



## Developing Academic & Professional Strengths

CORE101 [all sections]

Southwestern College Professional Studies

### COURSE SYLLABUS

#### I. Course Catalog Description

Introduces academic and professional skills, topics and tools that are intended to establish and strengthen learner success. This course includes an indicator of learner strengths and areas for improvement. Coursework is designed to provide learners an opportunity to evaluate, communicate and reflect upon the skills needed to excel in both an academic and professional environments. An overview of the learning management system (LMS) and accelerated course format to reach degree completion will be provided.

#### II. Required and Supplementary Instructional Materials

Clifton, D.O., Anderson, E., & Schreiner, L.A. (2006). *StrengthsQuest*. New York, NY: Gallop Press.

#### III. Course Delivery

There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

#### IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each course and each [undergraduate](#) and [graduate](#) program of study, as well as [institution-wide outcomes](#) related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate’s knowledge and skills.

Upon successfully completing this course, the learner will be able to:

1. Develop effective communication skills
2. Construct basic Microsoft Word and PowerPoint documents
3. Evaluate individual strengths and areas for improvement
4. Identify individual leadership traits
5. Develop teamwork skills
6. Develop an understanding of Academic policies, procedures and learner resources
7. Demonstrate critical thinking
8. Develop study skills for successful online learning

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus,

complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

## V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

## VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means “you’re fired.”)
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the <a href="#">Grading System</a> section of the appropriate catalog.

**VII. College Policies**

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- [Undergraduate Catalog](#): For learners who do not possess a bachelor’s degree, are pursuing an additional bachelor’s degree or for graduate learners who are enrolled in 100-400 level courses.
- [Graduate Catalog](#): For learners who have earned a bachelor’s degree and are pursuing a master’s degree or graduate level certificate or learners who are enrolled in 500+ level courses.

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

**VIII. Course Policies**

Students are expected to read and abide by the course policies located in the instructor-specific syllabus in the Blackboard course.

**IX. [Technology Requirements](#)**

**X. Citation**

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

**XI. SafeAssign®**

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing. Your assignments may be run through this software.

**XII. Course Requirements:**

Requirements	Number of Assignments	Points Possible	Percent of Grade
Academic Success Coach Recorded Chat Quiz	2	50	5
Assignments	5	375	37.5
Discussion	7	175	17.5
Journal	1	25	2.5
Team Project	5	375	37.5
<b>Total Points</b>		<b>1,000</b>	<b>100</b>

### XIII. Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	<ul style="list-style-type: none"> <li>Course syllabus; Using Collaborate; Accessing My Collaborate Session Help Sheet; Blackboard 101; A Guide to Active Reading and Asking Questions; A Guide to Active Reading and Asking Questions; American University's Guidelines for Students Using Discussions; and St. John's Quality Online Discussion Messages</li> <li>Complete the syllabus contract</li> <li>Listen to the Recorded Academic Success Coach Chat</li> </ul>	<ul style="list-style-type: none"> <li>Academic Success Coach Chat Quiz</li> <li>Introduction Discussion</li> <li>Best Reading Practices Discussion</li> <li>Blackboard Quiz</li> </ul>
2	<ul style="list-style-type: none"> <li>Read Dartmouth College's Managing Your Time webpage; What Most Instructors Expect their Students to Do; What is Excel?</li> <li>Take the Index of Learning Styles Questionnaire and read the results</li> </ul>	<ul style="list-style-type: none"> <li>Time Management Discussion</li> <li>Learning Styles Discussion</li> <li>Time Management Assignment</li> </ul>
3	<ul style="list-style-type: none"> <li>Read StrengthsQuest pages 1-71; Teamwork in the Classroom web page; Instructional Memo about Writing Memos</li> <li>Take the Audio Course: Get to know Microsoft Word</li> <li>Read and begin working on your Team Project Assignment</li> <li>Listen to the recorded Academic Success Coach chat</li> <li>Complete the StrengthsQuest Clifton Strength Finder</li> </ul>	<ul style="list-style-type: none"> <li>Dominant Strengths Discussion</li> <li>Team Project: Team Strategy and Roles Memo</li> <li>Academic Success Coach Chat Quiz</li> </ul>
4	<ul style="list-style-type: none"> <li>Read StrengthsQuest pages 73-146; PowerPoint Tutorial; Team PowerPoint Expectations</li> <li>Complete the PowerPoint Tutorial Course: creating your first presentation</li> <li>View Don McMillan: Life After Death by PowerPoint; Life After Death by Powerpoint 2010 ; Guy Kawasaki 10-20-30 Presentation Rule</li> <li>Enroll in classes for next session - Contact your Academic Success Coach for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Working as a Team Discussion</li> <li>StrengthsQuest Assignment</li> <li>Team Project: Talent Map/Learning Styles Analysis PowerPoint Presentation</li> </ul>
5	<ul style="list-style-type: none"> <li>Read StrengthsQuest pages 150-215; "Obstacles to Group Work (Developed by Chuck Huff for Good Computing: A Virtue Approach to Computer Ethics)" on the Ethics of Teamwork Web page</li> </ul>	<ul style="list-style-type: none"> <li>Ethical Issues and Teamwork Journal Entry</li> <li>Strengths Summary Assignment</li> <li>Team Project: Collective Findings for Effective Teamwork Memo</li> </ul>

Unit	Reading & Preparation Activities	Graded Work Due
6	<ul style="list-style-type: none"> <li>• Read StrengthsQuest pages 219-295; Seven Rules of College Level Writing; Looking Ahead - Preparing for the Capstone</li> </ul>	<ul style="list-style-type: none"> <li>• Team Project: Reflection Paper</li> <li>• Team Project: Performance Report</li> <li>• Scavenger Hunt</li> <li>• StrengthsQuest Discussion</li> </ul>

**XIV. College Resources**

[Advising](#)

[Self-Service](#)

[Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll in Blackboard

**IT Support:** [Marilyn.clements@sckans.edu](mailto:Marilyn.clements@sckans.edu) or 888-684-5335 x.121

**XV. ADA Compliance Statement**

Southwestern College Professional Studies is committed to making reasonable accommodations for qualified students with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please notify the Director of Learner Support and Academic Success, at 888.684.5335.

**XVI. Senior Capstone and Graduate Projects:**

The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.