The Campus Student’s Survival Guide to Online Classes

Bryant & Stratton College Online
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ABOUT THIS SURVIVAL GUIDE

1. INTRODUCTION
Welcome to The Campus Student’s Survival Guide to Online Classes! This guide is your personal assistant as you plan your path to success in your online class. Whether you are eager to begin your online learning journey, reluctant, or having a hard time reading because you are kicking and screaming, you will find all the basic information you need to make the most of your course along with the best advice of successful Bryant & Stratton College students who have taken online courses.

Learning, demonstrating proficiency, and communicating online are essential 21st-century work skills. As a part of any professionally-oriented college education, students must be able to perform in the online environment as well as the traditional academic setting. Your online classes are an opportunity for you to gain and improve upon these skills. Not only will this improve your employability, but it will also help you to advance in your career as you continue to excel in professional development opportunities which are available to you online.
We understand the online environment may not be initially familiar, or comfortable, to all students, and we are here to support you through that transition and ensure that just like in the campus classroom, you are attended to, cared for, and have every opportunity to do your best work.

Nearly everything in the guide can be summed up in two concepts emphasized by every successful online student as well as each online instructor: Time Management and Communication. Online courses are offered in a 7.5 week accelerated format, making it critical to begin class on time and you should plan to spend a minimum of four to five days in class each week. Students have very busy lives, and we understand. This makes it even more important not to get behind in your work. After all, next week will be busy too! The second key is communication. Communicate with your online instructor. He or she is there for your success and to support you in your learning. Reach out early with questions, concerns, or problems. Allow your online instructors to partner with you in learning – it’s not just the job, it’s why they do the job.

The Survival Guide is organized into sections so you do not need to read it from cover to cover in one sitting. Read what you need and refer to it often during your courses. Whether you are in a campus class, an online class, or both, your learning success is our highest priority.

### IMPORTANT ONLINE FACTS

#### SESSIONS
- Online classes are split into two 7.5-week sessions: Session 1 & Session 2
- Session 1 will have a section number of XXX-1
- Session 2 will have a section number of XXX-2
- If you register for both sessions, you must register up front during Registration
- There is no drop/add during Session 2, it can only occur in Session 1
- Online classes have to be requested through the Online campus, so availability is not guaranteed
- The earlier you register the better

#### WEEKS
- Online classes start on Sunday and end on Saturday
- Week 1 and Week 7.5 are the exceptions. Week 1 starts on Wednesday and Week 7.5 starts on Friday.
- Campus-based courses start on Wednesday and end on Tuesday
- Online classes run on East Coast time (ET)
- Refer to the tracking calendar and supplemental syllabus from your instructor for due dates

#### BROWSERS
- Remember to always use Firefox when accessing Blackboard
1.1 WHAT DO I NEED FOR AN ONLINE COURSE?
The image below shows you what an online class will look like on your schedule:

To be successful in your online course you need the following:

1. A reliable computer
2. Reliable Internet access
3. Daily access to your Bryant & Stratton College email
4. Course textbooks and/or access card
5. Successfully have completed ENG101
6. Complete ORT999 and NAV101

A reliable computer and high speed Internet access are essential for your success. Because the course is offered in 7.5 weeks, each day you miss is like missing two days in a traditional class. If you are without a computer for two or three days, it is like missing four to six classes. It’s difficult to catch up. Your campus will have a room dedicated to online learning. Be sure you have a backup plan (campus or public library) in case you lose your primary access to a computer or to the Internet. You should use Mozilla Firefox as your web browser when accessing your course. Do not use Internet Explorer. All of your correspondence with instructors should happen via your Bryant & Stratton College email. You need to check this email daily to ensure you are receiving important announcements and communication. Your course may require a textbook or access to other online materials. You must purchase these items. Students who have attempted to complete online courses in the past without the textbook have not had successful experiences. Finally, be sure you have completed ENG101 or its equivalent. Because the online classes move so quickly, it’s not a
good idea to take ENG101 at the same time as your first online class. ORNT999 is a short online orientation that will ensure you know how to access the features in your online class. NAV101 is a more thorough introduction to Blackboard Learn that will ensure you know how to post to discussions, upload assignments, and complete the other tasks required for online success.

1.2 PLAN FOR YOUR SUCCESS
Just like success in any area, your success in your online class rests largely on planning and preparation. There are many things you can do to set yourself up to succeed.

The next step is to plan your time management strategy so you will have enough time to complete your work along with your other school, work, and family obligations. Here is a breakdown of the time involved in an online course:

Time Commitment Necessary to Earn Course Credit
- Bryant & Stratton College subscribes to a philosophy commonly held by institutions across higher education: achievement of success with college-level study will necessitate that the student devotes both scheduled ‘in-class’ time as well as significant ‘out-of-class’ time to meeting course outcomes. To achieve all outcomes for this 3-credit hour course, each student should expect to participate in the scheduled ‘in-class’ asynchronous hours (6 or more) and to dedicate approximately 90 hours total during the session for class preparation and work time. Out-of-class time is necessary for completing textbook readings and related assignments, accessing and using additional resources as identified by the instructor and/or through student research, discussion forums, completing graded assignments and assessments, and preparing for the final project.

Time Allocation for this 3-Credit Hour Course Based on a 7.5-Week Session

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Approximate Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in the asynchronous classroom</td>
<td>Weekly Discussion: 3 hours per week = 21 hours over the session</td>
</tr>
<tr>
<td></td>
<td>Weekly Reflections x 6 = 5 hours over the session</td>
</tr>
<tr>
<td>Completing textbook readings and related assignments</td>
<td>4 hours per week x 7.5 weeks = 30 hours over the session</td>
</tr>
<tr>
<td>Accessing and using additional resources as identified by the instructor and/or through student research</td>
<td>Approximately 10 hours over the session</td>
</tr>
<tr>
<td>Completing both non-graded and graded assessments, including Portfolio Project</td>
<td>4 hours per week = 30 hours over the session</td>
</tr>
</tbody>
</table>

We asked successful Bryant & Stratton College students what advice they would give fellow students taking an online class for the first time and there was a great deal of agreement that time management and communication were the two most helpful things they could recommend. Specifically:

1. Reach out to your instructor for help early and often.
   a. Use your Bryant & Stratton College email for communications.
b. Expect a 48 hour window for response.

c. Attend office hours, or ask for an appointment if office hours conflict with a work or school obligation.

d. Arrange a phone appointment.

2. Don’t underestimate the time an online course will take.

   a. Login the first day of class and a minimum of four to five days each week. Remember, one week in an online class is like two weeks in a campus class.

   b. Attendance in online classes is determined by class activity. Discussion posts, weekly reflections, and submitting assignments all count as attendance activities. Students may be withdrawn from classes after 14 days of non-attendance. This can cause difficulties with financial aid.

   c. Be sure you understand your Tracking Calendar and when assignments are due. Most assignments are due at 11:59 EST on Saturdays but there are a few exceptions. Be sure you know what these are. Knowing and meeting guidelines—and adjusting for time zone differences—is an important workplace and academic skill.

   d. Your instructor will have a late policy for your class listed in your Supplemental Syllabus. Even if you feel pressed to keep up one week, remember, it is unlikely that you will have time to complete two weeks work the following week. It’s better to get your work done right away. Please make sure you review your instructor’s late policy as it applies to your weekly discussion posts as well.

   e. If you do fall behind, get in touch with your instructor right away and make a catch-up plan. Remember, every day you wait is like waiting two days in a campus class.

