Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

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

Course Description

COURSE DESCRIPTION

ASPS 110 Effective Thinking (3)

An introduction to college-level learning, effective academic habits and behaviors, metacognitive strategies, and the roles of responsibility, thinking, writing, and career-readiness in learning and academic performance.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor 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.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS 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 in a timely manner.

Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

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 Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information
FACULTY INFORMATION

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources
REQUIRED TEXTS & RESOURCES

Please contact the Point University Bookstore if you should have any issues or concerns with obtaining the textbook for this course. https://www.bkstr.com/pointuniversitystore/store-info-contact-us

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

All additional resources provided within the course.

Please see the weekly reading schedule below.

Week 1- Read ahead.
Week 2- Chapters 1, 2, and 3.
Week 3- Chapters 4 and 5.
Week 4- Chapters 6 and 7.
Week 5- Chapters 8 and 9.
Week 6- Chapters 10 and 11.
Week 7- Chapters 12 and 13.

Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to 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/ear buds). 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/)
- Adobe Flash Player (https://get.adobe.com/flashplayer/)
- Access to a printer or scanner (depending on the course activities)

Technical Assistance
Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

Point Online Video Tutorials

How do I log in?
How do I navigate my course?

Where is my syllabus?

How do I make a discussion post?

[ How do I submit an assignment? ]

How do I view the gradebook?

How do I get technical help?

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

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

<table>
<thead>
<tr>
<th>COURSE GOALS AND OBJECTIVES</th>
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<tbody>
<tr>
<td><strong>Goal 1:</strong> Explain the differences between college education and prior education in other contexts</td>
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<tr>
<td><strong>Objective 1.1:</strong> Students will analyze the life and roles of nontraditional college students</td>
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<tr>
<td><strong>Objective 1.2:</strong> Students will compare and contrast learning that takes place in various settings and environments</td>
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<td><strong>Objective 1.3:</strong> Students will coordinate work within teams and justify group collaboration in academics</td>
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<tr>
<td><strong>Goal 2:</strong> Explain metacognitive strategies and their benefits for improved learning while demonstrating awareness of the domains, levels, and processes of learning</td>
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<tr>
<td><strong>Objective 2.1:</strong> Students will analyze the cognitive, affective, and psychomotor domains</td>
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<tr>
<td><strong>Objective 2.2:</strong> Students will examine Bloom’s Taxonomy and the levels of cognitive, affective, and psychomotor learning</td>
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<tr>
<td><strong>Objective 2.3:</strong> Students will identify and create effective strategies for personalized learning</td>
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<tr>
<td><strong>Goal 3:</strong> Explain the interrelatedness and assess the importance of personal responsibility and control, writing, and career-readiness for one’s learning and academic performance</td>
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<tr>
<td><strong>Objective 3.1</strong> Students will explain Locus of Control</td>
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<tr>
<td><strong>Objective 3.2</strong> Students will explore calling and career readiness</td>
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<tr>
<td><strong>Objective 3.3</strong> Students will explain Point’s plan of writing-emphasis courses to improve student learning outcomes in written communication</td>
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<tr>
<td><strong>Goal 4:</strong> Practice academic behaviors and habits that support effective learning</td>
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<tr>
<td><strong>Objective 4.1</strong> Students will identify all academic and non-academic support services of Point University</td>
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<tr>
<td><strong>Objective 4.2</strong> Students will evaluate and apply positive behaviors and study techniques</td>
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<tr>
<td><strong>Objective 4.3</strong> Students will demonstrate successful time management skills</td>
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<tr>
<td><strong>Objective 4.4</strong> Students will practice using the library searches and writing within APA style</td>
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 Course Schedule

COURSE SCHEDULE
CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). [http://point.edu/course-schedules/](http://point.edu/course-schedules/)

Course schedule and syllabus can change at the discretion of the instructor. Please view your announcements and email regularly.

### Weekly Deliverables

More detailed instructions can be found on each assignment within Point Online/Sakai Learning Management System.

<table>
<thead>
<tr>
<th>Weekly Deliverables</th>
<th>Graded Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1—How to Survive as a Non-Traditional Student.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Course introduction video, Meet your instructor, Introduce yourself forum. <strong>10pts</strong></td>
<td>Complete by- Week 1,</td>
</tr>
<tr>
<td>2. Weekly Reflection Questions. <strong>75pts</strong></td>
<td>Complete by---- Week Day 7</td>
</tr>
<tr>
<td>3. Discussion 1. <strong>10pts</strong></td>
<td>1st post due – Week 1, I 2nd post (respond to two peers)- Week 1, Day 7</td>
</tr>
<tr>
<td>4. Discussion 2. <strong>10pts</strong></td>
<td>1st post due – Week 1, I 2nd post (respond to two peers)- Week 1, Day 7</td>
</tr>
<tr>
<td>5. Paper. Begin selecting a research paper topic from the directions and sources.</td>
<td>Complete by – Week 2, 7</td>
</tr>
</tbody>
</table>

