

**Note:**

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

## ***COURSE SYLLABUS***

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### **EDUC 758**

#### **TEACHING THE COLLEGE STUDENT**

#### **COURSE DESCRIPTION**

A study of the nature of the college student from a sociological, cultural, and psychological perspective. Opportunity will be given to analyze, synthesize, and discuss ways to bring about maximum impact, growth and satisfaction.

#### **RATIONALE**

College students may experience difficulty making the transition to the college setting, whether the student is a recent high school graduate or a person returning to the college classroom with career experience. College instructors can enhance success of students in their courses by increasing their knowledge and application of college learners and effective college teaching practices. “Study to show yourself approved unto God, a workman that needs not to be ashamed, rightly dividing the word of truth” (II Timothy 2:15 American King James Version).

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

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

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

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

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

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

- A. Integrate Christian and professional principles throughout the course.
- B. Utilize technology competencies for effective college teaching and learning.
- C. Apply effective college teaching strategies.
- D. Analyze the characteristics of college learners.

- E. Generalize current professional research on college teaching, learning, and implement classroom research.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, lecture presentations, and websites (MLO A, C, E)

- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (3)

There will be 3 Discussion Board Forums throughout this course. The candidate is required to provide a 300-word thread in response to the provided prompt for each forum. The thread must be supported with at least 2 sources to include the textbook in current APA format. In addition to the thread, the candidate is required to reply to 2 other classmate's thread except for the final Discussion Board Forum (1 reply required). Cite a minimum of 1 source in each reply using current APA format, as applicable. Each reply must be 150 words. (MLO A, C, D, E)

- D. Support Services Report

The candidate will research the support services available at a college for students and instructors. The candidate will develop a list, table, or brochure of services, contact persons, contact numbers, and description of services available. (MLO B, D, E)

- E. Journal Critique

The candidate will research and select 1 article written 5 years ago or less that details the current trends in college teaching or challenges facing college students today. The candidate will briefly summarize the article and offer a critique of the article. This assignment must be 2–3 pages. (MLO C, D)

- F. Syllabus Critique

The candidate will examine the sample syllabus provided. Based on knowledge of college learners acquired in the course, the candidate will determine if the syllabus meets the needs of college students. The candidate will also suggest at least 5 research-based strategies for improvement. This assignment must be 2–3 pages. (MLO B, D, E)

- G. Final Project Part 1: Professor and Student Interview

The candidate will conduct an interview with a current professor (other than the instructor for this course) and student in a college or university. These findings will be included in Part 2 of the Final Project. The candidate will also include a research strategies plan in this assignment. This assignment must be a minimum of 11 pages. (MLO D, E)

H. Final Project Part 2: Clergy and Counselor Interview

The candidate will interview 1 member of the clergy and 1 higher education counselor/advisor who both interact with college students. In each interview, you will ask questions to gain a better understanding of the emotional, psychological, and spiritual needs of college students. In addition to submitting Part 2 of the Final Project, you must integrate your findings in Part 3 of the Final Project. The candidate will also include an instructional strategies plan in this assignment. This assignment must be a minimum of 9 pages. (MLO C, D, E)

I. Final Project Part 3: PowerPoint Presentation

The candidate will create a PowerPoint presentation for college students, taking everything that you have learned from Parts 1 -2 to teach students 5 essential strategies you determine to be most important. Additionally, you must type a script to align with the PowerPoint for a 30-minute presentation to college students, incorporating sources previously used in Parts 1–2 of the Final Project and adding at least 2 additional sources. (MLO B, C, D, E)

**I. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 50 pts ea)	150
Support Services Report	100
Journal Critique	50
Syllabus Critique	100
Final Project Part 1	200
Final Project Part 2	200
Final Project Part 3	200
<b>Total</b>	<b>1010</b>

B. Scale

A = 960–1010    A- = 940–959    B+ = 920–939    B = 900–919    B- = 880–899  
 C+ = 860–879    C = 840–859    C- = 820–839    D+ = 800–819    D = 780–799  
 D- = 760–779    F = 0–759

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 758**

Textbooks: Kanar, *The Confident Student* (2014).

Nilson, *Teaching at its Best* (2016).

Van Brummelen, *Walking with God in the Classroom* (2009).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Nilson: chs. 1–2, 5–11 Van Brummelen: chs. 1–2 1 presentation 4 websites	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1	10 0 0 50
<b>2</b>	Kanar: chs. 1–6, 13 Van Brummelen: ch. 3 1 presentation 4 websites	Support Services Report	100
<b>3</b>	Nilson: chs. 13–16, 18 Van Brummelen: ch. 4 1 presentation 1 website	Journal Critique DB Forum 2	50 50
<b>4</b>	Kanar: chs. 8–9 Van Brummelen: chs. 5–6 1 presentation	Final Project Part 1: Professor and Student Interview	200
<b>5</b>	Nilson: chs. 12, 17, 20–23 Van Brummelen: ch. 7 1 presentation 4 websites	Final Project Part 2: Clergy and Counselor Interview	200
<b>6</b>	Nilson: chs. 25–28 Van Brummelen: ch. 8 1 presentation	Syllabus Critique	100
<b>7</b>	Kanar: chs. 7, 11 Van Brummelen: ch. 9 1 presentation	Final Project Part 3: PowerPoint Presentation	200
<b>8</b>	2 websites	DB Forum 3	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

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