Point University

APSP 105, Introduction to Adult Learning, Syllabus
(3 credits)

POINT UNIVERSITY MISSION STATEMENT
The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

COURSE DESCRIPTION
This course is designed to prepare the student to work in the dynamic environment that surrounds academic discourse, research, and learning. By identifying individual strengths, students will be equipped to work independently and within teams. Academic success within adult education is dependent upon effective study habits, time management, access to and use of learning and technology resources, and the ability to successfully work in teams. This course must be passed in order for a student to continue in the program.

REQUIRED TEXTS & RESOURCES
Gallup (Ed.). (2017). *CliftonStrengths for students: Your strengths journey begins here*. Simon and Schuster. ISBN: 9781595621252

Note: The textbook comes with a one-time use assessment code. Textbooks should be purchased new to ensure this code is in the book and works.

Additional Supporting Resources:
Resources included in the Learning Management System (LMS)

COURSE SCHEDULE
Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). http://point.edu/course-schedules/

	Learning Activities	Due
Getting		

Started		
	Login to Course	
	Introduce Yourself	
Week 1		
	Welcome and Course Introduction Video	
	Assignment resources	
	Introduction to the LMS	
	Introduction to Email	
	Policy Assignment	Sunday
	Discussion Topic (Introduction)	Sunday
	Notifications and Email assignment	Sunday
Week 2		
	Video Devotion	
	Reading Chapter 1 & 2	
	Video lecture 1-3, and Paul Pott Video	
	Galileo Resources	
	Discussion Resources	
	Discussion Topic 1	Friday
	Discussion Topic 2	Friday
	Clifton StrengthsFinder Assessment	Sunday
	Verifying My Signature Theme Activity	Sunday
	Five Clues to Talent Activity	Sunday
	Reflection Journal	Sunday
Week 3		
	Video Lectures	
	Reading Chapter 3	
	Group Resources	
	Discussion Topic (Devotion)	Friday
	Discussion Topic (Group)	Friday
	Writing Challenge	Sunday
	Lecture Assignment	Sunday
	Reflection Journal	Sunday
Week 4		
	Week 4 Introduction	
	Read Chapters 4 & 5	
	Lecture Videos	
	Services Videos	
	Student Services Resources	
	Quiz Resources	
	Group Assignments	Sunday
	Student Services Quiz	Sunday
	Reflection Journal	Sunday
Week 5		
	Devotion	
	Read Chapters 6-9	

	How to Read a Text Book (Video)	
	Plagiarism Video	
	Lecture on Learning Styles	
	Academic Success Resources	
	Discussion (Academic Success)	Friday
	Culminating Group Project	Sunday
	Academic Task Activity	Sunday
	Five Clues to Academic Talent	Sunday
	Reflection Journal	Sunday
	Learning Style Assessment	Sunday
Week 6		
	Presentation Resources	
	Writing Video	
	Paper Writing Resources	
	Mission/Calling Video	
	Mission/Calling PowerPoint	
	Strengths Plan Paper (Draft)	Sunday
	Strengths Plan Presentation (Draft)	Friday
	Discussion Topic (Presentations)	Friday
	Discussion Topic (Artistic Expression of Strengths)	Friday
Week 7		
	Devotion	
	Read Chapters 10-12	
	Discussion Topic (Mark Twain)	Friday
	Strengths Plan Paper	Sunday
	Strengths Plan Presentation	Sunday
	Individual Reflection on Group	Sunday
	Discussion Topic (Any Last Questions)	Friday

GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Discussions	15%
Participation	10%
Assignments/Activities	15%
Reflection Journals	10%

Group Project	15%
Quiz	5%
Strengths Plan Paper	15%
Strengths Plan Presentation	15%
Total Points:	100%

Final Grades
The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar.
http://point.edu/academic-calendar/

COURSE LEARNING GOALS & OBJECTIVES

	Program Objective(s)
Goal 1: Equip Students with a plan which analyzes and capitalizes on the student's strengths to achieve relational, academic, and professional success.	
Objective 1.1: Students will identify their strengths Through the StrengthsFinder Assessment.	**1.3**
Objective 1.2: Students will develop their strengths.	**1.2, 1.8**
Objective 1.3: Students will apply their strengths to develop stronger relationships.	**1.1, 1.7, 1.8**
Objective 1.4: Students will analyze their strengths to develop academic success strategies.	**1.1**
Objective 1.5: Students will evaluate their strengths to prepare a plan leading to professional and academic success.	**1.2**
Goal 2: Evaluate biblical principles and personal strengths within a Christian World View.	
Objective 2.1: Students will analyze selected scriptures from a strengths perspective.	**1.1**
Objective 2.2: Students will identify strengths from the lives of Old and New Testament Characters.	**1.2**
Goal 3: Demonstrate proficiency in the LMS and other technical skills necessary for success at Point University.	
Objective 3.1 Students will demonstrate skills to submit assignments.	**1.1, 1.2, 1.4, 1.5, 1.6**
Objective 3.2 Students will demonstrate skills to submit forums.	**1.1, 1.2, 1.4, 1.5, 1.6**