3. Other Advice

   a. Complete the online orientation. It doesn’t take long and it really helps.

   b. Be sure you have all your books. You really do need them.

   c. Use your own computer or one at the school. It doesn’t work out well to borrow friends’ computers for schoolwork.

   d. Don’t try and do your work from your phone.

   e. Get help when you need it.
1.3 ONLINE ORIENTATION
Bryant & Stratton College offers a short, very useful orientation for online courses that will ensure you can find the information you need to succeed in your class. You should see ORNT999 under your available courses. It’s well worth the time it takes to go through the orientation and learn skills such as what myBSC is and what services are available to you; how to access BSC Learn and your course content, how to access Navigation 101 which will give you more detailed knowledge
regarding navigating your course, and how to understand the college’s attendance policy in online courses.

Check out “How to Access Blackboard Orientation” to see how you can take Orientation.

There is a high correlation between students who take the time to complete the orientation and students who succeed in online classes. Go ahead and take a few minutes to complete the orientation now, if you haven’t done so already.

1.4 NAVIGATION 101

Navigation 101 is a tutorial within your blackboard course that teaches you how to use the learning platform and gives you examples and videos to help you succeed in your online courses. Here is a screen shot detailing all you learn in Navigation 101:

Welcome to Blackboard Learn Navigation 101.

By the end of this navigation, you should be able to do the following:

- Locate all Introductory Documents including your tracking calendar and supplemental syllabus.
- Locate all instructor contact information and office hours.
- Understand the process for doing each of the following:
  - Accessing course content like lectures, discussions, and weekly activities and projects
  - Participating in weekly discussions
  - Submitting assignments to Blackboard
  - Accessing the gradebook and reviewing course grades
  - Accessing and reviewing instructor feedback
- Demonstrate an understanding of your responsibilities as a student.

Please review the Blackboard Learn Quick Guide provided below. This guide gives you an overview of what information is contained on each of the buttons in the left-hand navigation pane. Please print this document and keep it somewhere easily accessible.

Blackboard Quick Reference Guide

Please review the Student Responsibilities provided below. This list of responsibilities is designed to help ensure your success as you make your way through your degree program. Please read it carefully and keep it somewhere easily accessible so you can refer to it as necessary.

Student Responsibilities

You may also find the document below helpful. You are presented with some tips and suggestions for being successful in the Online environment. Print this for your records as well.

Strategies for Online Learning Success

You can go back to Navigation 101 at any time during the class to refresh your memory on how to complete important tasks or find information. It’s your built-in Blackboard Help Guide.

1.5 MEET YOUR INSTRUCTOR

The “Meet Your Instructor” feature in Blackboard will introduce you to the instructor(s) who will be working with you during the class. All contact information will be there including name, email address, day and time of office hours, and if they have chosen to provide it, a telephone number. You will also see a picture of your instructor and an introduction to his or her teaching style. Remember, online instructors choose to teach an
online course because they believe in the power and possibility of online education. They want to help you succeed and welcome your interaction. You should never hesitate to reach out to your instructors, or feel you are bothering them, or your questions are not worthwhile. Quite the opposite. Your online instructors will be happy to hear from you and want to offer any assistance they can. It will help you feel more confident in the class to familiarize yourself with your instructors and their approach, and to let them get to know something about you as a learner in return.

2 IMPORTANT COURSE TOOLS
Each online course will contain important tools to help you to succeed in the class. In this section we will discuss the Supplemental Syllabus, the Tracking Calendar, course rubrics, gradebook, course announcements, the Ask Your Instructor feature, and the Week 1 Introductory Quiz. Each of these resources will provide you with information to help you better understand what is required of you during the course and how you will be evaluated for each assignment. They will keep you up-to-date with current instructions and help you reach out easily to your instructor. Don’t forget the Student Resources button on the course homepage. You will find great information there regarding accessing the ePortfolio, creating reference and in-text citations, creating a PowerPoint and voiceover, links to the library, and support numbers for your account.

2.1 SUPPLEMENTAL SYLLABUS
In addition to the main syllabus for your class, your class will have a Supplemental Syllabus which outlines important course information such as your instructor’s virtual office hours, your instructor’s late policy, the hardware and software required for your class, and the time commitment estimated to earn credit for the course in the accelerated 7.5 week format. Print out this document and keep it in a binder with your course administrative documents. If you have any questions about any of the information on the Supplemental Syllabus, you should email your instructor directly. The Introductory Documents Quiz you will take in Week 1 of the course will test your knowledge regarding information found only in this document.
2.2 TRACKING CALENDAR
Perhaps the single most important course tool is your Tracking Calendar. This document outlines all of your assignments and due dates. It is imperative to print the Tracking Calendar and highlight all due dates at the beginning of the course so you can plan your study and work time accordingly. Add this printed document to your binder of course admin documents. Online classes are fast-paced. The most common advice given by successful students is to be sure you don’t fall behind. The Tracking Calendar will tell you what you are assigned to read or view each week. It will tell you when assignments for major projects are given and when they are due. It will also detail any supplementary reading or materials your instructor has chosen for your class. See Appendix E for a detailed look at how to use the Tracking Calendar as well as suggestions for creating a “planner style” calendar for your reference with the information from the Tracking Calendar in an easy month-view format.

2.3 RUBRICS
Rubrics are key to success in online classrooms because they tell you exactly what needs to be included in your assignment and exactly how that assignment will be evaluated. You should print the Discussion rubric for your class and keep it in front of you as you compose your posts and replies to classmates. You should print the rubric for your graded assignments before you begin the assignment and use it to plan your work. For example, a rubric will tell you how many sources you need for your assignment in order to earn a distinguished grade. Your discussion rubric will outline how many posts you need to make weekly, how long they should be, and how many different learning days they should represent. If you keep the rubric in front of you as you work, you can be sure that you are including the information that is being asked of you for that assignment. This skill is important not only in the academic setting, but in your professional life as well.

After you receive a grade for the assignment, the rubric is also crucial to interpreting feedback and guiding improvement. Pay special notice to areas where you received scores falling in the “Needs Improvement” range. Those are red flags signaling areas you may need to discuss with your instructor or learning coordinator. Certainly, you will need to give those areas special attention in future assignments. For a closer look at rubrics and how to interpret them, see Appendix F.

2.4 ASK YOUR INSTRUCTOR
The “Ask Your Instructor” link takes you to a special discussion board which is designated for class questions and will remain open to you throughout the semester. The advantage of using this discussion board is that your question can benefit other students, and other students will offer advice that can be helpful in addition to what you receive from your instructors. Online instructors are asked to respond to all postings in the “Ask Your Instructor” discussion within 48 hours. This is the same turn-around time you can expect from an email inquiry. If you have a question concerning the class generally, a particular assignment, or course resource use the “Ask Your Instructor” forum. If your question is of a more personal nature, such as requesting an extension for an assignment, then it is more appropriate to email your instructor directly.
2.5 GRADEBOOK
Your gradebook allows you to track your progress in the course and also to see if you are missing any assignments. Online instructors are asked to update their gradebooks each Thursday and to record zeroes for all missing work. This requirement is to help students keep an accurate understanding of where they stand to date in a course. A zero for an assignment does not mean you have lost any possibility of submitting that assignment. Normally discussions cannot be made up after the learning week has closed, so focus on getting those in on time. Remember, your course is governed by a late policy expressed in your Supplemental Syllabus. It is always a good idea to contact your instructor to discuss late or missing work. Often instructors are willing to make arrangements with you to allow you to submit work past the deadline. This is not something you should expect, but it is perfectly fine to ask an instructor to work with you to be sure you have the chance to submit your best work.

2.6 ANNOUNCEMENTS
Online instructors are required to post at least one announcement at the beginning of each learning week outlining important aspects of that week’s work. Pay special attention to these announcements as they often have reminders of key due dates and tips for completing assignments. Sometimes instructors will include examples of past work to guide your assignments, or suggest resources that may not be included on your syllabus. There may be additional announcements during the week, so be sure you always check your course home page. Announcements are the primary means instructors use to communicate information to the online class during the course, so be sure you don’t miss those! You should plan to login to your course and check for announcements a minimum of four days each week.
Course Announcements can be found in several places. When you log in to myBSU you may see a red alert by your name. You will also see announcements listed when you open your individual class page.

