



Oregon State University

Ecampus

Course Name: Online Learning Success

Course Number: ALS 108

Credits: 2

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Course Description

ALS 108 is a comprehensive orientation for distance students who are new to the online learning environment. With personal goals, strategies, and strengths at the center, students will explore best practices in areas such as time management, learning styles, and educational goal setting, and they will be able to identify effective strategies for academic success with online learning. During this course students will become familiar with using Canvas (the learning management system for Oregon State University) and become comfortable with common online learning requirements such as submitting assignments, participating in weekly discussion forums, accessing online resources, and publishing blog posts and presentations. Additionally, students will be introduced to a number of resources and support services to build stronger, enriching connections with the OSU learning community.

Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits

This course combines approximately 60 hours of instruction, online activities, and assignments for 2 credits.

Pace for this condensed course:

This is a 2 week, 2-credit class.

Be prepared to dedicate 60 hours of your time on this course between December 24, 2018 – January 5, 2019. *Due dates occur throughout the term and will be clearly communicated in this syllabus, in the Canvas calendar, in your Grades section, and within each module to help you schedule your time. Because this class is offered online, you will participate asynchronously, or without a specific times to log in or be present. You will be able to engage with your classmates in the discussion board, make use of learning*

materials, interact with your instructor, and complete/submit assignments on a flexible schedule to meet deadlines. Please review the last page of this syllabus and consider your personal schedule so you can be sure to reserve the time needed to be successful in this class. Contact me early to discuss any conflicts you foresee.

Because the Winter Extension Session is only 2 weeks long, please be aware that the period to drop or withdraw from this course is extremely short. Please consult the [OSU Academic Calendar](#). Important dates are listed here:

Winter Extension Session Deadlines

Winter Term Extension Session Begins	Monday, December 24th, 2018
Deadline to Add Course	Friday, December 28, 2018
Deadline to Drop a Course with 100% Tuition Refund	Wednesday, December 26, 2018
Winter Term Extension Session Deadline to Change Grading Basis	Wednesday, January 2, 2019
Winter Term Extension Session Deadline to Withdraw From a Course with a 50% Tuition Refund	Wednesday, January 2, 2019
Winter Term Extension Session Deadline to Withdraw from Term	Sunday, January 6, 2019
Winter Term Extension Session Ends	Sunday, January 6, 2019

Learning Resources

We link to various articles, videos and tutorials rather than requiring a traditional text book. Please make sure to view and engage with each resource fully. These resources will inform the answers for your assignments, and thorough integration of these resources will also improve your ability to succeed as an online learner at OSU.

Measurable Student Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Utilize multiple Canvas features and a number of additional common online learning tools.
2. Analyze your personal strengths and challenges related to learning preferences, readiness, and motivations for pursuing educational goals.
3. Formulate a personal plan for online learning success, integrating effective learning strategies, campus and community supports, and SMART Goal Setting steps.
4. Demonstrate intentional engagement with campus resources, support services, and opportunities for building connection with the OSU community.

Prerequisites

Students should be enrolled with OSU and be familiar with online learning computer hardware/software [requirements](#). Your technical skills should include basic familiarity with the computer you will be using, reliable access to a stable Internet connection, and an ability to utilize word processing and email software.

Course Content

The course will address topics such as strategies for successful online learning, time management tools, personal learning styles, student support services, how to engage the campus community, OSU library resources, academic integrity and more.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

Canvas

This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and your instructors in a variety of discussions and learning activities. To preview how an online course works, visit the [Ecampus Course Demo](#). For general technical assistance, [Ecampus Technical Help](#) pages offer resources to help you get the answers you need.

Evaluation of Student Performance

Students should expect to spend approximately 60 hours during this course engaged in the activities in this class.

In each module, you will find five essential activities for which you are responsible: *Class Lecture, Required Readings, Online Discussion Forum, Assignments and a Weekly Submission to your Portfolio*. Your grade in this course will be based upon your thoughtful synthesis of lecture topics and readings as demonstrated by your reflections in the assignments, your completion of surveys and activities, and your ACTIVE participation in the discussion board.