Objective 3.3 Students will demonstrate skills to take quizzes.	**1.1, 1.2, 1.4, 1.5, 1.6**
Objective 3.4 Students will develop a plan for using the Point University Student email system and Sakai notifications and preference settings.	**1.2**
Objective 3.5 Students will locate library resources available to Point University Students.	**1.3**
Objective 3.6 Students will demonstrate their ability to search, save, and share research articles through GALILEO.	**1.3, 1.4**
Goal 4: Demonstrate collaboration and produce a team developed project.	
Objective 4.1 Students will analyze individual group members' strengths to best assign roles to group members.	**1.7, 1.8**
Objective 4.2 Students will organize group projects.	**1.4, 1.7, 1.8**
Objective 4.3 Students will submit group projects.	**1.4**
Objective 4.4 Students will develop positive group member relationships by applying their StrengthsFinder knowledge.	**1.7**
Goal 5: Convey Point University CPGS Policies and Procedures.	
Objective 5.1 Students will locate Point University.	**1.1, 1.3**
Objective 5.2 Students will create their own guide/overview to Point University's Policies and Procedures.	**1.1, 1.3**
Goal 6: Provide an understanding of Point University's support structure and how students should seek help.	
Objective 6.1 Students will demonstrate knowledge of appropriate support staff that can help resolve various issues.	**1.1, 1.3**
Goal 7: Clearly articulate an application of lessons learned to student's personal, professional, and academic contexts.	
Objective 7.1 Students will plan the application of lessons learned to their personal contexts.	**1.1, 1.5, 1.6**
Objective 7.2 Students will analyze each other's proposed application.	**1.5, 1.4, 1.6**

DISABILITY SERVICES

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact by telephone (1-706-385-1480) or email (disability.services@point.edu). The website includes the application

process for disability services, frequently asked questions, and the grievance policy and procedure.

If this course requires additional assistive technology like text-file accompaniment or closed captioning, please contact the Office of Disability Services.

COURSE EXPECTATIONS

Attendance

Point's attendance regulations are based on the belief that students benefit from the discussion and interaction that take place within a community of learners. By missing live class sessions and/or online interactions, students experience a loss that may not be reflected in a final grade, but is nevertheless real. Sharing personal work, life, and experience is a critical part of adult education. If one student does not participate, it impacts other students. Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific "opening" or "closing" times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please visit: (link)

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

ONLINE LEARNING

Point University delivers coursework via a leading online Learning Management System (LMS). Each course has a website through which students interact with their instructor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

Online courses are primarily designed for "asynchronous" learning, which enables students to log-in and complete their studies at whatever time of day or night they wish. Occasionally, online courses include "synchronous" sessions where students may interact in real-time.

Students should log in several times throughout the week to participate in online discussions and other activities. Point University recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific "opening" or "closing" times, and they should regularly consult the Course Schedule to ensure they complete all work on time.

TECHNOLOGY GUIDELINS
Point University is dedicated to providing high-quality education and a learner-centered experience while managing diverse instructional delivery modes and various academic technologies. Point University strives to equip students, faculty, and staff with the development of technology skills and competencies needed within these modalities. Students are required to provide their own hardware and software for online learning (see below for minimum system requirements). Point University asks students to adhere to the following technology policies and guidelines to ensure optimum user experience.

ACCEPTABLE USE OF TECHNOLOGY
Technology equipment, network connections, and resources are to be used for supporting the mission, instruction, and services of Point University. Any use which compromises or interferes with the mission, character, and security of Point University is prohibited, regardless of whether the equipment is Point University property or private property. This policy applies to all physically present, virtual, and/or remote transmissions of data within any Point University network or resource. Participation in activities that are disruptive, illegal, or destructive to the Point University mission, students, faculty, or employees will result in disciplinary action, revocation, and/or referral to appropriate law enforcement agencies and authorities. Point reserves the right to define and apply what is considered to be an acceptable use of technology and its resources under these policies and guidelines.

MINIMUM SYSTEM REQUIREMENTS
For the best user results, we recommend checking your computer for the following before logging into your course.

System Requirements
- ✓ Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
- ✓ Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/earbuds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- ✓ High-speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- ✓ Adobe Reader (https://get.adobe.com/reader/)
- ✓ Access to a printer or scanner (depending on the course activities)

It is the users' responsibility to maintain their personal internet connection, computer, or device with the necessary hardware, software, and browser updates. There may be occasions in which students need an alternate technology plan due to unforeseen circumstances, such as internet outages at home. In preparation for such circumstances, students should identify an alternate location with free WiFi, a computer lab, and/or other needed accommodations.

TECHNOLOGY HELP
The Information Technology (IT) staff and CGPS Educational Technology staff provide 24x7 technical support via email, the online helpdesk, or telephone:
- For help and technical support, send an email to itsupport@point.edu. Include as many details as possible in your message.
- Users may access the online SysAid helpdesk by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, and then clicking on the "SysAid" icon.
- Users may also telephone the helpdesk at any time (706-385-1493) to speak with a live representative who can assist with issues such as password resets and basic assistance with Point Online and other computer applications. After hours (5:00 p.m. – 8:00 a.m.), weekend, and holiday telephone support are currently limited to password resets and basic user functions for the Single Sign-On portal to ensure that users can access learning resources. Some support questions may require escalation from the after-hours support desk. In this case, a ticket will be created and a technician will contact the user the following business day.

TIME REQUIREMENTS & COMMITMENTS
This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week.

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