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Mission Statement:

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

SECTION 1: COURSE OVERVIEW

Regent University

COLLEGE OF ARTS AND SCIENCES

UNIV 100 Regent Foundations for Success

Online

Instructor: Professor Gregory Beck
Location: Online
Office hours: Monday-Friday 1pm-6pm
Phone: 757-685-4283
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Communications Policy

If you have any questions, feel free to email me at the above address (or, if the question is procedural, use acadwrit@regent.edu and we may be able to contact you more immediately). I will reply within 48hrs. (unless you write on the weekend). If you need to talk over the phone, please email me first so that we can setup a time to speak with you.

Course Description

UNIV 100 Regent Foundations for Success (3)

Knowledge and resources essential for academic success at Regent University. Includes foundational skills for future coursework, including learning online, use of the library, the University Writing Center, and career services, among others.

Relationship of course to Regent's Mission

Mission: *Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.*

Below are the examples—as appropriate—of how this course supports the mission.

1. **Biblical Perspective:** In this course, we will study how to read and then apply the Scriptures to coursework. Furthermore, we will learn what it means to communicate in ways that are good and Godly. Journal assignments will require students to reflect on issues of faith integration; such as how one might grow in faith while pursuing academic and vocational goals, or how there might be a spiritual basis for how one communicates.
2. **Global Context:** In this course, we will study communication as an expression of both the human condition and of Godliness. In a similar manner, we will also examine how to address conflict in ways that honor God and demonstrate a love for others. Finally, the God of Christianity in Virginia Beach is the same sovereign God who presides over all of his global creation. We can be certain that spiritual truths and applications learned here also apply elsewhere and abroad. The very nature of our faith *is* global.

SECTION 2: COURSE REQUIREMENTS

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. **Identify** the mission/vision of the College of Arts & Sciences.
2. **Identify** functional areas and administrative structure of the university.
3. **Reflect** on their academic and vocational challenges and strengths.
4. **Apply** principles of effective rhetoric and communication to a presentation.
5. **Apply** the Scriptures to academic coursework.
6. **Write** a research paper.
7. **Complete** a vocational/career Personal Development Plan.

Course Objectives (specific tasks/assignments with match to CLOs)

Assignments	CLO 1	CLO 2	CLO 3	CLO 4	CL 05	CLO6	CLO7
Week 1 Discussion Board	X						
Week 1 Self-Assessments			X				
Week 1 Reflection Journal			X				
Week 2 Quiz		X					
Week 3 Discussion Board					X		
Week 4 Online Profile				X			
Week 7 Short Research Paper						X	
Week 8 Personal Development Plan							X

Description of how faith and learning will be integrated in the course

Faith integration is substantial in this course. Week 3 is dedicated exclusively to faith and learning. We will discuss how to read Scripture and how to apply Scripture to course work. In addition, we will explain the Regent University Statement of Faith and read about the importance of keeping one's spiritual, work, and personal life in balance. Furthermore, we will also view and read material that emphasizes our need to submit all of our ambitions to God. Additional examples from throughout the course include reflection journals that require us to consider the spiritual implications of various personal behaviors. We will receive Biblical instruction on communication and conflict, and furthermore, the best practices for communicating in a Godly manner. In the area of educational and vocational goals, we will read and complete an exercise that focuses us on the integration of faith and work. Finally, this course's capstone assignment—the Personal Development Plan—is an exercise in Biblical planning for one's life.

Course Procedures

Attendance Policy (College of Arts & Sciences)

Regent University recognizes the importance of class attendance and participation for students' learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others' contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both

are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Attendance is tracked weekly. For any week (7 days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Blackboard or the on-campus student attends the on-campus class for a course, whichever is more recent. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)--differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is present or absent might lose participation points.

Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that instructors follow their posted policy for receiving late work from students. Work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students' participation. Students are responsible to attend and participate in class and to follow campus policies.

Blackboard Requirements

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

Students are expected to log in to Blackboard and check the Announcements section of Blackboard at least once a week beginning one

week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

For courses with online discussions, they will be posted in Blackboard.

Unless otherwise instructed, the parameters for a student's postings are 200-250 words (please keep the word count in this range). The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another's postings in order to further their insight and learning. This is an important benefit of dialogue. **Do not attach files. You must write in the group board.**

Note that the expectations for quality work in the Blackboard group discussions differ from the *minimal* requirements for attendance.

Please check the Start Here link in Blackboard for University Library information and Academic Support information, Blackboard Tutorials and Resources, Academic Honor Code, Writing Styles, Discipline Policies, and Disability Services.

Some basic computer skills you are expected to have mastered before taking an online course include the following: sending and receiving emails, opening or sending an email attachment, searching the Internet, using Microsoft Word and downloading files. Numerous online tutorials are available to teach you how to use Blackboard. When you log into Blackboard, access the [RU Resources](#) tab at the top right of your screen.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

Late Assignment Penalties

An assignment submitted 1-7 days after the due date will receive a 3% penalty, 8-14 days late an additional 7%, and after that a "0" will be given.

