# Course Description

This course will transition students into the Gwynedd Mercy University community. The course will help adult learners foster the development of academic skills, educate students in the Mercy tradition and the mission of the university, and support the positive growth of interpersonal and social skills, all of which are necessary for success in the collegiate environment.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** The student will be able to prepare effective and clearly written business communications. (ULO 2, 4)
* **PLO2:** The student will display appropriate quantitative problem-solving abilities in the context of a business problem. (ULO 1, 2)
* **PLO3:** The student will be able to apply ethical and moral decision-making principles to business situations. (ULO 2, 3, 4)
* **PLO4:** The student will demonstrate proficiency in the business areas of accounting, management, marketing, and economics. (ULO 1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** The students will apply academic skills (academic integrity, information literacy, higher order thinking, and learning skills).
* **CLO2:** The students will practice inter- and intra-personal skills (i.e. decision making, communication skills, sensitivity to multiple perspectives, self-awareness, and self-efficacy).
* **CLO3:** The students will identify and recognize the importance of the people, places, and technology that support their academic and personal success.
* **CLO4:** The students will reflect on the value of Gwynedd Mercy University as a community and their role(s) within it.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic.* New York, NY: Free Press.

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# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Self-Paced Virtual Tour | 50 |  |
| BAS100 Student Profile | 50 |  |
| Discussion: Introduction to Classmates | 50 |  |
| Discussion: Mission Statement | 100 |  |
| Scavenger Hunt | 50 |  |
| **Week 2** |  |  |
| Discussion: How Do I Learn the Best? | 100 |  |
| Discussion: Student Success Action Plan | 100 |  |
| Discussion: Time Management Matrix Worksheet | 50 |  |
| **Week 3** |  |  |
| Discussion: APA Resources | 50 |  |
| Discussion: Library Research Summary | 50 |  |
| Practical Application Journal Entry | 100 |  |
| Discussion: Reflection on Sources | 50 |  |
| Research Paper | 150 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| **Week One: Navigating Tools for Academic Excellence** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify Gwynedd Mercy personnel and online resources for student success. | CLO3 | |
| * 1. Explore history, mission, and core values of the Mercy heritage. | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Read** Habits 1 & 2 of *The 7 Habits of Highly Effective People*. | | 1.1, 1.2 | 80 |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **Smarthinking**  **Review** the Quick Start Guide and student handbook.  **Watch** [Smarthinking\_Introduction](http://www.youtube.com/watch?v=wpvWfPhstQM).  **Reflect** on Habits 1 & 2.   * How will you use Smarthinking to help you be successful in your academic program?   **Post** your response to the **Discussion Board**, and **respond** to at least 2 classmates. | | 1.1 | Lecture Activity – Review resources and post response = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Introduction to Classmates**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Complete** the Introduction to Classmates discussion forum in Blackboard by answering all of the following questions:     * Your name * What you do professionally * Two personal goals * Share something different or unique about yourself.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | |  | Discussion = **1 hour** |
| **Discussion: Mission Statement**  Creating a mission statement requires deep introspection, analysis, and sometimes many revisions before reaching the final product. Ultimately, your mission statement symbolizes your vision and values.  Sometimes, in creating a mission statement, people forget about the various roles they play and how these roles play a part in achieving the mission statement. “Writing your mission in terms of the important roles in your life gives you balance and harmony” (Covey, 2004, p. 137).  **Use** the following information to create your personal mission statement.  **Identify** 4 or 5 examples of personal success you have had in recent years. These successes could be at work, in your community, at home, etc.  **Develop** a list of characteristics you believe define who you are and what your priorities are. Narrow your list of core values to your 5 most important values.    **Think** about the areas in which you would like to have the biggest contributions in life (family, friends, professional, community, etc.). Make a list of your short-term and long-term goals.  **Submit** your completed personal mission statement via Blackboard.  **Post** your completed personal mission statement to the discussion forum to share with the class.  **Answer** the following questions in the appropriate discussion forum.   * Based on your mission statement and roles, are you satisfied with that mirror image of your life? Why or why not? Was it easy to align your mission statement with your roles? Why or why not? * Graduating from Gwynedd Mercy University offers a unique experience for many reasons. Describe how you will thread the mission, values, and vision of the Sisters of Mercy into your learning experience.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | | 1.2 | Discussion = **1 hour** |