Very important information may be posted! Check daily!
2.7 WEEK 1 INTRODUCTORY FOLDER QUIZ
Online courses include a quiz in the Week 1 Activities folder that highlights your knowledge of important course materials and procedures. The information you need to complete this quiz can all be found in the Introductory Documents folder. If you do not receive 100% on this quiz, it means you are missing key information you need to succeed in the class. You need to go back and be sure you are able to correctly answer each question on the quiz or contact your instructor to be sure you understand the information. If you can answer each question correctly, then you will be sure you have the correct text, understand the instructor’s late policy, know when your instructor holds office hours, understand plagiarism and its consequences, and know when your major projects are due.

3 DISCUSSION BOARD
At the heart of your online class is the discussion board. This is where the interaction with classmates and instructors reaches its fullest expression. While the online classroom does not offer the face-to-face interaction many students enjoy, it does have many strengths of its own and offers you the opportunity to expand your learning style. Online discussions allow you time to think and reflect before you contribute. The classroom environment definitely favors the student who is both articulate and quick to formulate a response. This is one learning style, but there are many others. In online discussions you can participate at the time of day that is best for you and when you feel most prepared. You can draft and review your contribution before submitting it. You can read and reflect upon others’ posts without feeling like you need to be formulating an immediate response or you will lose your window of opportunity to contribute. For many learners, online discussion is a forum where their strengths emerge. However, even if you find it difficult to connect to the online discussion, it is an important, and necessary, academic and professional skill. Much of your future work and continued education is likely to have an online component. Learning to handle this forum with expertise is part of an effective 21st century education.

In addition to serving as the workspace of your virtual classroom, don’t forget that the discussion board is also a graded part of your performance and should always reflect your best thinking and scholarship. One of the biggest mistakes students make in online classes is to treat the discussion board like a chat environment rather than a learning environment. Remember, discussion is your opportunity not only to learn from classmates, but to show your mastery of course material. In this section, we
will look at the mechanics of the discussion board as well as best practices to create discussion posts that are relevant, show your understanding of the material, and promote productive dialogue. In the sections below we will address the skills you need to be successful in online discussion.

DISCUSSION POSTS

This icon indicates a discussion post.

Generally, you are expected to create and respond to your classmates' posts several times throughout the week.

To get to the discussion posts, click on the post title.

Once you open the post, you will see a list of posts from your classmates. You will need to create your own post AND respond to your classmates' posts. Aim to be active in discussion at least five days a week.

Click "Create Thread" to make your own post.

Click on your classmates' thread to open and respond to their post.
3.1 FREQUENCY AND LENGTH OF POSTS
In your class Introductory Documents Folder, you will find the Discussion Rubric. This rubric will explain what is required of you in terms of frequency and length of posts for discussion. For example, for 100-200 level classes the expectations are as follows:

In 100-200 level classes students are asked to post on four separate days of the learning week. Students normally submit an initial post on Monday or Tuesday of at least 150 words which addresses any specific questions given in the weekly discussion assignment. This initial post is worth 50% of your weekly discussion grade. Students then return to the discussion board a minimum of three additional days and respond to the posts of three or more classmates. These responses should specifically address the topic and integrate course concepts. Key to the replies is the idea that they further the discussion in some way, or create the opportunity for new discussion relevant to the topic at hand. While there is not a specified length for these posts, 75-100 words is a good guideline unless your Supplemental Syllabus or weekly instructions specify otherwise. As mentioned above, these posts make up part of the body of your written, submitted work and should be of the same quality as any written work you would submit. These should be free of errors in grammar, spelling, and punctuation, and should use proper APA citations where warranted. To recap, you should plan to participate in your online discussion a minimum of four days each week contributing one initial post of 150 words or more on Monday or Tuesday, and then returning three additional days during the learning week to respond to classmates’ posts.

3.2 YOUR INITIAL POST
Fifty percent of your weekly discussion grade is assessed based on your initial post. To make that post as strong as you can, you should:

1) read and reflect on the material
2) understand the discussion question and any sub questions
3) review the discussion rubric.

It’s best to post your initial post early in the discussion week, but no later than Tuesday. On Sunday, when you sit down to begin your reading for the week, have your discussion question printed in front of you so you can consider it as you are reading that week’s material. Be sure you understand the question and are prepared to address each part of the assignment. Many discussion topics include more than one question for you to address. As you are reading, make note of any vocabulary or course concepts that seem relevant to the question as these will help you formulate your initial post.

When you are ready to write your post, first compose it in a word processing program. Many students (and instructors) have experienced the frustration of composing an inspired post only to have a computer time out or other error cause the work to be lost and have to be redone. That’s very frustrating, especially if you are already pressed for time. Re-read your assignment, checking to be sure you have answered each question. Make sure you have achieved the required length and carefully proofread for mechanical errors.
Your initial post may exceed expectations if it is on time, addresses the question in detail with relevant examples and support from the text, and is over 150 words. This post can earn between 46 and 50 points.

Your post will meet expectations if it is on time, addresses the question with adequate detail, and has a word count between 100-150 words. This post can earn between 43 and 45 points.

If your post is late during the learning week, does not address the course material, does not reflect what you have read and engaged the material, or is below 100 words, then it needs improvement and can only earn between zero and 42 points.

As you can see, timeliness is very important!
3.3 YOUR RESPONSES TO CLASSMATES

You've completed your initial post, and now it's time to enjoy interaction with your classmates. This aspect of the discussion board is a chance for you to learn from your peers’ perspectives and see approaches to the issues you may not have considered. It is valued at 40% of your weekly discussion grade. It is also an opportunity to model respectful disagreement and productive support of ideas. Conversation is an ethical activity whether it takes place face-to-face or in an online environment. The first rule of online discussion is never to forget there is a classmate and fellow learner reading and responding to your comments. This practice is fundamental not only to your academic success, but also to your personal and professional success. A great deal of today’s communication occurs via various online conduits. Your ability to participate in those constructively and respectfully is a necessary career skill. Respectful participation does not mean you are expected to always agree with classmates. What it does mean is disagreement should be explained, accepted, and should further understanding, rather than shut down conversation.

Responding to classmates is one area in which nearly all online students can improve. There is great opportunity here for connection and sharing, but students often don’t know how to approach this aspect of discussion. Remember, we have a rubric to guide us. You are expected to respond to three or more classmates on at least three different learning days. There is no minimum word count, but if you plan your responses well, the issue takes care of itself.

Like your initial post, you should first write your responses to your classmates in a word processing program. This will have the benefit of spell-check, as well as protect you against losing valuable material. After you get your initial thoughts out, reread your response and ask yourself these questions:

1. Do I give my classmate the opportunity to clarify or expand upon his/her position regarding the main topic of our discussion?
2. Do I support my classmate in a way that brings a new perspective, dimension, or consideration to the main focus of the discussion?
3. Do I disagree with my classmate in a way that is both respectful and highlights a tension within the material that is the main focus of our discussion?
4. Do I make reference to important class vocabulary, concepts, texts, or authors in my reply?

If you can answer yes to at least two of these questions your post is likely to meet or exceed expectations. Proofread, cut, and paste into discussion. Of course, you want to check back on your initial thread and responses to see if there is the opportunity to continue the discussion with classmates beyond the minimum expectation. This aspect of the course is the one that many students cite as the most rewarding.

Again, the earlier you are able to participate in the week the better the discussion will progress. Imagine sitting in a traditional classroom discussion in which everyone raises their hand to speak in the last five minutes of class. There isn’t enough time to really explore everyone’s ideas and a lot gets lost. The same thing happens when most of the class waits until Friday or Saturday to
participate in the discussion. Your voice is important and an asset to your class. Be sure there is plenty of time to be heard and included in classmates’ responses.

