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

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. 700 level courses are only for students enrolled in the Ed.S. or Ed.D. program.

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. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
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. Microsoft Word and Microsoft PowerPoint
   (Microsoft Office is available at a special discount to Liberty University students.)

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

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 (4)
   There will be 4 Discussion Board Forums throughout this course. The candidate is required to create a thread in response to the provided topic for each forum. Each thread must be 300 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates’ threads. Each reply must be 150 words.

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.

E. Article 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.

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.

G. Final Project: Part 1
   The candidate will conduct an interview with a current college professor (other than the
instructor for this course). The candidate will create 5 questions to ask the college professor and, in addition, ask him or her about specific strategies that help college students manage their time, their life, and their studies. These findings will be included in Part 2 of the Final Project. This assignment must be 3–5 pages.

H. Final Project: Part 2

Clergy and Counselor Interview:

The candidate will interview 1 member of the clergy and 1 professional counselor who both work with college students. Include the questions and a summary of the responses from each interview in a 3–5-page paper. In the interview, the candidate will focus on asking questions to gain a better understanding of the emotional, psychological, and spiritual needs of college students. The interview will be added as an appendix for Final Project: Part 3.

Research Strategies Plan:

The candidate will research strategies for self-management, time management, and learning for college students. Incorporating the information gained through research and the previous interviews, the candidate will create a plan to meet the emotional, psychological, and spiritual needs of college students. This assignment must be 6–8 pages and requires 5 citations in current APA formatting.

I. Final Project: Part 3

The candidate will create a PowerPoint presentation for college students, teaching them time management, learning strategies, and self-management, incorporating information from Parts 1–2 of the Final Project. Additionally, the candidate must type the script for a 30-minute presentation to college students, incorporating the sources previously used in Parts 1–2 of the Final Project and adding at least 2 additional sources.

J. Course Reflection

The candidate will complete a 300-word essay reflecting on his or her experience in the course. The reflection must answer the questions posed in the assignment instructions.

VI. COURSE GrADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 75 pts ea)</td>
<td>300</td>
</tr>
<tr>
<td>Support Services Report</td>
<td>75</td>
</tr>
<tr>
<td>Article Critique</td>
<td>75</td>
</tr>
<tr>
<td>Syllabus Critique</td>
<td>100</td>
</tr>
<tr>
<td>Final Project: Part 1</td>
<td>125</td>
</tr>
<tr>
<td>Final Project: Part 2</td>
<td>150</td>
</tr>
<tr>
<td>Final Project: Part 3</td>
<td>150</td>
</tr>
<tr>
<td>Course Reflection</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1010</td>
</tr>
</tbody>
</table>

B. Scale

- A = 960–1010
- A- = 940–959
- B+ = 920–939
- B = 890–919
- B- = 870–889
- C+ = 850–869
- C = 820–849
- C- = 800–819
- D+ = 780–799
- D = 750–779
- D- 730–749
- F = 0–729
C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport
# Course Schedule

**EDUC 758**

Textbooks:  
Joyner et al., *Writing the Winning Thesis or Dissertation* (2012).  
Nilson, *Teaching at its Best* (2016).  

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Nilson: chs. 1–2, 5–11  
Van Brummelen: chs. 1–2  
1 presentation  
4 websites | Course Requirements Checklist  
Class Introductions  
DB Forum 1 | 10  
0  
75 |
| 2           | Joyner et al.: ch. 3  
Kanar: chs. 1–6, 13  
Van Brummelen: ch. 3  
1 presentation  
4 websites | DB Forum 2  
Support Services Report | 75  
75 |
| 3           | Nilson: chs. 13–16, 18  
Van Brummelen: ch. 4  
1 presentation  
2 websites | Final Project: Part 1 | 125 |
| 4           | Joyner et al.: chs. 4–5  
Kanar: chs. 8–9  
Van Brummelen: chs. 5–6  
1 presentation | Article Critique | 75 |
| 5           | Nilson: chs. 12, 17, 21–23  
Van Brummelen: ch. 7  
1 presentation  
4 websites | DB Forum 3  
Final Project: Part 2 | 75  
150 |
| 6           | Nilson: chs. 25–28  
Van Brummelen: ch. 8  
1 presentation | Syllabus Critique | 100 |
| 7           | Kanar: chs. 7, 11  
Van Brummelen: ch. 9  
1 presentation | Final Project: Part 3 | 150 |
| 8           | Joyner et al.: chs. 15–16  
1 presentation  
2 websites | DB Forum 4  
Course Reflection | 75  
25 |

**Total** 1010

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.