



## Course Syllabus

### LGEN 114 – Online Learning Strategies (Mini-Term)

3 Credit hours

#### I. COURSE DESCRIPTION

A study designed to orient the student to the distance learning approach and format, university outcomes, philosophy of assessment, electronic portfolio (ePortfolio), and various study strategies. Combines theory and practice to help students develop technology skills necessary for navigating ORU's online systems. Discusses practical strategies for success in an online learning program. Also acquaints the student with the nature, philosophy, and lifestyle of ORU.

**Prerequisites:** None.

#### II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

<i>Spiritually alive</i>	Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior
<i>Intellectually alert</i>	Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity
<i>Physically disciplined</i>	Healthy lifestyle; physically active lifestyle
<i>Socially adept</i>	Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity
<i>Professionally competent</i>	Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes through its [ePortfolio system](#).

### III. COURSE GOALS

The goal of this course is to provide students with a toolkit for success in their future college coursework. Students will learn how to operate ORU's online technological systems, develop sound study habits and personal disciplines, understand university outcomes and Whole Person Assessment requirements, discuss the ways in which a person's mindset contributes to fulfilling his or her potential, and create a plan for academic success

### IV. COURSE OBJECTIVES

After successfully completing this course, you should be able to:

1. Determine tools to succeed in online learning.
2. Demonstrate awareness of ORU Student Outcomes.

### V. TEXTBOOK AND OTHER LEARNING RESOURCES

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

The ORU Bookstore carries print as well as e-texts of assigned textbooks.

<http://www.bkstr.com/oralrobertsstore/home>

#### Required Materials

##### Textbook:

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Ballantine Books. ISBN: 9780345472328

Nordell, R. (2015). *101 Tips for Online Course Success: An Online Course Companion and Daily Planner*. New York: McGraw-Hill. ISBN: 9780078020926

Note: The Dweck text is available as an e-book through Amazon's Kindle store and Barnes and Noble's Nook store, and the Nordell text is available as an e-book through the ORU Bookstore. Physical copies of both textbooks are also available through the ORU Bookstore

<http://www.bkstr.com/oralrobertsstore/home>

##### Other required materials:

Fitbit Charge HR (wearable fitness tracking device) or other wearable fitness tracking (i.e., steps counting) device

#### Optional Materials

##### Textbooks:

None

### VI. POLICIES AND PROCEDURES

#### A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.
2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism: <https://goo.gl/iG7F4D>
3. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU University Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
4. **Whole Person Assessment Requirements:**
  - a. Specify which, if any, Whole Person Assessment requirements there are for this course.  
Quiz 2a (Plagiarism), Project 2a (Jobzology), Quiz 3d (Leadership), Project 4 (Honor Code Reflection)
  - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

## **B. School and/or Department Policies and Procedures**

### **1. Class Assignments**

- a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

### **2. Late Work**

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.

### **3. Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

## **C. Online Programs Policies and Procedures**

1. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is

an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.

**2. ADA and Students with Disabilities:**

- Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
- Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
- Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
- D2L Accessibility Policy: <https://www.d2l.com/accessibility/>

**3. Useful Links for Online Students:**

- [Student Learning Glossary](#)
- Library: <http://library.oru.edu>.
- D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)
- I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
- [Netiquette and Online Discussions](#): <https://goo.gl/f744AY>
- Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

**D. Course Policies and Procedures**

- 1. Evaluation Procedures:** The final grade will be based on forum discussions, projects, and a final exam. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course

Grade Weight	Category
25%	Forum Discussions
15%	Quizzes
60%	Projects

**2. Evaluation Procedure:**

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.

**3. Other Policies and/or Procedures**

Students must successfully submit all ePortfolio artifacts required for this course in order to obtain a passing final course grade

## VII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item that is also submitted to the E-Portfolio system. † indicates this is a faith integration item tracked by the program.

<b>Week 1</b>	<b>Motivation, Mindset &amp; Time Management</b>	<b>Hours</b>	<b>Weight</b>
	Read/View/Listen	13	--
	Forum 1a: Motivation	1	2%
	Quiz 1a: Get to Know ORU & D2L	1	2%
	Quiz 1b: Mindset	1	2%
	Project 1a: eLearnReady	1	6%
	Project 1b: Campus SAVE	1	6%
	Project 1c: Test Your Mindset	1	6%
	Project 1d: Study Calendar	2	6%
	Project 1e: Interviewee Selection	3	3%
<b>Week 2</b>	<b>Intellectually Alert &amp; Professionally Competent</b>	<b>Hours</b>	<b>Weight</b>
	Read/View/Listen	14	--
	Forum 2a: Learning Styles	2	2%
	Forum 2b: Ability vs. Effort	1	2%
	Forum 2c: Trader Concepts †	1	2%
	Quiz 2a: Plagiarism ¥	1	2%
	Quiz 2b: ORU Library	1	2%
	Project 2a: Jobzology ¥	2	6%
	Project 2b: LinkedIn	1	6%
	Project 2c: Interview	3	--
<b>Week 3</b>	<b>Spiritually Alive</b>	<b>Hours</b>	<b>Weight</b>
	Read/View/Listen	7	--
	Forum 3a: Quest for the Whole Man ¥ †	1	2%
	Forum 3b: Interview Reflections	2	2%
	Quiz 3a, 3b: Reading Readiness	1	2%
	Quiz 3c: Math Readiness	1	1%
	Quiz 3d: Leadership	1	2%
	Project 3a: Honor Code Reflection ¥ †	3	6%
	Project 3b: Rough Draft	5	--
<b>Week 4</b>	<b>Socially Adept &amp; Physically Disciplined</b>	<b>Hours</b>	<b>Weight</b>
	Read/View/Listen	13	--
	Forum 4a: Peer-Editing of Final Project Rough Drafts	3	9%
	Forum 4b: Physical Discipline and Fitness Tracking	2	2%
	Forum 4c: Study Skills	2	2%
	Quiz 4: Cross-Cultural Communication	1	2%
	Project 4: Final Project Essay	2	15%

## VIII. COURSE INVENTORY

For ORU's Course Objectives

### LGEN 114 (Mini-Term) Online Learning Strategies

This course contributes to the ORU course objectives as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b>				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability				X
1D	Ethical Behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b>				
2A	Critical thinking	X			
2B	Analytical Problem Solving	X			
2C	Global & historical perspectives				X
2D	Aesthetic appreciation			X	
2E	Intellectual creativity				
2F	Information literacy		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b>				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
3C	Properly balanced nutrition plan				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b>				
4A	Communication skills	X			
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity		X		

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Last updated: October 15, 2017

This syllabus is subject to change without notice up until the first day of the semester.

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