



FRIENDS
UNIVERSITY

Online

College of Graduate and Professional Studies

CAPS 200- Principles and Skills of Adult Learning

Friends University Mission Statement:

Friends University, a Christian university of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual, and professional lives.

Instructor Contact Information

Instructor Name:

Instructor E-mail:

Instructor Phone:

Instructor Office Hours:

Course Description

The gateway course for students entering the College of Graduate and Professional Studies provides tools for success in adult learning. Participants will explore issues such as integrating faith with learning, professional presence, including the use of online tools, writing skills for the professions, time management, and critical thinking skills. This course meets General Education Goal 1: Intellectual and Practical Skills.

Credit Hours: 3.0 credit hour www.friends.edu/catalog

Overview and Course Goals

The focus of this class is to introduce adult students to college. The class design provides a compilation of information that will assist the student's success. Regardless of your ultimate educational and career goals, the skills applied in this class, including integrating faith and learning, time management, technology-based learning tools, group process, critical thinking, writing skills for the professions, writing skills, and APA style, will help students succeed.

General Education Outcomes

The following General Education Outcomes will be assessed in this course. Although some of these areas will be covered in multiple assignments throughout the course, they will be officially assessed with the assignments indicated:

Learning Outcome 1-A (O1-A): Begin formation of critical thinking through assignments, projects, and/or tests that require students to:

1. Form judgments about the assumptions or claims presented.
2. Analyze and synthesize basic information.
3. Make evidence-based arguments to support conclusions. (***Assessed on Final Presentation***)

Learning Outcome 1-B (O1-B): Students will be able to identify the institution's academic and student-support services. (***Assessed on W7 Discussion Board Response and the Academic Support Response paper***).

Learning Outcome 1-C (O1-C): Students will be able to identify key faculty and staff within those academic areas where they expect to operate. (***Assessed on Key Faculty and Staff Identification assignment***).

Course Objectives

Students will understand how adults learn.

Students will explore how to integrate faith with learning.

Students will explore their professional presence, including the use of online tools, writing skills for the professions, time management, and critical thinking skills.

Measureable Learning Outcomes

1. The student will demonstrate an ability to utilize Friends University resources:
 - a. Moodle
 - b. Library resources (six-minute video)
 - d. Friends Writing Center
2. Students will understand how adults learn, their own particular learning style, and develop skills:
 - a. How to study effectively
 - b. How to think critically
 - d. How to manage time for student success
3. Students will study how to interact and communicate effectively and will work in groups that will provide the following:
 - a. Personal health and values of Christian spiritual formation; mindfulness
 - b. Peer support activities
 - c. How to achieve goals through teamwork
 - d. Understanding of the different phases of group development
 - e. Understanding of the different roles one may play to enhance group cohesiveness
4. Students will explore college level writing skills through the following activities:
 - a. Writing lecture
 - b. Writing assignment
 - c. Evaluation of writing assignment.

Course Policies

ADA Student Services

Students with documented disabilities who may need academic services for this course are required to register with the ADA coordinator of Friends University at 316-295-5779 or 800-794-6945 or email at ada@friends.edu. Refer to the Friends University Catalog at http://catalog.friends.edu/content.php?catoid=4&navoid=172#disa_serv for more information on ADA Student Services.

Student Conduct

The instructor reserves the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All Friends University students are responsible for understanding and abiding by the Friends University **Student Conduct Code** and **Community Life Standards Policy** as outlined in the Friends University Catalog at http://catalog.friends.edu/content.php?catoid=4&navoid=172#stud_cond_code These Codes and Policies are applicable to online courses and the use of Friends University computers. Students violating these codes will be referred to the Vice-President of Student Affairs Office in Wichita, Kansas for possible disciplinary action.

Academic Honesty and Honor Code

Friends University, an educational community that has existed more than 100 years, is committed to the principles of honesty, fairness and respect for others. The University recognizes the need to foster a trusting environment to enable the pursuit of knowledge. To that end, the University has developed an Academic Honor Code Policy. Students should read and be familiar with the policy as it outlines what activities break the honesty and honor code policy and the process that is followed if a student is suspected of breaking the policy. The full policy can be found in the Friends University Catalog at http://catalog.friends.edu/content.php?catoid=4&navoid=172#acad_hono_code

Course Materials

Required Sources:

Course Structure and Grades

Each course is divided into units (weeks). The workweek is Monday through Sunday; assignments are due each Sunday before midnight. Each unit has a due date for assignments, which will be outline in Moodle. It is the responsibility of the student to know what is due.