| **Self-Paced Virtual Tour**  **Get** to know your school and all the educational resources they offer. Follow the directions below to get a general overview of Gwynedd Mercy University. This activity will also assist you in completing the Self- Paced Virtual Tour assignment due this week.  **Access** the [Gwynedd Mercy University](http://www.gmercyu.edu) website, and **complete** the following:   1. At the top of the homepage, click **ABOUT**, and select **History & Heritage** to learn about the Mercy heritage. 2. At the top of the homepage, click **ABOUT**, click **Leadership**, and select **Mission** located under the **SUPPORTING LINKS** section to explore the university mission. 3. Click **ACADEMICS** and then **Library**, and familiarize yourself with the various features and services available. Click **Video tutorials** under the **Research Help** section, and complete the following tutorials:    1. Introduction to Keiss Library Resources and Services (4:39)    2. Requesting an Article or Book Through Interlibrary Loan (1:52)    3. Understanding Research Database Articles – Scholarly vs. Trade vs. Popular (4:23)    4. Search for Books by Subject (1:43) 4. From the Library homepage, click **APA/MLA Citation Guide**,and familiarize yourself with the information and how it might assist you in your program. 5. Click **ACADEMICS** and then **Academic Resources**, and familiarize yourself with the various features and services available.   **Access** the GMercyU Launchpad, and review the contents of the following tabs:   * My Resources * Academic Resources * Career Development * Publications * Social Networking   **Post** a reflective response to the Self-Paced Virtual Tour discussion forum on what you thought was the most interesting feature about going through the tour. What university resources did you find most useful? | | 1.1, 1.2 | 1 hour |
| **Scavenger Hunt**  To assist you in this activity, first complete the following required learning activity:   * Self-Paced Virtual Tour   **Answer** the following questions, and **submit** the Scavenger Hunt assignment via Blackboard:   * In what year was Gwynedd Mercy University founded? * What group founded Gwynedd Mercy University? * Name 3 of the university’s core values. * Which of the four tutorials from the Library website can help you determine how to best utilize academic research? What information can you gather from the Hoovers database? * Where should you go to obtain assistance with assignments in an accounting course? * You are looking for a job while you are in school. What is the Gwynedd Mercy job search web address students can use to look for employment? * What are 3 APA writing guidelines? * If you are having issues with technology, how would you contact the IT department for help? * Name 3 colleges or universities that are Mercy schools.   If you are an on-campus student with limited resources for meals during a particular time, what service offering does Gwynedd Mercy have available to the students? Hint: Review the Mercy and Tradition section on the website. | | 1.1, 1.2 | Quiz & Virtual Tour – **1 hour** |
| **BAS100 Student Profile**  **Complete** the BAS100 Student Profile.  **Save** the document to your computer, and **upload** the completed BAS100 Student Profile via Blackboard. | | 1.1 |  |
| **Total** |  |  |  |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**PowerPoint***:* Use this week’s notes to help you create a PowerPoint lecture with audio for your students this week. Customize it to meet your student’s needs.

1. Be Proactive/Begin with the End in Mind.
   1. Positive attitude
   2. Goal planning for future success
   3. Building connections with classmates/networking
2. Mission and Core Values
   1. What is the university mission?
   2. What are the core values?
   3. How do these ideals relate to life and experience?
3. University personnel who are essential to student success
   1. Academic Advising
   2. Faculty/Assistant Dean/Dean
   3. Registrar’s Office
   4. Financial Aid
   5. Bursar’s Office
   6. Bookstore
   7. Institutional Technology
4. Use academic resources available.
   1. Smarthinking tutoring services
   2. Academic Resource Center
   3. Blackboard video tutorials
5. Tips for Online Learners
   1. Share learned experiences.
   2. Discipline and self-motivation
   3. Interaction and engagement
   4. Think ideas through before posting.
   5. Isolation and support