Submitting Assignments/Reflections

Assignments will be posted and submitted through our course site in Canvas as well as collected in your portfolio and shared with me throughout the course. I will review portfolios on a regular basis.

Grading

Your performance in this course will be evaluated on a Pass/No-Pass (P/N) basis. **Passing is defined by a final grade of 80% or better (earning at least 400/500 points)** based on the following assignments:

Module 1: Dec. 24th- 27th	
Online Readiness Survey	10
ONID email Check	10
Creating your Portfolio	20
Readiness to Learn	10
Portfolio Artifacts	20
Portfolio Reflection	20
Discussion Board Participation	25

Module 2: Dec. 28th - 30th	
Learning Preferences Summary	20
Case Study	10
SMART Start	10
Exploring Education	10
Time Budget	10
Portfolio Artifacts	20
Portfolio Reflection	20
Discussion Board Participation	25
Module 3: Dec 31st – Jan 2nd	
Academic Support Services	10
Self-Assessment	10
Stand-Out Opportunities	20
Portfolio Artifacts	20
Portfolio Reflection	20
Discussion Board Participation	25
Module 4: Jan 3rd – Jan 5th	
“The One Thing” Presentation (Due Jan. 4th)	40
Presentation (Last) Discussion	25
SMART Goal Setting and Beyond	20
Online Readiness Survey, Take 2	10
Final Portfolio Reflection	20
Completed Portfolio	40

Discussion Board Grading Rubric

The Discussion Board Rubric posted here is the tool I will use to evaluate *your participation in this class*. As you can see, 100 points out of a possible 500 for this course, is a substantial portion of our total points possible in this class. Use this guide to help you gauge your level of interaction with your peers. You will receive 25 points for each discussion based on this grading standard that will add up to a cumulative evaluation for your Discussion Board participation worth 100 points. This rubric is offered to help guide your posts.

Quantity of Posts	<i>0 points</i>	<i>2 points</i>	<i>4 points</i>	<i>7 points</i>
	0 posts this module	1 posts within the discussion	2-3 posts within the discussion	4 or more posts within the discussion
Quality of interaction with classmates	<i>0 points</i>	<i>2 points</i>	<i>4 points</i>	<i>7 points</i>
	Does not demonstrate interaction with classmates; no reply posted to others	Rarely addresses the ideas posted by classmates; response may be limited to general feedback such as “that’s nice” or “great idea”	Evidence of follow-up and participation with classmates; responses offer relevant feedback	Engages classmates with multiple thoughtful replies in conversation style, others ideas or resources and/or posts relevant provocative questions

Response to prompt	<i>0 points</i> No response to discussion prompt	<i>2 points</i> Minimal response to prompt in word count or rushed reply	<i>4 points</i> Adequately replies to some portion of the discussion prompt; shares a personally relevant reaction	<i>7 points</i> Responds thoroughly to the discussion prompt; provides personal examples, reflections or extends the ideas significantly
Timely Submission	<i>0 points</i> Did not submit posts this week	<i>1 point</i> Submitted contributions after deadline	<i>2 points</i> Submitted posts, but timing was not optimal for class participation	<i>4 points</i> Submitted initial post early in and met module deadline

Discussion Board

The discussion forums are your place to interact with your colleagues, to share your reactions to the topic, and to engage each other in thoughtful conversation. With this in mind, I encourage you to post early and often. A discussion is based on respectful back-and-forth – posting one response to the prompt is not sufficient for an interactive conversation or active participation in this course. Very often, your willingness to share and ask questions leads to a lively and rich experience for all. Here are some thoughts to keep in mind as you prepare to participate in our Discussion Board.

- Online threaded discussions are public messages, and all writings in this area are viewable by the entire class. If you prefer a private message that only I can view, send it to me by email, and be sure to identify yourself and the class. Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Pay close attention to what your classmates write in their discussion posts. Ask clarifying questions or questions that encourage deeper reflection when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- If you disagree or have a different experience, feel free to add your point of view to the conversation. However, be careful that you disagree with ideas without making personal attacks. Do not demean or embarrass others.
- Be open to being challenged and expanding your experiences through your interactions.