RESPONDING TO A THREAD

Click on your classmate’s thread to open and respond to their post

Once you open the post, you will see your classmates’ original post and any other classmates who have responded. To respond to this post, click “Reply”

After you respond and submit, you will see your response listed below other classmates’ responses
3.4 MECHANICS

Ten percent of your discussion grade is assessed based on mechanics. Your discussion posts and replies should reflect college-level writing. “Text” or “chat” language and abbreviations are not appropriate in this forum. You should have minimal errors in grammar, spelling and punctuation. Not only is this an academic requirement, it should be a point of professional pride in your work. We know what a brief time we have in real time to make a first impression upon someone. Our written work is similar. Your instructors, supervisors, and prospective employers will form an opinion of your work ethic based on your written presentation. If your work is fraught with grammatical errors, it appears as though you did not value that work as important. No one, of course, can tell you how you actually felt about the work, but it is important you understand the perception created when unpolished work or work not proofread is submitted for evaluation.

If you cite from your course or other material in your work, you must follow your class’ instructions for citations. If you are unsure or are not given any instructions, use the APA format. Resources regarding APA formatting are available by clicking the “Student Resources” tab on your course home page.
4 ASSIGNMENT SUBMISSION
In addition to your discussion posts, you are assessed on a variety of types of written work. Your course will include diverse learning opportunities so you can draw on your strengths as a learner and improve in areas which may be challenging to you. This approach makes you the strongest candidate for a variety of jobs as you will have displayed your ability to produce good work in multiple formats. Remember, you have access to NAV101 during the entirely of your course. NAV101 contains instructions and video to assist you in submitting your assignments through Blackboard. In the following sections, we will highlight the most common types of assignments in online courses.
SUBMITTING AN ASSIGNMENT

YOU CAN ADD A COMMENT IF YOU NEED TO EXPLAIN SOMETHING TO YOUR INSTRUCTOR. DO NOT TYPE YOUR ASSIGNMENT IN THE "ADD COMMENTS" BOX.

Choose a method of submitting your assignment:
- Text Submission
  - Create assignment directly on page
  - Attach file
- Attach file
  - Create assignment using Microsoft Office and attach file (you will want to use this method if assignment needs APA or other specific formatting)

TEXT SUBMISSION

After you click "Write Submission" a text box will appear.
- Type your assignment here
- Click "Submit" button at bottom of page

ATTACH FILE

To attach a file click "Browse My Computer."
- Your documents will appear.

Your documents will appear after clicking:
- "Browse My Computer"
- Double click on the file you want to attach
- Click "Submit" at the bottom of the page

Created by: Betty Watson and Gretchen Peterson, January 2015
4.1 QUIZZES AND EXAMS
Quizzes and Exams are contained within the Activities portion of the Weeks folder. Your quizzes will be based on the readings and other learning materials for the week. More information on taking and submitting your quizzes can be found in NAV101 by going to the “Weeks” tab and clicking on Activities for a short video tutorial. You can also print a transcript of the tutorial to keep with your notes.

Be sure you read all the instructions once you open the quiz. When you are ready to start, click on the “Begin” button. If the questions are multiple choice, select your answer. If they are short answer questions, compose your response in the text box. Once you have completed the activity, click “Save and Submit” to turn the assignment in to your instructor. If you are interrupted and need to save your work click the “Save All Answers” button at the top of the page. This will not submit your work, so you will need to go back and finish the quiz to submit it for a grade.

Quizzes are due on Saturdays by 11:59 PM EST unless otherwise indicated in your Tracking Calendar. Instructors will enter a grade of “zero” for work that is not submitted. You may be able to make arrangements to make up late work according to your class late policy. It is always a good idea to get in touch with your instructor if you have trouble submitting an assignment, or have missed an assignment to see what arrangements can be made. All work must be submitted by the end of the course.

4.2 WEEKLY REFLECTIONS
Weekly reflections are an opportunity to check in with your instructor and to be sure you are correctly identifying the most important concepts in the week’s material. They are also an opportunity for you to make clear connections between what you are learning in class and applications of that knowledge to your chosen profession. Weekly reflections are generally short essays of 150 words and may be entered into the text box below the assignment or uploaded as a Word document. Unless otherwise noted in your Tracking Calendar, Weekly Reflections are due at 11:59 PM EST on Saturdays. The Rubric for Weekly Reflection is available in the Introductory Documents portion of your course. We also take a closer look at that rubric in Appendix E.

4.3 ESSAYS
During your online course, you will be required to write essays. Your Tracking Calendar will indicate when your essay is due as well as remind you of the week in which the directions for the assignment are given. The directions will be in the Weeks folder in the Activities section.
Those directions will include the deadline, the specific topic, and the expectations concerning length, substance, and APA formatting. Your essay should be uploaded in a Microsoft Word compatible format via the assignment link in the Weeks folder of the week the assignment is due. The assignment directions and rubric are often given in a prior week so you may have to go back to that week to reprint directions or rubrics. You will always submit the assignment via the link in the folder of the week the assignment is due.

4.4 VOICEOVERS
You will be asked to create a PowerPoint with voiceover for your online class. This is a great skill, and not difficult to do, but it may require some advanced planning. You need a microphone in order to complete this assignment. If you don’t have one, be sure you can schedule a time in your online learning room on campus to use the equipment there. The deadline for submitting your voiceover may differ from your regular essay and discussion deadlines, so be sure and double-check your Tracking Calendar. This assignment draws on skills you should have from COMM150/COMM115. If you don’t remember how to create a voiceover, here is a quick guide to help you do it within PowerPoint.

4.5 PORTFOLIO PROJECTS
The portfolio project is an important part of your learning experience as well as a valuable contribution to your ePortfolio and progress towards achieving your desired level of employment.

Your Portfolio Project is normally divided into stages, or project deliverables, which allows you to build upon your work while receiving feedback during the process. The ability to plan longer-term projects and incorporate feedback is also an important workplace skill. You will receive instructions for your project early in the class and you should make careful note of the various due dates. These dates also appear on your Tracking Calendar. You will turn in the various deliverables through your course submission page and upload your final project to your ePortfolio.

5 GETTING HELP
Even though your class is online, you are still connected to a supportive learning environment with both people and resources dedicated to your success in the online classroom. Knowing who to contact, and when, can be a big help in breaking down the isolation some learners feel in their first online class. This section will guide you in contacting your support team. Bryant & Stratton College has made your learning experience a priority and there are people looking forward to the opportunity to work with you. You shouldn’t hesitate to reach out to your instructor, a campus LRC, or your advisor for support. They will appreciate your initiative! Moreover, as online communication is increasingly common in all professions, learning how to problem solve online is a valuable workplace skill.
5.1 YOUR INSTRUCTOR
Your online instructor is just as invested in your learning as your classroom instructor. He or she will welcome your questions and engagement, so never hesitate to reach out with a question or concern. For general questions that may benefit the entire class, use the “Ask Your Instructor” Discussion Board (see section 3.4 for more on this feature). For questions that are more private in nature or specific to a grade, you should email your instructor privately. Allow 48 hours for your instructor to respond.

One of the most underused resources for online students is instructor office hours. This is a time when you can interact with your instructor in real time and is a great opportunity to ask questions about the material and get input on your assignments. If you have a class or work obligation during your instructor’s office hours, or feel you may need help with an assignment at another time during the week, it is perfectly fine to ask for an online appointment. Most instructors will be happy to coordinate a mutually convenient time.

5.2 YOUR CAMPUS LEARNING RESOURCE CENTER (LRC)
Sometimes you may need face-to-face help with an assignment. You might need feedback on your writing or assistance with math that is difficult to accomplish in a timely fashion online. In these cases your campus LRC is the place to go!