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| --- | --- | --- | --- |
| Week Two: Cultivating a Foundation for Resilience | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Create a plan to overcome personal and professional barriers to reaching goals. | | CLO2, CLO3 | |
| * 1. Explore self-management strategies needed for academic success in an online program. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Habits 3 & 4 of *The 7 Habits of Highly Effective People*. | | 2.1, 2.2 |  |
| **Watch** the following videos:   * [Zachary R. Wood...Why It is worth listening to people we disagree with](https://www.ted.com/talks/zachary_r_wood_why_it_s_worth_listening_to_people_we_disagree_with) * [Martin Luther King, Jr., "What Is Your Life's Blueprint?"](https://youtu.be/ZmtOGXreTOU) | | 2.1, 2.2 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| In preparation for Week Three, pay close attention to your listening habits at work, home, and with loved ones. | | 3.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Time Management Matrix Worksheet**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers.  **Watch** “[What Stephen R. Covey Taught Me About Time Management.mp4](https://youtu.be/ODyG5lKbH08)” (2:37)  **Complete** theTime Management Matrix worksheet like the example on p. 151 of *The 7 Habits of Highly Effective People*.  **Resource**: Time Management Matrix worksheet  **List** 3 activities in Quadrant I and 3 activities in Quadrant II that are important to your academic success.  **List** 3 activities in Quadrant III and 3 activities in Quadrant IV that could impede your success in school.  **Review** your Time Management Matrix, and **discuss** the following:   * How important is your attitude in achieving your educational dreams? * What fears or past failures are keeping you from reaching your goals? * What choices can you make that will empower you to conquer your fears?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2 | Discussion = **1 hour** |
| **Discussion: How Do I Learn the Best?**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers.  **Complete** [The VARK Questionnaire: How Do I Learn Best?](http://vark-learn.com/the-vark-questionnaire/)  **Review** your results.  **Write** a 1-page reflective response discussing the following:   * Your learning preference description, intake, and output * How you will use this information to be successful in the online learning environment * How you will use this information to communicate with your professors   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | | 2.2 |  |
| **Discussion: Success Action Plan**  **Create** an action program for overcoming barriers to your academic success at <https://www.mindtools.com>   * Click **Toolkit**. * Click **Time Management**. * Click the **General Time Management** tab. * Click **General Time Management** tools. * Click **Action Programs**.   **Upload** your final action program via Blackboard.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are your immediate responses to Zachary R. Wood’s and Martin Luther King’s video? * Which video do you prefer? Why? * How do these videos relate to the information you are learning in this course?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | | 2.1 |  |
| **Total** |  |  |  |

# Faculty Notes

**PowerPoint**: Use this week’s notes to help you create a PowerPoint lecture with audio for your students this week. Customize it to meet your student’s needs.

1. What kind of learner am I? (See example of intake and output below.)  
   1. Visual, aural, read/write, and kinesthetic
   2. Online learning strategies  
      1. How to study
      2. Where to study
      3. Who to study with
      4. How much time to study each week
   3. Communicating with faculty about academic challenges
   4. Clarifying expectations of assignments and course materials
   5. Using academic resources that support a student’s learning style
2. Put first things first.  
   1. Time management
   2. Managing personal, professional, and academic responsibilities
   3. Saying “No!”
   4. Prioritizing tasks and assignments  
      1. Focusing on one thing at a time to eliminate feeling overwhelmed
   5. Minimizing distractions to success
3. Overcoming barriers to success  
   1. Fear of success
   2. Managing emotions (anxiety, worry, and self-doubt)
   3. Preoccupation with family and work concerns
   4. Creating a virtual learning community to resolve feelings of isolation
   5. Staying connected to one’s Academic Advisor and course instructor
   6. Enlisting a support system at home
4. Attitude toward academic success  
   1. Characteristics are staying focused, determination, and being fearless
   2. Do not be afraid to ask for help!
5. Impact of decision making on achieving educational goals
6. Staying motivated through adversity

**Example of VARK Intake and Output**

Aural Strategies

Key words: listening, discussing, talking, questioning, and recalling

Description: This preference is for information that is spoken or heard, and the use of questioning is an important part of a learning strategy for those with this preference.

If you have a strong preference for learning by aural methods (A = hearing) you should use some or all of the following:

INTAKE – To take in the information

* Attend classes.
* Attend discussions and tutorials.
* Discuss topics with others.
* Discuss topics with your teachers.
* Explain new ideas to other people.
* Use an audio recorder.
* Remember interesting examples, stories, jokes, etc.
* Describe the overheads, pictures, and other visuals to somebody who was not there.
* Leave spaces in your notes for later recall and filling.