Class Participation

Class participation is measured primarily through student posts in Discussion Forums. **You must post at least twice in each forum assignment; that is, one original post of 200-250 words (due by Wednesday at midnight) and one post of 50-100 words responding to another student (due by Saturday at midnight).**

In addition to your response to a fellow student, you must respond to *all* questions posed to you by your professor; your professor is very interested in your learning and responding to his or her questions is critical to this process.

Required Work Hours

As per Regent University's Credit Hour policy, 45 hours of total student work are minimally required for each credit hour earned in a course; therefore, you should calculate the average number of work hours per week required by this course (e.g., a 3-credit course lasting 15 weeks requires at least 9 hours per week of student work) in order to give you an approximate understanding of the amount of time you should devote to its requirements. For online, 8 week classes, the student work effort per week is in effect doubled to about 17 hours per week (vs. 9 hours per week for 15-week courses).

Writing

All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is MLA.

All papers must be attached do not put them in "Comments" or you will lose points.

SafeAssign

In order to support students and faculty in reducing plagiarism, the College of Arts & Sciences utilizes SafeAssign™, a plagiarism prevention service offered through Blackboard. SafeAssign™ detects unoriginal content in student assignments and provides an easily identifiable report for faculty to distinguish between original and plagiarized content. This service helps educators prevent plagiarism by detecting unoriginal content in student papers.

College of Arts & Sciences Academic Policies

For additional academic policies, please review the latest college catalog [here](#).

Required and Supplemental Resources

Students are responsible for acquiring the following books and materials for this course:

The following textbook will be available to students as a PDF download **at the time the course begins**:

- White, K. W. & Baker, J. D. (2004). *The student guide to successful online learning: A handbook of tips, strategies, and techniques*. New York: Pearson. ISBN 0-205-34104-7

Students should purchase the following **before** the course begins:

- *Strengths Finder*: An assessment of individual strengths for career planning and development. This assessment will cost students \$15; an access code will be provided within 48 hours of having entered your information either via the following page:
 - o http://www.regent.edu/admin/stusrv/student_dev/crc/careerassessments_order.cfm
 - o Or by visiting the Blackboard Store (on your Blackboard course menu), locating it among the materials for UNIV 100 (follow the hyperlink in the green box in “Additional Materials Available from Other Source”), and then entering your information there.

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found in Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-campus students, in class.

Students should also download Google Chrome or Mozilla Firefox to use when completing assignments, as they are more suited for Regent’s applications compared to Internet Explorer or Safari.

University Bookstore

The Regent University Bookstore is now **exclusively online**. Access the Bookstore by logging into Blackboard and clicking on the Blackboard Store link, an image of which is shown at right.

You can view a short demo video on how to navigate through the Blackboard store [here](#).

If you encounter any issues while using the store, you can contact customer service 24/7 at:

- 1-866-638-5900, or
- Bbhelp@BlackboardStore.com

Finally, for additional information, visit the Regent University Bookstore [webpage](#) for a list of Frequently Asked Questions.

Method of Evaluating Student Performance

Assignments	Weight
Discussion Forums	20%
Quizzes (6)	30%
Reflection Journal	4%
Time and Life Management Skills Activity	6%
Online Profile Presentation Activity	10%
Short Research Paper	5%
20 Most Common Errors (2)	10%
Five-Paragraph Essay	5%
Personal Development Plan	10%
TOTAL	100%

Grading Scale

This course is graded on a Pass/No Pass basis. As such, your final grade will be either P (Pass) or NP (No Pass). A grade of P is earned for work that meets or exceeds Regent University's standard for a letter grade of D- (60%). Work that fails to meet this minimum standard will earn a grade of NP; a course graded NP will not count for credit toward one's graduation. Both grades P and NP appear on academic transcripts but are not calculated in a student's GPA.

Course Schedule

Week	Readings/Resources Used	Activities/Assignments	Est. Hrs.	Due Dates
1	Introduction to UNIV 100 1. Video introduction – Dean, College of Arts & Sciences 2. Video: College of Arts & Sciences Mission/Vision 3. Read White/Baker,	1. Introduction to Personal Development Plan 2. Discussion forum: student introductions 3. Discussion forum: examples of CAS Mission 4. Reflection	8	Discussion: Midnight Weds Everything else: Midnight Sat

