Assignment: Chapter 1 Reflection
Assignment: Chapter 2 Reflection
Quiz #1

Module Two – Week 2

The Blueprints

Objectives

At the end of this Module, you should be able to:
- Become actively engaged in your courses
- Identify areas for improvement in your current reading level
- Develop an effective strategy for careful reading and text mastery.

- Identify solutions for overcoming potential roadblocks to reading online
- Apply the steps of the SQ3R method of studying
- Select techniques to gain maximum benefit from lecture presentations
- Choose an effective note-taking strategy to document important information
- Select study skills to make wise use of study time

Read and Study

READ Chapter 3 in Student Success and Christian Worldview

STUDY these handouts about Test-Taking:

- Difficult Texts
- Finding a Good Place to Study
- Learning from Textbooks
- Organizing for Tests
- Review Tools for Tests
- The Essay Exam

STUDY handout about posting to Discussion Boards

STUDY handout about the SQ3R Study Strategy

VIEW Module 2 PowerPoint on Study Tips

Lecture

Video lecture: The Successful Online Learner (4 min 45 sec)
Video lecture: Tips for Active Reading (10 min 22 sec)
Video lecture: SQ3R (8 min 49 sec)

Deliverables

Discussion Board (You will need to read 2.3.1 handout first)
Applying SQ3R (You will need to read 2.3.2 handout first)
Reflection Exercises (You will receive one grade for the four exercises in this deliverable)
Case Study applying test-taking skills
Quiz #2

Note: Quiz questions for each module will come from all the class materials presented in the Read and Study section, including handouts, videos, PowerPoints, and the eBook.

<p style="text-align:center">**Module Three – Week 3**</p>

<p style="text-align:center">**The Site Plan**</p>

Objectives

At the end of this Module, you should be able to:

- Define the Concept of Worldview
- Examine the way you view the world
- Identify the main tenants of a Biblical Worldview
- Distinguish between a "Worldview" and a "Biblical Worldview"
- Identify Charleston Southern University's Core Values
- Generate ideas to implement a Biblical Worldview
  - Taking it all in
  - Pouring into others
  - Bearing fruit

Read and Study

READ eBook Chapter Four: Biblical Worldview: The Site Plan

VIEW the Video Lecture: *What is a Worldview*? *What's Your Worldview*? (3min 40)

VIEW the Video Lecture: *How do we know the Bible is True*? (2min 58)

- (*What is the Christian Worldview*?)

STUDY the Handout: Formatting APA Paper in Microsoft WORD 2010

STUDY the Handout: Charleston Southern University Core Values

REVIEW the PowerPoint: Biblical Worldview

Lecture

Video Lecture: The Fruit of the Spirit (1min 51)
Video Lecture: APA Formatting in Microsoft WORD 2010 (5min 48)

Deliverables

Discussion: Biblical Christian Worldview
Assignment: Fruit of the Spirit Response Reflection
Assignment: Your Personal Worldview 500-word Reflection Essay
Quiz 3

<p style="text-align:center">**Module Four – Week 4**</p>

<p style="text-align:center">**Goals: Building Materials**</p>

Objectives

At the end of this Module, you should be able to:

- Define "Success"
- Establish educational goals

- Identify and Set priorities
- Plan good use of your time
- Apply valuable, goal-setting character traits

Read and Study

READ eBook Chapter 5 Goals: Building Materials

STUDY Handout: Time Busters

VIEW Video Lectures

HELPFUL RESOURCE: Stress Management Handout

VIEW Intro to the Final Project (Begin work now.)

FINAL PROJECT:

- This assignment is not due until week 7.
- You are welcome to turn in the final project prior to week 7.
- The final project will be graded along with the assignments for week 7.

Lecture

Video Lecture: SMART Goals (7min 10)
Video Lecture: Overcoming Procrastination (4min 22)
Module 4 PowerPoint: Time Management Principles for Success

Deliverables

Discussion: SMART Goals
Assignment: Time Management Reflection
Assignment: Silver Lining Reflection
Assignment: Creating SMART Goals
Quiz 4

Module Five – Week 5

Learning Theories: The Structure

Objectives

At the end of this Module, you should be able to:
- Identify the elements of learning style preferences and your personal learning gifts.
- Determine learning strategies that align with your learning preferences for maximum effectiveness and learning efficiency.

Read and Study

READ Chapter 6 in your eBook: Learning Theories: The Structure

COMPLETE the My Power Learning Assessment

Lecture

Video Lecture: Learning Styles (4min 01)
Video Lecture: 8 Intelligences (8min 59)
Video Lecture: How to Gain Intelligence (3min 31)
Module 5 PowerPoint: Study Strategies for Your Learning Preference

Deliverables

Discussion Board: Multiple Intelligences
Assignment: Learning Styles Reflections
Assignment: Examining Success and Failure Case Study
Quiz #5

<u>**Module Six – Week 6**</u>

Information Literacy: The Plumbing

Objectives

At the end of this Module, you should be able to:

- Explore the definition and importance of information literacy.
- Develop a strategy for research.
- Identify and avoid plagiarism.