SWOT – Study without tears – to make a learnable package:

* Convert your notes into a learnable package by reducing them.
* Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook.
* Save your summarized notes as audio files and listen to them.
* Ask others to hear your understanding of a topic.
* Read your summarized notes aloud.

Explain your notes to another aural person.

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| --- | --- | --- | --- |
| Week Three: Building a Plan for Holistic Excellence | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine the connection between your educational goals and career goals. | | CLO3 | |
| * 1. Demonstrate appropriate use of APA guidelines. | | CLO1 | |
| * 1. Display effective use of communication skills. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Habit 5, 6, & 7 of *The 7 Habits of Highly Effective People*. | | 3.3 |  |
| **Attend:** Adobe Connect Web Conference-Synchronous 1-hour live lecture | | 3.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: APA Resources**  **Review** the Gwynedd Mercy APA Template    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers.  **Review** APA Format for Papers.  **Review** the APA/MLA Citation Guide, available on the Library homepage, to be prepared to format assignments according to APA guidelines.   * With a general knowledge of APA, what are 3 things you should be aware if you are assigned to write a paper in APA format?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | | 3.2 | Discussion = **1 hour** |
| **Discussion: Reflection on Sources**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers.  **Write** a summary of the sources you chose to use for your research paper and how they strengthened your paper.   * Explain your experience using APA to cite those sources. What was the most complicated part about using APA in completing the research assignment?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | | 3.2 | Discussion = **1 hour** |
| **Discussion: Library Research Summary**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers.  **Research** Self Care in the GMercyU library, and **locate** a relevant article.  **Summarize** the article and include the following in your summary:   * How the article relates to your self-care skills * How this skill relates to your educational and career goals * How this information may or may not assist you in managing your stress     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | |  | Library Research and Article Review – In-depth research and article review with shared posting = **1 hour** |
| **Research Paper**  **Follow** the directions below to begin writing your research paper.  **Write** a 3- to 4-page research paper on the following:   * Steps you can take to achieve your educational goals and career goals, including your plans to remove any barriers * Connection between your educational goals, career goals, and the GMercyU Mission and Core Values   **Find** at least 3 credible academic sources of information to use as the basis of your paper. You are required to use a variety of sources (Internet, book, magazine, journal, newspaper, etc.).  *Note:* Wikipedia is not a credible academic source.  **Include** a cover page with a running header (see the APA Style Guide 6th ed. for cover page layout).  **State** the main point of your paper in one concise sentence as your thesis statement, which should be typed in boldface, no later than the last sentence of the first (introduction) paragraph. The last paragraph of this paper will be your personal conclusion, where you offer your opinion about the topic.  **Submit** this assignment via Blackboard. | | 3.1, 3.2 | Library Research – One 3- to 5-page paper = **1.5 hour** |
| **Habit 5: Practical Application Journal Entry**  Using Covey’s Habit 5 (“Seek First to understand and then to be understood”), take time to intentionally apply this principle at home and at work.  **Pay** close attention to your listening habits. In your observations at work and at home, see which one of the four autobiographical responses (evaluate, probe, advise, or interpret) you exhibit most.  **Write** a reflective journal entry on your listening experience.  **Submit** your Journal entry via blackboard.   1. APA Style Guide     1. General style guide    2. 8.5 x 11, 1” margins, running head, and page numbers 2. Formatting papers in APA     1. Title page, abstract, main body, and references 3. Citing sources     1. In-text citations    2. Short quotations    3. Long quotations    4. Summary or paraphrasing 4. Reference page     1. Basic rules 5. Self-care/Sharpening the saw     1. Physical, mental, emotional, and spiritual health    2. Nutrition, exercise, sleep, and medical care    3. Meditation, relaxation, and counseling 6. Educational and career goals 7. Focusing on the finish line at Gwynedd Mercy University | | 3.3 | ½ hour of instruction |
| **Total** |  |  |  |

# Faculty Notes

**Adobe Connect:**Use this week’s Notes to help you create an Adobe Connect Web Conference-Synchronous 1-hour live lecture for your students this week. Customize it to meet your student’s needs.

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 4 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 14 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 15 |