	Chapters 1, 2, 4, 13	journal		
2	<p>Learning Online</p> <ol style="list-style-type: none"> 1. Video introduction – Dr. Jason Baker 2. Read White/Baker, Chapters 6, 7, 8, 10, 11, 14 3. IT requirements 4. Prezi: Offender Profiles (aka “Don’t Be One of ‘These’ Online Students)” 	<ol style="list-style-type: none"> 1. Student Handbook 2. Resources <ol style="list-style-type: none"> a. Regent Bookstore b. RU Resources c. Smarthinking 3. Quiz 4. Time and Life Management Skills Activity 5. Discussion forum 6. Reflection Journal 	11.5	<p>Discussion: Midnight Weds Everything else: Midnight Sat</p>
3	<p>Faith and Learning</p> <ol style="list-style-type: none"> 1. Video introduction – Dr. Corné Bekker 2. Video: Annotated Statement of Faith 3. Video: How to read the Scriptures 4. Video: Applying the Scriptures to course work 5. Reading: Excerpt from <i>Margin</i> by Richard Swenson 6. Reading/video: <i>Rescuing Ambition</i> by Dave Harvey 	<ol style="list-style-type: none"> 1. Quiz 2. Discussion Forum 3. Reflection Journal 	12	<p>Discussion: Midnight Weds Everything else: Midnight Sat</p>
4	<p>Communication</p> <ol style="list-style-type: none"> 1. Video introduction – Dr. Kevin Crawford 2. Read White/Baker, 	<ol style="list-style-type: none"> 1. Quiz 2. Activity: Online Presentation 3. Reflection Journal 4. Regent Readiness 	12.5	<p>Midnight Sat</p>

	<p>Chapters 5, 12</p> <p>3. Matthew 18</p> <p>4. Reading: Email Etiquette</p> <p>5. Fundamentals of Communication (PowerPoint)</p> <p>6. Video: Biblical perspective on communication and conflict</p>	Inventory		
5	<p>The University Library</p> <p>1. Read White/Baker, Chapter 15</p> <p>2. Introduction to Library research webpage</p> <p>3. Video: Library Research Presentation</p> <p>4. Library Research (PowerPoint)</p>	<p>1. Video: Introduction to the University Library</p> <p>2. University Library module (Locating and Evaluating Sources; Avoiding Plagiarism)</p> <p>3. Research module (Finding, Evaluating, and Using Sources)</p> <p>4. Quiz</p>	10	Midnight Sat
6	<p>Academic Writing and Research I</p> <p>1. Video Introduction – Dr. Jeremy Painter</p> <p>2. Read White/Baker, Chapter 9</p> <p>3. Video: Fundamentals of good writing</p> <p>4. Video: <i>20 Most Common Errors in Grammar and</i></p>	<p>1. 20 Most Common Errors Quiz 1</p> <p>2. 20 Most Common Errors Quiz 2</p> <p>3. 5 Paragraph Essay</p> <p>4. Week 6 Quiz</p>	21	Midnight Sat

	<p><i>Punctuation</i></p> <p>5. Video: <i>Writing Clearly</i></p> <p>6. Read: <i>Outline of a Five-Paragraph Essay</i></p> <p>7. Read <i>Thesis Statements</i></p> <p>1. Read: <i>Academic Paragraph Structure</i></p>			
7	<p>Academic Writing and Research II</p> <p>1. Video Introduction – Dr. Josh McMullen</p> <p>2. Video: Research Best Practices</p> <p>3. Read: APA, MLA, APSA, and Turabian "Sample Paper and Basics" documents</p>	<p>1. Short research paper</p> <p>2. Quiz</p>	19	
8	<p>Educational and Vocational Goals</p> <p>1. Video Introduction – Dr. Joe Bucci</p> <p>2. Read White/Baker, Chapter 16</p>	<p>1. Introduction to Regent University Career Services</p> <p>2. Strengths Finder Assessment</p> <p>3. Read: "Faith and Work" by Dr. Michael Zigarelli</p> <p>4. Activity: <i>Creating a Career Action Plan</i></p> <p>5. Personal Development Plan</p> <p>6. Discussion forum</p>	19	<p>Discussion:</p> <p>Midnight Weds</p> <p>Everything else:</p> <p>Midnight Sat</p>

SECTION 3: POLICIES & PROCEDURES

This section covers policies related to academic integrity, accommodations, and University policies and procedures.

Christian Foundations of Academic Integrity

Biblical. Regent University affirms the Biblical commandment of “thou shalt not steal” (Ex. 20:15). In the context of academic integrity, this must be understood in the larger framework of “love thy neighbor as thyself” (Matt. 22:39) as well as “render therefore unto Caesar what are Caesar’s; and unto God what are God’s” (Matt. 22:21). Paul writes from this framework of love and respect when he says, “Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed” (Rom. 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the biblical standard of honest, hard work as a key to respecting each other’s personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

Philosophical. Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London:

Faber and Faber LTD, 1967. Print.)

Legal. Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian's responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Rom. 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

Accommodations for Students with Disabilities

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services.

http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm

University Policies and Procedures

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at

<http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>



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