

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **CLST 100**

#### **FOUNDATIONS FOR ACADEMIC SUCCESS**

#### **COURSE DESCRIPTION**

Designed to assist students in their academic adjustment to college. It is part of a special program limited to a select group. Attention is given to goal-setting, organization for study, time management, textbook mastery, reading comprehension and rate, listening, memory, note-taking, motivation for study, test-taking, study strategies in other classes, and orientation to University services.

#### **RATIONALE**

For those students who have been removed from the academic arena for some time or for those who might have inadequately prepared for college work initially, this course will serve as a means of establishing direction and of obtaining those skills which will enable them to appropriately strive for success in college level curricula.

#### **I. PREREQUISITES**

None.

#### **II. REQUIRED RESOURCE PURCHASES**

Click on the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word (Microsoft Office is available at a special discount to LU students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

The student will be able to:

- A. Identify learning style and brain dominance, and explain study strategies that complement his/her unique way of learning.
- B. Analyze how time is allocated and draw conclusions on whether or not time is spent effectively.
- C. Understand selected technology applications.
- D. Illustrate an understanding of the different types of study methods.

- E. Reflect an understanding of the relationship between biblical values and academic knowledge in developing a Christian worldview.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings, learning style assessments, and media presentations
- B. Discussion Board Forums (6)

For each Discussion Board forum, the student will post a 3-paragraph thread answering the questions provided in the assigned module/week. In the same module/week, the student will post a 1-paragraph reply to at least two classmates' threads. All paragraphs must be 3–5 sentences. All writing should be professional in content and delivery and written in proper English.

- C. E-Learning Readiness Self-Assessments (2)

In the first and last week of class, the student will perform a self-analysis to gauge his or her academic weaknesses and strengths. The assessment will focus on a number of key factors that contribute toward academic success in an online classroom. These key factors include motivation, technology skills, online relationships, and more. After the assessment is completed in Modules/Weeks 1 and 8, the student will answer a series of questions in a Word document that will discuss the assessments' results.

- D. Technology Exercises (2)

For the first Technology Exercise, students will access the internet, use a search engine, and then report their findings in a Word document. For the second Technology Exercise, students will copy and paste all the assignments of this class into a Word document and then create a plan to achieve academic success via the use of goals and a support network of friends or family members. Each exercise should be 1–2 pages.

- E. Time Management Log

For one full week, students will keep a record of how they spend their time. Using the Time Management Log provided, students will keep track of their sleep, work, exercise, eating, study time, and any other required activities throughout the day. This assignment is due by the end of Module/Week 3.

- F. Time Management Reflections

Using the results of the Time Management Log, students will answer four questions that prompt them to think about how their time is spent. For each question, students will write a 3–5-sentence paragraph. This assignment is due by the end of Module/Week 4.

G. Learning Styles Inventory and Brain Dominance Assessment

Students will take an assessment that establishes whether they are visual, audio, or kinesthetic learners. In addition, students will take an assessment that will establish whether their brains are linear, global, or somewhere in between. After completing both assessments, they will answer the questions provided and submit their answers in a Word document by the end of Module/Week 5.

H. Learning Styles Self-Analysis

Using the results of the Learning Styles Inventory and the Brain Dominance Assessment, students will write a 6-paragraph paper or create a 7-slide PowerPoint that addresses the results of the assessments, the strategies that can be implemented to cater to their learning styles, and how these strategies can be used in an online environment. This assignment is due by the end of Module/Week 5.

I. Quizzes (2)

Quizzes contain ten multiple choice and true/false questions. The quizzes are open-book/open-notes, and there is a 30-minute time limit. Quiz 1 covers Modules/Weeks 1–3 and Quiz 2 covers Modules/Weeks 4–5. The student will have three attempts to take each quiz; the highest score earned counts toward the final grade.

J. Test

The test covers Modules/Weeks 1–7 and will be a combination of multiple choice, true/false, matching, short answer, and essay questions. This test is open-book and open-notes. The time limit is 90 minutes. It must be completed by the end of Module/Week 7.

**VI. COURSE GRADING AND POLICIES**

A. Points

Discussion Board Forums (6 at 50)	300
E-Learning Readiness Assessment (2 at 20)	40
Technology Exercises (2 at 50)	100
Time Management Log	30
Time Management Reflections	120
Learning Styles Inventory and Brain Dominance Assessment	60
Comprehensive Self-Analysis	120
Quizzes (2 at 50)	100
Test	130
<b>Total</b>	<b>1000</b>

B. Scale

A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 0–599

C. Late Work Policy

Late work will **only** be accepted for full credit if there is a documented illness or disability, an emergency, and/or permission is granted *in advance* by the instructor. Otherwise, late work will receive ½ credit if turned in within one week of the due date.

Grading rubrics are provided for Discussion Boards and assignments. If you do not meet the minimum requirements as stated on the grading rubrics, you will not receive full-credit for the assignments.

D. Disability Assistance

Students with a documented disability may contact LU Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **CLST 100**

Textbooks: Davis, *The Adult Learning Companion* (2007).  
Watkins & Corry, *E-Learning Companion* (2011).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Davis: ch. 1 Watkins: chs. 2 & 3 1 presentation	Course Requirements Checklist Discussion Board Forum 1 E-Learning Readiness Self-Assessment Discussion Board Forum 2	0 50 20 50
<b>2</b>	Davis: pp. 35–39 Watkins: ch. 7 1 presentation	Discussion Board Forum 3 Technology Exercise 1	50 50
<b>3</b>	Davis: pp. 39–60 Watkins: ch. 4 1 presentation	Technology Exercise 2 Time Management Log Quiz 1	50 30 50
<b>4</b>	Davis: pp. 98–108 Watkins: pp. 138–153; chs. 5 & 6 1 presentation	Discussion Board Forum 4 Time Management Reflections	50 120
<b>5</b>	Davis: pp. 93–97 Watkins: ch. 1 E-Book: Learning Styles Inventory Brain Dominance Questionnaire 1 presentation	Learning Styles Inventory/Brain Dominance Assessment Learning Styles Self-Analysis Quiz 2	60 120 50
<b>6</b>	Davis: pp. 109–122 Watkins: pp. 158–160 1 presentation	Discussion Board Forum 5	50
<b>7</b>	Davis: pp. 123–127; ch. 8 Watkins: pp. 153–155 Test Study Guide 1 presentation	Test	130
<b>8</b>	Davis: ch. 4 Watkins: pp. 160–170 & How-To Tutorials 1 presentation	E-Learning Readiness Self-Assessment Discussion Board Forum 6	20 50
<b>TOTAL</b>			<b>1000</b>

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.