| **Week 2—Are you Thinking about Thinking?** | |
| 1. Weekly Reflection Questions. **75pts** | Complete by---- Week Day 7 |
| 2. Discussion 1. **10pts** | 1st post due – Week 2, I 2nd post (respond to two peers)- Week 2, Day 7 |
| 3. Discussion 2. **10pts** | 1st post due – Week 2, I 2nd post (respond to two peers)- Week 2, Day 7 |
| 4. Paper Assignment 1. **25 points.** | Complete by – Week 2, 7 |

| **Week 3—What is your Locus of Control?** | |
| | |

<table>
<thead>
<tr>
<th><strong>Week 4</strong>—What are your Academic Habits?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Reflection Questions. <strong>75pts</strong></td>
</tr>
</tbody>
</table>
| 2. Discussion 1. **10pts** | 1st post due – Week 4, Day 5  
2nd post (respond to two peers)- Week 4, Day 7 |
| 3. Discussion 2. **10pts** | 1st post due – Week 4, Day 5  
2nd post (respond to two peers)- Week 4, Day 7 |

<table>
<thead>
<tr>
<th><strong>Week 5</strong>—What are the Domains of Learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Reflection Questions. <strong>75pts</strong></td>
</tr>
</tbody>
</table>
| 2. Discussion 1. **10pts** | 1st post due – Week 5, Day 5  
2nd post (respond to two peers)- Week 5, Day 7 |
| 3. Discussion 2. **10pts** | 1st post due – Week 5, Day 5  
2nd post (respond to two peers)- Week 5, Day 7 |

<table>
<thead>
<tr>
<th><strong>Week 6</strong>—What are the Levels of Learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Reflection Questions. <strong>75pts</strong></td>
</tr>
</tbody>
</table>
| 2. Discussion 1. **10pts** | 1st post due – Week 6, Day 5  
2nd post (respond to two peers)- Week 6, Day 7 |
| 3. Discussion 2. **10pts** | 1st post due – Week 6, Day 5  
2nd post (respond to two peers)- Week 6, Day 7 |

**Week 7**—What is your Career and Calling?
1. Weekly Reflection Questions. **75pts**

2. Discussion 1. **10pts**
   - 1st post due – Week 7, Day 5
   - 2nd post (respond to two peers)- Week 7, Day 7

3. Discussion 2. **10pts**
   - 1st post due – Week 7, Day 5
   - 2nd post (respond to two peers)- Week 7, Day 7

4. Paper Assignment 4. **100pts**
   - Complete by – Week 7, Day 7

5. End of course evaluation
   - Complete by – Week 7, Day 7

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**Please see the weekly reading schedule below.**

Week 1- Read ahead.
Week 2- Chapters 1,2, and 3.
Week 3- Chapters 4 and 5.
Week 4- Chapters 6 and 7.
Week 5- Chapters 8 and 9.
Week 6- Chapters 10 and 11.
Week 7- Chapters 12 and 13.

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**Grading Policies**

**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:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums (15@10pts) <em>Rubric</em></td>
<td>150</td>
</tr>
<tr>
<td>Research Paper Assignment 1 (25pts)</td>
<td>25</td>
</tr>
<tr>
<td>Research Paper Assignment 2 (50pts)</td>
<td>50</td>
</tr>
<tr>
<td>Research Paper Assignment 3 (25pts)</td>
<td>25</td>
</tr>
</tbody>
</table>
Final Research Paper (100pts) **WE Rubric** | 100
---|---
Weekly Reflection Questions (7@75pts) | 525
Participation - (6 class sessions @ 25pts) **Rubric** | 150
**Total Points:** | **1025**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

**Final grades will be posted according to the Academic Calendar.** [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)

Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

### Checking Grades
Be sure to check your grades often via the **Sakai** online Gradebook. For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly ([https://point.edu/catalogs/](https://point.edu/catalogs/))

### Course Expectations
**EXPECTATIONS**
**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 review these resources:

- [Netiquette](#)
- [What every online student needs to know](#)
- [Netiquette guide for online courses](#)
- [Discussion board netiquette](#)

### Turnitin Requirement

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is
identical to other sources. The instructor can then determine whether the highlighted text has
been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned
on you will be able to see a percentage indicating similarity to other sources after Turnitin has
processed the paper.

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

ASSIGNMENT RUBRICS
You will be graded on your coursework using the rubrics attached below. If you've not used a rubric
before, please watch the following video on how rubric scoring is applied. You will be using rubrics
throughout your college journey and all of your "Writing Emphasis" courses will use the same "Writing
Communication" rubric below.

Suggested Resources for Further Study

SUGGESTED RESOURCES FOR FURTHER STUDY

- 7 Habits of Highly Effective People by Stephen Covey
- How Successful People Think by John Maxwell
- 101 Tips for Online Course Success by Randy Nordell
- Andragogy - Adult Learning Theory by Malcolm Knowles
- Getting things Done - David Allen

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Copyright and Further Dissemination

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