Read and Study

READ: Chapter 7 Information Literacy: The Plumbing

STUDY: Handout: Evaluating Credibility - Bias and Agenda

STUDY: Handout: URLs Can Help Determine Credibility

Lecture

Video Lecture: 5 Components of Information Literacy (4min 24)
Video Lecture: The CRAP Test for Evaluating Websites (5min 45)
Video Lecture: Understanding Primary & Secondary Sources (2min.52)
Video Lecture: Boolean Operators (2min 29)
Video Lecture: Phrase Searching, Truncation & Wildcards (5min 10)
Module 6 PowerPoint: Information Literacy

Deliverables

Discussion board: Credibility of Sources
Assignment: Plagiarism
Assignment: Work the Web
Quiz #6

Module Seven – Week 7

Academic Writing: The Lighting

Objectives

At the end of this Module, you should be able to:

- Determine the importance of writing.
- Select different writing strategies for active learning
- Identify and use the essential stages of academic writing
- Discover the critical link between critical thinking skills and academic writing

Read and Study

READ Chapter 9 in eBook Academic Writing: The Lighting

Lecture

Video Lecture Critical Thinking and Reading (4min 55)
Video Lecture Distinguishing Fact from Opinion (7min 36)
Module 7 PowerPoint on Higher-Level Thinking and Writing

Deliverables

Discussion Board: Fruit of the Spirit 500-word Essay
Assignment: Case Study in Critical Thinking
Assignment: Graphic Organizer
Quiz #7
FINAL PROJECT due

V. Course Information and Grading

Course Requirements (Weekly)
Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/Projects. Please note – standardized rubrics are used for all written assignments. However, not all requirements will apply to each assignment. Please carefully read the instructions for each deliverable to ensure you are meeting minimum standards.

Class Discussions
Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
   a. Undergraduate Word Count Requirements:

     i. Initial post must be >200 words
     ii. Responses must be >150 words
   b. Graduate Word Count Requirements:
     i. Initial post must be >250 words
     ii. Responses must be >200 words

2. Participation – <u>Students must meet initial and response post deadlines to be eligible for full points</u>. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date <u>with prior written approval</u> (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.

2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).

3. No work may be submitted after the last day of the course.

4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.

- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

Letter Grade	Percentage	Grade Point
A	90 – 100%	4.0
B+	87 – 89%	3.5
B	80 – 86%	3.0
C+	77 – 79%	2.5
C	70 – 76%	2.0
D	60 – 69%	1.0
F	<60%	0.0

Grading Weight Values

Activity Types	Weights (%)
Discussion Forums	25%
Writing Assignments	40%
Course Project	15%
Quizzes	20%
	Total: 100%

Undergraduate Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 **Response Posts** Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
Mastery **90-100%**	• Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas	• Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format	• Post exceeds 200 words • Very well written
Effective **80-89%**	• Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts	• Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format	• Post 178-200 words • Well written
Competent **70-79%**	• Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects	• Student cites 1 peer-reviewed source. • Not in appropriate APA format	• Post is 158-178 words • A few writing errors
Minimal **0-69%**	• Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete	• Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format	• Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
Mastery **90-100%**	• Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years	• Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format	• Post exceeds 150 words • Very well written
Effective **80-89%**	• Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years	• Student cites 2 peer-reviewed sources • Not in appropriate APA format	• Post is 133-150 words • Well written
Competent **70-79%**	• Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree…" • Source is somewhat relevant and published in last 5 years	• Student cites 1 peer-reviewed source • Not in appropriate APA format	• Post is 118-132 words • A few writing errors.
Minimal **0-69%**	• Shows minor comprehension of concepts and viewpoints from peers. • Responses are vague and do not show understanding or comprehension	• Does not cite any peer-reviewed sources • Not appropriate APA format	• Post 0-118 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
Mastery **90-100%**	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions	• Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 500 words
Effective **80-89%**	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text.	• Student cites some relevant, current peer-reviewed sources. • Follows directions • APA formatting demonstrated but not extensive. • 450-500 words
Competent **70-79%**	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format. • 400-449 words
Minimal **0-69%**	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic	• Does not cite any peer-reviewed sources • Not appropriate APA format • 0-399 words • Poorly written. • 0 points for late assignments

Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
Mastery 90-100%	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions	• Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources	• Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text	• Demonstrated some form of outside material used • Shows some critical thinking and active thought	• Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Provided enough detail for marginal requirement • "Textbook" in nature (restatement of what was in textbook)	• Lacks focus on content • Some writing errors
Minimal 0-69%	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic	• Lacked detail that demonstrates active thought • One-sentence answer	• Unorganized and poorly written • 0 points for late assignments

Final Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
Mastery **90-100%**	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions	• Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 2000 words
Effective **80-89%**	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text.	• Student cites some relevant, current peer-reviewed sources. • Follows directions • APA formatting demonstrated but not extensive. • 1500 - 2000 words
Competent **70-79%**	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format. • 1200 - 1499 words
Minimal **0-69%**	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic	• Does not cite any peer-reviewed sources • Not appropriate APA format • 0 - 1200 words • Poorly written. • 0 points for late assignments