Most LRCs are staffed with either faculty, B&SC Associates and/or work study students available to assist students with a variety of needs. If you are having a hard time starting your paper, need assistance with APA, or just need your paper reviewed for content, come to the LRC with a copy of the assignment and rubric. The LRC is also available to assist students with subject specific material such as math.

For a complete list of LRCs by campus see Appendix F.

5.3 YOUR ADVISOR
Your advisor is also an important part of your online team. If you need support in contacting your instructor, for example, or are not sure what type of help to request, your advisor can assist you. Your advisor can also help you with time management strategies, help you to get back on track if you fall behind in a class, and direct you to additional campus resources that your online instructor may not be able to access. In the unlikely event it becomes necessary to drop a class, your advisor can help you with that as well.

5.4 TECHNICAL SUPPORT
During the course of a 7.5 week class, technical issues may arise. The best way to address tech support issues is to prevent them by ensuring that you have the following:

1. Access to a reliable high speed Internet connection at home, on campus, or at a public library. We do not recommend relying on friends or relatives for Internet access. While it may seem like a good idea starting out, often these arrangements become inconvenient and leave the learner feeling stranded.
2. Access to a reliable computer under repair warranty and with a reliable anti-virus and anti-malware program installed. It’s very difficult to succeed in an online course when your computer crashes during the semester, or when you lose all of your data to a hard drive wipe after being zapped by a virus. There can be further delays while you wait for your computer to be repaired or make arrangements to replace it. Tablets and smart phones can be useful for some class tasks, but they are not recommended as your main source of access. Your campus will have a room dedicated to online learning with computers available for your use.

Even if you have the two points above covered, things can still go amiss.

If you are unable to access Blackboard, if you are unable to upload an assignment, if your discussion post disappears, or if you have any other technical issues with Blackboard operations itself, you should contact Blackboard support or the online helpdesk by clicking on the “Services” tab at the top of your Blackboard page.

If you are on-campus, you may also visit your campus IT department. **Remember, your instructor is not able to resolve technical issues with Blackboard, but it is always a good idea to let your instructor know if you are experiencing difficulties and what you have done to resolve those issues.**
APPENDIX A: KEYS TO YOUR ONLINE SUCCESS

Keys to Success in Your Online Class

1. Accept that your first online class may feel overwhelming: Trying something new often feels challenging. It takes time to learn Blackboard, which is the online system used for your class. The more you use Blackboard; however, the easier it will become (North Hennepin Community College [NHCC], n.d., para. 1).

2. Take responsibility: Taking classes via the Internet is still going to school. Take online classes as seriously as you would a traditional class (Orange Coast College [OCC], 2014, para. 2).

3. Connect with instructors early on: Get to know your online class instructors early in your class. Follow up with him or her for feedback on assignments or any clarifications that you may need (Lytle, 2013, para. 6-7).

4. Set Goals: Your goals can be to log into your class every day, to set aside a set time for completing your work, or to post to the discussion board every other day. Once you set your goals, make sure to follow through (OCC, 2014, para. 9).

5. Set Schedules: While an online class can be a convenient way to fit education into your busy life, it’s also important that you set aside regular time to work on your course. Be sure to stick to the schedule you set (NHCC, n.d., para. 5).

6. Stay organized: Students in a traditional class usually have a clear cut schedule to follow. Your schedule might be less clear in your online class. Get organized from the very beginning—track assignments and due dates on a calendar, for example. Create electronic or paper folders for your course work, too (Lytle, 2013, para. 10-11).

7. Log on frequently: Plan to log into your course daily. This is a good way to stay informed about any changes to your course (Goucher College, 2015, para. 5).

8. Participate: Just like participating is important in traditional courses, it’s also important to participate in all activities and discussions for your online courses (Goucher College, 2015, para. 6). In fact, because there are no face-to-face interactions in an online class, participation might be even more important (OCC, 2014, para. 4).

9. Have a consistent workplace: Having a quiet space where you can study can be a helpful technique when taking an online class. Just like you don’t want too many distractions while in the classroom, you don’t want too many distractions when working on your online class work (NHCC, n.d., para. 6).

10. Speak up: If you are having difficulties with any aspect of your online course, it’s important to speak up. Other students may be struggling as well. And, unless you say something to your instructor, he or she may never know (Goucher College, 2015, para. 9).

References


Created by Becky Wettstein and Gretchen Peterson, January 2013
APPENDIX B: BLACKBOARD LEARN QUICK GUIDE

Bryant & Stratton College
Blackboard Learn Quick Guide

Please note: students should use Firefox whenever working in Blackboard.

This quick guide is intended to provide a brief description of the information contained on each of the buttons on the Navigation Pane in Blackboard Learn. Please print this and keep it somewhere you can reference it easily.

<table>
<thead>
<tr>
<th>Button</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet Your instructor</td>
<td>Instructor name, contact information, office hours</td>
</tr>
<tr>
<td>Introductory Documents</td>
<td>Tracking Calendar, Supplemental Syllabus, Standard Course Syllabi and Grading Rubrics</td>
</tr>
<tr>
<td>Weeks</td>
<td>Course content including: lectures, discussions, weekly assignments, tests, quizzes, and Portfolio Project instructions.</td>
</tr>
<tr>
<td>Ask Your instructor</td>
<td>A forum in which you can post questions for your instructor and classmates to answer publically. Nothing posted here is private.</td>
</tr>
<tr>
<td>Announcements</td>
<td>This is your course default page upon log-in and where your instructor will provide important course updates.</td>
</tr>
<tr>
<td>My Grades</td>
<td>All course grades are located here. You can see your overall average, grades on individual assignments, and average grades per grading category. This is also where you come to view feedback you receive from instructors on your assignments.</td>
</tr>
<tr>
<td>Course Calendar</td>
<td>If the instructor makes use of this feature, assignments may be listed on the calendar and you may review due dates.</td>
</tr>
<tr>
<td>Send Email</td>
<td>Send class-related emails using this feature. You may not access external email accounts using this feature.</td>
</tr>
<tr>
<td>EmployableYOU</td>
<td>Includes links to better understand EmployableYOU and what it means for your success.</td>
</tr>
<tr>
<td>eYOU Links</td>
<td>Access various course and student tools using this button. You may also access the Blackboard video site, which offers multiple tutorials for students.</td>
</tr>
<tr>
<td>Student Resources</td>
<td>This button will take you to the Student Resources page, where you will find videos and other tutorials to help you be successful, as well as related links.</td>
</tr>
</tbody>
</table>
APPENDIX C: STUDENT RESPONSIBILITIES

Attendance Policy
Bryant & Stratton College is an attendance tracking school. Regular class attendance will be necessary for students to receive the maximum benefit from their education and to receive financial aid. At Online, your attendance is monitored daily through your Academically Related Activities (ARA) in Credit Bearing Courses. ARA examples are discussions, summaries, exams/quizzes and submissions of homework and projects. You cannot click into a course, submit nothing and think that you will be counted as attending. In other words, at Online Education you cannot go into the back of the room, slouch down in your seat and do nothing but get counted for attending.

If you do not stay active you will be withdrawn for the course(s) after 14 days and your financial aid will be returned. This most likely will cause you to have a balance due with the college. Your advisor will try to contact you after you have had 7 days of non-attendance. A letter from the Dean will also go out at this time. If you should receive a call or email concerning your 7 days of absences, you should log into your course(s) as soon as possible to complete an ARA. Once you hit the 14 days, little can be done to reverse the withdrawal.

Should you have any further questions do not hesitate to call your Academic Advisor.