Course Schedule

Module	Topics	Assignments
<p>1</p> <p>Dec. 24th-27th</p>	<p>Getting Started</p> <ul style="list-style-type: none"> • Course Overview • Getting familiar with Canvas features • Ecampus Student Services • Zero to Success in 77 Days • Why a portfolio? 	<ul style="list-style-type: none"> • Online Readiness Survey • ONID Email Check • Creating Your Portfolio • Portfolio Artifacts • Portfolio Reflection • Discussion 1
<p>2</p> <p>Dec. 28th -30th</p>	<p>Learning Preferences</p> <ul style="list-style-type: none"> • Campus Support Services • Understanding Learning Preference & Strategies That Work <p>What is Successful Online Learning?</p> <ul style="list-style-type: none"> • Understanding Online Learning • Motivation & Goal Setting <p>Time Management</p> <ul style="list-style-type: none"> • Academic Success Center, The Learning Corner • Time Management Tools • Ecampus Success Counseling 	<ul style="list-style-type: none"> • Learning Preferences Summary • Case Study • Exploring Education • SMART Start • Time Budgeting • Term-at-a Glance • Portfolio Submission/Reflection • Discussion 2
<p>3</p> <p>Dec. 31st -Jan 2nd</p>	<p>Effective Online Communication & Academic Integrity</p> <ul style="list-style-type: none"> • Student Conduct • Netiquette-What's it Matte? • Online Writing Center <p>Online Student Skills & Test Taking</p> <ul style="list-style-type: none"> • Proctor U • Proctoring • Net Tutor <p>Introduce Presentation Assignment</p> <ul style="list-style-type: none"> • "The One Thing" (Due on the 4th) 	<ul style="list-style-type: none"> • Academic Support Services • Self-Assessment • Stand-Out Opportunities • Portfolio Submission/Reflection • Discussion 3
<p>4</p> <p>Jan 3rd -5th</p>	<p>Connecting with your Faculty</p> <ul style="list-style-type: none"> • Networking From a Distance • Engaging Faculty, Advisors and Beyond <p>Your Library and Scholarly Research</p> <ul style="list-style-type: none"> • Overview of Research Services 	<ul style="list-style-type: none"> • "The One Thing" (Due on the 4th) Presentation • Presentation Questions • SMART Goal Setting and Beyond • Online Readiness Survey, Take 2 • Completed Portfolio

Course Policies

Communication in Our Online Course

Clear and effective communication is critical for learning in an online environment. Here are a few ideas to guide the communication practices in this class, and please also consider the additional ideas provided in the Discussion Board section which follows.

- **We will use name.oregonstate.edu email accounts, rather than personal accounts, for email communication.**
- Email will be checked frequently, and we will make every effort to respond to course-related questions within 24 hours.
- Please read our class Announcements. A general announcement will be posted at the beginning of each day, and as needed additional announcements will be added to address topics of interest to the whole class.
- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. We will discuss this idea more thoroughly in the course, and in the meantime here is a reference to consult for more information:
<http://www.albion.com/netiquette/corerules.html>.
- Please do not ever hesitate to get in touch with your questions, concerns, or ah-ha's. By nature of this course, there are many factors that may be new and challenging. We do not expect all of the tools and features or assignments to come naturally to everyone, and we are very willing to ease your experience in any way possible. Even if you are not exactly sure what your question is, please feel free to be in touch.
 - You can post a General Forum question in the Discussion Board if you do not mind others reading/responding.
 - You may call or email to ask your questions, I will be unavailable on December 25th and January 1st
 - We can arrange to meet to discuss in-depth issues and can arrange to visit by phone or Skype or just exchange email messages as needed.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Due Dates and Late Work

Although it is to your advantage to complete work early so that you can participate fully in the discussion board, **all assignments are due by the end of the module date indicated above**. Points will be deducted from assignments and discussion posts that are submitted late. Please communicate with me about your needs, questions, and extreme circumstances as you anticipate them. I can assist you if we are in communication early.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

ORAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
 - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and

- texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
- ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
 - iv) TAMPERING - altering or interfering with evaluation instruments or documents.
 - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring and Writing Assistance

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State [Online Writing Lab \(OWL\)](#) is also available for students enrolled in Ecampus courses.

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students during the week before finals and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.