Class Discussions/Participation (240 points): Each week, students will be required to post responses to questions on various essays and topics. Students can earn up to 30 points per week. Each week, you must post a minimum of **four** posts. At least **two** of those posts should be your "initial" response to a question. (Some weeks may have more than two questions posted, but you are only required to respond to two of them). At least one initial post should be completed any time before the end of **Day 5, which is Friday**.

In addition, you should have at least **two** posts that are responses to other students or the instructor. These response posts should be completed any time before the end of **Day 7, which is Sunday**. *For a chance at full credit, in addition to a developed on-topic response, you must make sure*

that you have participated within each question on at least two different days of the week. This allows you to come back to the discussion and see how it has evolved. To receive full credit, your posts should be of substance and move along the discussion. It is fine to have posts such as "Good point!" and "I agree!" but these posts won't "count" as part of the minimum requirement unless you then explain why it is a good point or you agree.

Learning Journals (100 points): Students will write four learning journals, thinking critically thinking about what they have learned for the week and/or a specific topic assigned. See further down in the syllabus for questions and answers about the learning journals.

Weekly activities, exercises, and writing assignments: (660 points) Each week, you will have various exercises and activities to complete. They are listed below and will be explained in more detail in Moodle as they are assigned.

Topical Outline:

Week 1 Learning Styles

Week 2 Time and Study Management

Week 3 Critical Thinking

Week 4 Writing for the Professions

Week 5 Integrating Faith, Learning, and Vocation

Week 6 Professional Online Presence

Week 7 Friends University Academic Support

Week 8 Cumulative Learning Presentations

Assignments (1000 points):

Weekly Discussion Forums	240 pts. (30 pts. x 8 weeks)
Learning Journals	100 pts. (25 pts. x 4 journals)
Learning Styles Inventory	15 pts.
Kolb Activity	50 pts.
Library Quiz	15 pts.
Google Calendar	30 pts.
Time Management Exercise	10 pts.
Writing for the Professions Exercise	100 pts.
Integrating Faith and Learning/Vocation mapping	100 pts.
Professional Online Presence Exercise	75 pts.

Key Faculty and Staff Identification Assignment	15 pts.
Academic Support Response	100 pts
Cumulative Learning Video/PPT	150 pts.
Total Points	1000

Grading Policy

A = 900-1000
 B= 800-899
 C=700-799
 D=600-699
 F= <600

Late Policy

Due dates are final. Barring a documented, life-altering situation, no late work will be accepted. This is an intentional policy for this course near the beginning of your course work to get you to be as disciplined as possible regarding due dates. Think about assignments as you do work assignments. Would you be allowed in your work place to break a deadline? Practice that faithfulness to due dates here. 😊

Attendance Policy

This course is heavily dependent on classroom participation; therefore, attendance in all sessions is highly recommended. Weekly attendance is determined by activity participating during weekly sessions, either through discussions or submission of assignments. A student is reported absent for a weekly session, even if they log onto Moodle and view the assignments, if they do not make at least one submission of an assignment or a post in a discussion forum assigned during that weekly session. Students who have missed more than two weekly sessions normally will receive an “F” unless they have formally withdrawn.

Week One

Learning Styles

Welcome to Week One! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Week One Objectives:

After completing Week 1 assignments, students should be able to:

- Demonstrate an ability to utilize Moodle
- Explore good writing skills
- Understand how adults learn and their own particular learning styles
- Understand how groups interact and communicate effectively
- Understand the different phases of group development and the different roles one may play to enhance group cohesiveness

Assignments

Readings and Materials

- Read from *CAPS Companion*, found near the top of Moodle
 - Chapter 1 – Kolb Learning Model, p. 1-5
 - Chapter 2 – Learning Styles, p. 5 – 24
- Review any weblinks/supplemental resources posted in Moodle.

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by Day 7 (Sunday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activities

- Complete the Learning Styles Inventory and plot your scores
- Kolb Activity: Open KOLB Kite Score spreadsheet. Enter your scores to see your KOLB Kite.
- Write Learning Journal 1: after completing all of the activities, write your learning journal based on the discussion board discussions, your Learning Styles Inventory, and the KOLB activity. Then post the written assignment to the link in Moodle.