Student Responsibilities
By meeting the following responsibilities, students will work towards achieving academic success:

1. Discussion is an important part of building a community of learning with your instructor and peers. It is important to ensure you actively participate in discussion over a minimum of 3 different days each week.
2. The ability to meet deadlines is an important transferable skill that employers look for in the workplace. Please ensure you review the deadlines identified throughout the course content and your course tracking calendar.
3. Textbooks should be purchased as early as possible to ensure you have the required materials when classes start.
4. If your course requires the use of an access card, and you purchase your text from a vendor other than the college, you are still required to purchase the access cards for your classes.
5. In the event of an emergency, it is essential to your continued academic success that you reach out to your Instructor and Academic Advisor as early as possible.
6. Complete all necessary financial aid paperwork.
7. Attend all academic advising appointments as scheduled, or make alternate arrangements with your advisor.
8. Make sure you have read and understand all technology requirements as listed in your instructors' supplemental syllabi.
9. Maintain a professional tone in all communications with your classmates, instructors, advisors, and other college representatives.
10. All work submitted should be original and include proper APA citations where necessary to avoid the appearance of plagiarism.
11. All communication related to your academic career between you and your instructor or academic advisor, or other representatives of the college should be conducted through your Bryant & Stratton College email.
12. Please check your Bryant & Stratton College email on a daily basis.
APPENDIX D: STRATEGIES FOR ONLINE LEARNING SUCCESS

Tamryn Spruill, MFA 05/2014

STRATEGIES FOR ONLINE LEARNING SUCCESS! Whether you are a seasoned veteran of online education looking for ways to better organize your studies, or a new student just starting out, the following strategies will help you to get organized for online learning success.

- **Print directions and rubrics in Week 1.** The directions guide your path; the rubrics measure your progress along your path. Yes, they function as a map towards your success! Your instructors use them to grade your work, so you should use them to complete your work. At minimum, print and keep handy the Portfolio Project Directions and Rubric, Midterm Directions and Rubric, and rubrics for discussion and weekly reflections.

- **Write down key deadlines in Week 1.** Whether you choose a wall calendar, student planner, or online app, write down major deadlines in a place where you can see them. If you choose a mobile app, like iPhone Reminders, be sure to set an alert at least a week in advance of the due date!

- **Use Sunday to strategize.** Class starts on Sunday in Weeks 2-7. To prepare for each week’s learning, log into class on Sunday to see what will be required of you that week.
  - **Click through the Activities folder and read the directions**

- **Commit to three days in.** With work and family on top of schooling, it is important to designate specific days and times for your studies. If you were attending a brick-and-mortar school, you would go to class on designated days at specified times. So it’s just as important to create a similar structure for online classes.
APPENDIX E: A CLOSER LOOK AT THE TRACKING CALENDAR

Your Tracking Calendar is your map to success in your online class. It organizes all of your assignments by week including readings and due dates. Let’s take a closer look at elements of the Tracking Calendar and one example of how you might translate the Tracking Calendar into a study schedule for your 7.5-week class.

The top section of the Tracking Calendar will contain your course information, your instructor’s name and email, and your required course materials.

The next section of your Tracking Calendar will contain your course outcomes, which explain the competencies you will be achieving in your course, as well as the connections between the skills in your course and the skills you will need as a professional. It will explain week by week which of these skills you are applying.

The body of your calendar is a week-by-week look at your course. It includes the course dates, the essential and topical questions for the week, your assessments and activities, and your required readings.

The assessments and activities are the work you are responsible for producing during the week. As we can see from our calendar, Week 1 is a short week beginning on Wednesday and ending on Saturday. By looking at the third column we can see you will be responsible for a discussion, two quizzes, and an ungraded course diagnostic. We can also see that you will be given instructions for an essay which will be due in Week 2. That means that you should read and begin preparing that assignment in Week 1, even though it is not due until Week 2. It also reminds you in later weeks where you can find the instructions for your assignment. Even though there is not a due date listed in column three, all work is due on Saturday by 11:59 PM EST unless otherwise noted. So you can assume that everything in our example column will be due on Saturday, March 14th.
### Week 1

**Wednesday March 11th, 2015 – Saturday, March 14th, 2015**

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Essential Questions</th>
<th>Assessments, Activities</th>
<th>Textbook Reading &amp; Supplemental Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, Textbook Readings, Icebreaker Discussion, and Course Diagnostic</td>
<td>Why is it important to be able to integrate knowledge from diverse viewpoints?</td>
<td>Discussion: (CC) Ice Breaker Discussion</td>
<td>THINK Textbook Chapters 1, 2</td>
</tr>
<tr>
<td></td>
<td>Why is critical thinking important to success in the workplace?</td>
<td>Assignments:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the examined life more fulfilling than the unexamined life?</td>
<td>Introductory Quiz- on information contained in introductory documents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topical Questions</td>
<td>Quiz - Ch. 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there a difference between consensus and a unified whole?</td>
<td>Course Diagnostic – not graded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How will critical thinking skills improve your ability to communicate with colleagues?</td>
<td>Directions given for Plato’s Cave assignment. (IL) Essay as due in W2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does critical thinking help you better to achieve the goals you have set for yourself?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The final column lists the readings you need to do from your Textbook, as well as your supplemental readings. The textbook readings and supplemental resources will form the basis of the materials for the quiz. The supplemental readings will be the basis of written work. Both readings should be referenced in discussions and reflections. Now let’s take a look at a full week on the Tracking Calendar:
This week begins on Sunday and runs through Saturday. Weeks 2-7 of your course will follow this model. We can see by column three in our example calendar that you have one discussion this week and that the essay assigned last week is due. There is also a quiz on Chapters Three and Four of your text and a weekly reflection due. Then, in red, we see that your Portfolio Project Directions are given in this week, and the weeks in which they will be due. This means that as you are working on your Portfolio project, you may need to go back to the Week 2 Activities Folder on the Web site to reference those instructions. We can see from the fourth column that you need to read Chapters Three and Four from your text. This matches up with the Quiz due on Saturday. We also see you have supplemental reading that is going to inform your written work and discussion.

Finally, week 7.5 is another short week.

This week begins on Friday and overlaps with Week 7. According to the Tracking Calendar example, Week 7 work is due on Saturday April 25th in the example week, but Week 7.5 work begins on April 24th and is due on Monday April 27th. That is also the last day of our example class.
Students find it useful to print the Tracking Calendar and highlight the due dates. You can also enter these dates into your class calendar or planner. Some students find it helpful to print a 7.5 week calendar and enter the due dates to plan their work. A sample of a 7.5 Week calendar for PHIL 250 appears below. Remember, this is a guide for time management. You can first enter your due dates and then fill in the necessary days for discussion and drafting your work according to your personal schedule.

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Essential Question</th>
<th>Assessments, Activities</th>
<th>Textbook Reading &amp; Supplemental Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, Textbook Readings, Discussion, and Activities</td>
<td>Why is it essential to synthesize research findings using critical thinking skills, into a cohesive</td>
<td>Discussion (CC) Reflection</td>
<td>Textbook.</td>
</tr>
<tr>
<td>Students will demonstrate their interpretation of lecture notes and textbook readings through discussion.</td>
<td>Why is critical thinking important to success in the workplace?</td>
<td>Assignments: Final Exam Part II (IL) Upload your Portfolio Project to your Electronic Portfolio.</td>
<td>None</td>
</tr>
<tr>
<td>Students will remember knowledge of these concepts in the Final Exam.</td>
<td>Is the examined life more fulfilling than the unexamined life?</td>
<td></td>
<td>Supplemental Reading Internet Encyclopedia of Philosophy, <a href="http://www.iep.utm.edu/">http://www.iep.utm.edu/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topical Question</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does your application of critical thinking skills benefit your understanding of your research topic?</td>
<td>3, 6, 7, 9</td>
</tr>
<tr>
<td>Why might critical thinkers see opportunities in the workplace that others may miss?</td>
<td></td>
</tr>
<tr>
<td>How does critical thinking help you better to achieve the goals you have set for yourself?</td>
<td></td>
</tr>
</tbody>
</table>
### Month Course View

**WEEK 1**
- **8th**: Project Topic
- **9th**: Initial Post
- **10th**: Read and Reflect
- **11th**: Respond to Classmates
- **12th**: Respond to Classmates
- **13th**: Respond to Classmates
- **14th**: Intro Quiz

**WEEK 2**
- **15th**: Plato Paper
- **16th**: Initial Post
- **17th**: Read and Reflect
- **18th**: Revise Plato Paper
- **19th**: Respond to Classmates
- **20th**: Respond to Classmates
- **21st**: Plate Paper Due

**WEEK 3**
- **22nd**: Draft Portfolio Topic
- **23rd**: Initial Post
- **24th**: Respond to Classmates
- **25th**: Respond to Classmates
- **26th**: Respond to Classmates
- **27th**: Topic Due Portfolio
- **28th**: Quiz on Chaps 3 and 4

**WEEK 4**
- **29th**: Initial Post
- **30th**: Respond to Classmates
- **31st**: Revise Midterm Essay

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**WEEK 4**
- **1st**: Respond to Classmates
- **2nd**: Respond to Classmates
- **3rd**: Complete Midterm Essay
- **4th**: Midterm Essay-Due

**WEEK 5**
- **5th**: Work on PowerPoint
- **6th**: Work on PowerPoint
- **7th**: PowerPoint/Voice Over
- **8th**: Respond to Classmates
- **9th**: Respond to Classmates
- **10th**: Respond to Classmates
- **11th**: Portfolio References Due

**WEEK 6**
- **12th**: Read and Reflect
- **13th**: Initial Post Discussion
- **14th**: Respond to Classmates
- **15th**: Respond to Classmates
- **16th**: Respond to Classmates
- **17th**: Portfolio Project Due
- **18th**: Quiz Chapter 5 & 10

**WEEK 7**
- **19th**: Draft Final Exam Essay
- **20th**: Initial Post Discussion
- **21st**: Respond to Classmates
- **22nd**: Respond to Classmates
- **23rd**: Respond to Classmates
- **24th**: Final Exam Essay Part DUE
- **25th**: Quiz Chapters 11 & 12

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**WEEK 7**
- **26th**: Reflection Due
- **27th**: Final Exam Part II Due
- **28th**: Upload Portfolio
- **29th**: Respond to Classmates
- **30th**: Respond to Classmates

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4/1/2015  
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APPENDIX F: A CLOSER LOOK AT RUBRICS

What exactly is a rubric? A rubric is a scoring matrix used to communicate expectations concerning an assignment. It serves several valuable functions:

1. It outlines the expectations of an assignment
2. It communicates how an assignment will be scored or evaluated.
3. It creates a uniform method of evaluation across courses.
4. It fosters productive discussion about where improvement can occur.
5. It supports self-reflection and peer review.

With your rubric as your guide, you will know exactly what your instructor is expecting from you and you can plan your work so you earn maximum points for what you know.

Let’s look more closely at the three types of rubrics in your online class:

<table>
<thead>
<tr>
<th>100/200-Level Weekly Reflection Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td><em>54.60 points</em></td>
</tr>
<tr>
<td>Student reflects on, in his/her own words, all main points from the week’s lectures, discussions, activities, and assigned readings. When analyzing discussion, the student includes and builds on thoughts shared by classmates and instructor. Word count is more than 150 words.</td>
</tr>
<tr>
<td>Student reflects on, in his/her own words, most main points from the week’s lectures, discussion, activities, and assigned readings. When analyzing discussion, the student includes thoughts shared by classmates. Word count is between 100 and 150 words.</td>
</tr>
<tr>
<td>Student attempts to reflect on some points from the week’s lectures, discussion, activities, and assigned readings. When analyzing discussion, the student neglects to address thoughts shared by classmates or the instructor. Word count is under 100 words.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
</tr>
<tr>
<td><em>27.30 points</em></td>
</tr>
<tr>
<td>Student relates the week’s concepts to life, community, or career through explanation of how content can be applied to those settings.</td>
</tr>
<tr>
<td>Student attempts to relate the week’s concepts to life, community, or career in a basic manner.</td>
</tr>
<tr>
<td>Student fails to relate the week’s concepts to life, community, or career. Student is unable to explain how concepts can be applied to other situations.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td><em>9-10 points</em></td>
</tr>
<tr>
<td>Student writes in complete sentences and well-developed paragraphs with zero or no errors in grammar, spelling, and punctuation. Student’s meaning is clear, and the reflection is easy to read.</td>
</tr>
<tr>
<td>Student writes in complete sentences but makes two to four errors in grammar, spelling, and punctuation. Reflection is generally easy to read and understand.</td>
</tr>
<tr>
<td>Student writes in incomplete sentences or uses list/bullet format. Student makes five or more errors in grammar, spelling, and punctuation. Errors distract the reader. Writer’s meaning is unclear.</td>
</tr>
</tbody>
</table>
We want your work to exceed expectations, so let’s concentrate on the first column. As seen in the rubric above, your reflection should restate the week’s main points in your own words. This shows that you have engaged with the material and are able to pick out the most important ideas. Then, reflect on discussion, specifically noting which discussions or ideas you found most helpful. This section of your reflection should be at least 75 words. Next, you are going to connect those ideas to your life, community, and career. You’ve already shown you know the concepts, now you are showing your ability to apply it in new contexts and discuss its relevance to you. This section should also be at least 75 words. Finally, proofread to ensure you have used college-level writing throughout.

100/200-Level Discussion Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td><strong>50-60 points</strong></td>
<td><strong>45-43 points</strong></td>
<td><strong>42-0 points</strong></td>
</tr>
<tr>
<td><strong>50%</strong></td>
<td>Student submits initial post on time. The post addresses the discussion question in detail and meets all content requirements in discussion directions. Word count is over 150 words.</td>
<td>Student submits initial post on time. The post addresses the discussion question adequately and meets most content requirements. Word count is between 100-150 words.</td>
<td>Student submits initial post late and/or the post lacks the required components of the discussion question. Word count is below 100 words.</td>
</tr>
<tr>
<td><strong>Dialogue (Replies) 40%</strong></td>
<td><strong>40-38 points</strong></td>
<td><strong>37-32 points</strong></td>
<td><strong>31-0 points</strong></td>
</tr>
<tr>
<td></td>
<td>Student replies to three or more classmates over four or more days during the discussion period. The replies specifically address the topic and inspire new, relevant discussion opportunities of a scholarly level.</td>
<td>Student replies to two or more classmates over three days during the discussion period. Replies generally address the topic and foster some new, relevant discussion opportunities.</td>
<td>Student makes no posts, or replies to one or fewer classmates over one to two days during the discussion period. Replies fail to address the topic or foster any new, relevant discussion opportunities, or replies are off-topic completely.</td>
</tr>
<tr>
<td><strong>Mechanics 10%</strong></td>
<td><strong>10-8 points</strong></td>
<td><strong>7-5 points</strong></td>
<td><strong>4-0 points</strong></td>
</tr>
<tr>
<td></td>
<td>Student makes 0-1 errors in grammar, spelling, and punctuation. All writing is of a professional level, with no “text” or “chat” language.</td>
<td>Student makes minimal errors (2-4) in grammar, spelling, and punctuation. Writing is clear with no “text” or “chat” language. Errors do not distract reader.</td>
<td>Student makes several errors (5 or more) in grammar, spelling, and punctuation. Errors distract reader and cloud meaning of the message. Some “text” or “chat” language is used.</td>
</tr>
</tbody>
</table>
The final type of rubric will be specific to a written assignment. Here is a rubric for the PHIL 250 Midterm as an example:

### PHIL250 – Midterm Grading Rubric

<table>
<thead>
<tr>
<th>Category/Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay Content:</strong> 50 Points</td>
<td>Thesis statement focuses on the essential question and establishes the direction of the essay. The essay clearly relates to specific critical thinking skills and ethical considerations and makes deep, thoughtful connections to both academics and career. The essay evidences a thorough understanding of critical thinking skills and ethical behavior. The essay is at least 600 words in length.</td>
<td>Thesis statement focuses on the essential question and establishes the direction of the essay. The essay relates to specific critical thinking skills and ethical considerations and makes connections to both academics and career. The essay demonstrates an understanding of critical thinking skills and ethical behavior. The essay is at least 500 words in length.</td>
<td>Thesis statement is not focused on the essential question or fails to establish the direction of the essay. The essay makes mention of critical thinking skills and ethical behavior, but fails to connect to both academics and career. The essay demonstrates a confused understanding of critical thinking skills and ethical behavior, or does not clearly articulate the connection to academics and career choices. The essay is not at least 500 words.</td>
</tr>
<tr>
<td><strong>Development:</strong> 20 Points</td>
<td>The essay is fluent and effortlessly understandable. The organization is appropriate to the assignment and the essay moves from one idea to the next with the use of transition phrases or words. The author makes use of supporting details and provides thoughtful support for ideas. The introduction and conclusion are effectively written and clearly articulate the purpose of the assignment and any conclusions drawn.</td>
<td>The essay has an easily recognizable introduction, body, and conclusion and the organization is appropriate to the assignment. Movement between ideas is logical, but transition words or phrases may be missing and some shifts in ideas may be choppy. Appropriate supporting details are used. The introduction states the thesis and the conclusion serves as a restatement without addressing conclusions drawn.</td>
<td>The essay would be improved if the introduction, body, and conclusion worked together to support the thesis. Supporting details are either missing or lack development. Shifts between paragraphs are choppy and transition words or phrases are missing. The conclusion is a restatement of the introduction with little-to-no wording changes. The conclusions drawn do not support the thesis statement.</td>
</tr>
<tr>
<td><strong>APA Requirements:</strong> 20 Points</td>
<td>The student makes use of more than the minimum number of required sources. All sources are academically credible. There are 0 errors in providing in-text citations and on the References page.</td>
<td>The student makes use of the minimum number of required sources. All sources are academically credible. There are 1-2 errors in providing in-text citations or on the References page.</td>
<td>The student does not use the minimum number of required sources. Credibility of sources is questionable or inappropriate. There are 3 or more errors in providing in-text citations or on the References page. In-text citations or the references page may be missing.</td>
</tr>
<tr>
<td><strong>Mechanics:</strong> 10 Points</td>
<td>The student makes fewer than 2 spelling or grammatical errors. Paragraphs are clearly established and there are no sentence fragments or run-ons. Word usage is appropriate to the level of the class.</td>
<td>The student makes between 3 and 5 errors in spelling or grammar. Paragraphs are clearly established and there is no more than 1 run-on or sentence fragment. Word usage is appropriate to the level of the class.</td>
<td>The student makes more than 5 errors in spelling or grammar. Paragraphs are sometimes run together or paragraphing is inconsistent. There are more than 1 run-on or sentence fragment. Word usage may be inappropriate to the level of the class.</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td>Instructor Feedback:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The goal is to exceed expectations. By reviewing the second column of the rubric before beginning the assignment, students know what will be required as well as how important in terms of point value each aspect of the assignment will be. Students can also use the rubric to help improve future work by going back after the assignment is graded and examining any areas that fall below their goals. For example, a student who wants work to exceed expectations would go back to any
areas marked “Meets Expectations” or “Needs Development” and look to see what is missing or under-developed. The rubric is also a good tool for continued discussion with your instructor about ways to improve your work.
### APPENDIX G: CAMPUS LEARNING RESOURCE CENTERS

#### NEW YORK

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amherst</td>
<td>Lisa Plonka</td>
<td>716-625-6300</td>
<td><a href="mailto:lplonka@bryantstratton.edu">lplonka@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Albany</td>
<td>Sue Teak</td>
<td></td>
<td><a href="mailto:steak@bryantstratton.edu">steak@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Buffalo</td>
<td>Alix Krzemien</td>
<td>716-884-9120 x278</td>
<td><a href="mailto:akrzemien@bryantstratton.edu">akrzemien@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Greece</td>
<td>Deb Blonsky</td>
<td></td>
<td><a href="mailto:dmbbonsky@bryantstratton.edu">dmbbonsky@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Henrietta</td>
<td>Lisa Beirre</td>
<td></td>
<td><a href="mailto:ldbonker@bryantstratton.edu">ldbonker@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Liverpool</td>
<td>Tricia Abbot</td>
<td></td>
<td><a href="mailto:tabbott@bryantstratton.edu">tabbott@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Orchard Park</td>
<td>Sandra Bisesi</td>
<td>716-677-9500 ext 149</td>
<td><a href="mailto:sbisesi@bryantstratton.edu">sbisesi@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Saratoga</td>
<td>Sue Peak</td>
<td></td>
<td><a href="mailto:speak@bryantstratton.edu">speak@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Syracuse Downtown</td>
<td>Alison Churchill</td>
<td>313-476-6603 ext 259</td>
<td><a href="mailto:avchilchill@bryantstratton.edu">avchilchill@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Syracuse North</td>
<td>Tricia Abbott</td>
<td></td>
<td><a href="mailto:tabbott@bryantstratton.edu">tabbott@bryantstratton.edu</a></td>
</tr>
<tr>
<td></td>
<td>Gina Couse</td>
<td></td>
<td><a href="mailto:gmcouse@bryantstratton.edu">gmcouse@bryantstratton.edu</a></td>
</tr>
</tbody>
</table>

#### OHIO

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akron</td>
<td>Krystal Thompson</td>
<td>330 598-2500 x221</td>
<td><a href="mailto:kahart@bryantstratton.edu">kahart@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Cleveland</td>
<td>Paris Lampkin</td>
<td></td>
<td><a href="mailto:pmlampkin@bryantstratton.edu">pmlampkin@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Eastlake</td>
<td>Carolyn Govan</td>
<td></td>
<td><a href="mailto:ccgovan@bryantstratton.edu">ccgovan@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Parma</td>
<td>Krystal Iwuagwu</td>
<td></td>
<td><a href="mailto:kriwuagwu@bryantstratton.edu">kriwuagwu@bryantstratton.edu</a></td>
</tr>
</tbody>
</table>

#### VIRGINIA

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampton</td>
<td>Ed Browley</td>
<td></td>
<td><a href="mailto:embrowley@bryantstratton.edu">embrowley@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Richmond</td>
<td>Rosann Meagher</td>
<td></td>
<td><a href="mailto:rmmeagher@bryantstratton.edu">rmmeagher@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Virginia Beach</td>
<td>Natarsha Lee</td>
<td></td>
<td><a href="mailto:nblee@bryantstratton.edu">nblee@bryantstratton.edu</a></td>
</tr>
</tbody>
</table>

#### WISCONSIN

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayshore</td>
<td>Becky Nielsen</td>
<td>414-961-9600 ext 444</td>
<td><a href="mailto:ranielsen@bryantstratton.edu">ranielsen@bryantstratton.edu</a></td>
</tr>
<tr>
<td>Location</td>
<td>Name</td>
<td>Phone Number</td>
<td>Extension</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Milwaukee</td>
<td>Robert Siever</td>
<td>414-276-7339</td>
<td>229</td>
</tr>
<tr>
<td>Wauwatosa</td>
<td>Andrea Broman</td>
<td>414-302-7007</td>
<td>517</td>
</tr>
</tbody>
</table>