Week Two

Time and Study Management

Welcome to Week Two! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Week Two Objectives:

After completing Week 2 assignments, students should be able to:

- Evaluate time management skills and preparations
- Manage time more effectively
- Understand how to adapt to an instructor's style
- Improve listening skills

Assignments

Readings and Materials

- Read chapters 6 & 7 in *CAPS Companion*.
- Review any weblinks/supplement resources posted in Moodle.

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by Day 7 (Sunday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activities

- Complete all the activities in each chapter, including the Time Management Exercise on page 111.
- Complete Atomic Learning/Hoonuit Calendar Exercise and post to the assignment area for Calendar

Week Three

Critical Thinking

Welcome to Week Three! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Week Three Objectives:

After completing Week 3 assignments, students should be able to:

- Develop skills on how to think critically
- Demonstrate an ability to utilize the Friends University Library and Academic Resource Center
- Understand the stages of group development

Assignments

Readings and Materials

- Read Chapters 3 and 5 in *CAPS Companion*
- Review various links and articles posted under the Week 3 area of Moodle (Critical Thinking Organization, Learning about Friends University Library, Academic Resource Center, and Group stages handout).

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by Day 7 (Sunday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activities

- Take Library Quiz
- Write Learning Journal 2

Week Four

Writing for the Professions

Welcome to Week Four! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Week Four Objectives:

After completing Week 4 assignments, students should be able to:

- identify writing across the profession
- identify specific language for their profession
- practice writing in their professions

Assignments

Readings and Materials

- Read Chapter 4 in *CAPS Companion*
- Read the links and articles in the “Readings, Professional Writing Resources section
- Read the links in the “Examples of writing in the professions” section—focusing on your particular area of study
- Review the APA Research Basics module on Hoonuit/Atomic Learning

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by Day 7 (Sunday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activity

- Complete the Writing for the Professions assignment

Week Five

Integrating Faith, Learning, and Vocation

Welcome to Week Five! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Week Five Objectives:

After completing Week 5 assignments, students should be able to:

- Articulate a faith statement
- Articulate how to integrate faith, learning and vocation
- Articulate how to maintain faith in a secular environment

Assignments

Readings and Materials

- Watch Dr. Carey's (our university president) prayer for vocation. Although the intended audience was Friends University faculty and staff, it is an outstanding prayer for vocation.
- Review any weblinks posted in Moodle.

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by Day 7 (Sunday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activity

- View the vocation map, answering the parts needed for the assignment. (See further directions posted in Moodle.) Write a 1-2 page paper/response over those parts. Use APA style and write it in the format of an essay. Although you may include an abstract, one is not required.
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Week Six

Professional Online Presence

Welcome to Week Six! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Week Six Objectives:

After completing Week 6 assignments, students should be able to:

- Describe an online presence
- Develop an online identity through Linked In

Assignments

Readings and Materials

- Read the article and watch the videos regarding online presence/online profiles

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by Day 7 (Sunday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activities

- Develop a LinkedIn Professional Profile
- Write Learning Journal 3

Week Seven

Friends University Academic Support

Welcome to Week Seven! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Assignments

Week Seven Objectives:

After completing Week 7 assignments, students should be able to:

- Identify Student Resources/Academic Support Services at Friends University

Readings and Materials

- Review the weblinks posted in Moodle. These are the resources available at Friends University.

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by Day 7 (Sunday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activity

- Write the Academic Support Response essay. (Specific directions are posted in Moodle.)
- Complete Key Faculty and Staff Assignment

Week Eight

Cumulative Learning Presentations

Welcome to Week Eight! Please read the weekly welcome message in the announcements section to get any updates about the week. Then, work through and complete the assignments for the week.

Note that the week (and the course) ends on Saturday of this week, so the deadlines have been adjusted accordingly.

Assignments

Week Eight Objectives:

After completing Week 8 assignments, students should be able to:

- Create a cumulative presentation about what was learned in the course

Readings and Materials

- Review any web links posted in Moodle.

Discussions:

- Answer on the Discussion Board the corresponding questions to this week's readings and activities. (Remember, you must have one initial post by Day 5 (Friday) and the remaining initial post and two response posts by 11:59 p.m. on Day 6 (Saturday). Also, for a chance at full credit, the initial and response post must be completed on two different days.)

Weekly Activities

- Complete the Final Presentation following the directions that are posted in Moodle. (Due by 11:59 p.m. on Day 6, Saturday).
- Write Learning Journal 4
- Complete the Course Evaluation