NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

ALS 108
ONLINE LEARNING SUCCESS (2)

COURSE CREDIT:
(2) This course combines approximately 60 hours of instruction, online activities, and assignments for 2 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED 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 DESCRIPTION:
A comprehensive orientation for distance learners. The course will address topics such as success strategies for online learning, Ecampus resources, how to engage in the campus community, time management, OSU library resources, academic integrity and more. Graded P/N.

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 10-week 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.
CONTACT INFORMATION:
For more information, contact: JESSE NELSON, 102 WALDO, 541-737-2272.

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
Make arrangements early to purchase the required text and eLearning program listed below from the OSU Bookstore. These materials will be used every week, beginning in Week 2. Additional materials will be provided or linked within the course.

ISBN # 9780321944139, Package includes:

Includes the eLearning program: MyStudentSuccessLab, online access code provided with purchase of new materials only*

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

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
COURSE CONTENT AND 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 ONID 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 week, 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.
  - 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.

Due Dates and Late Work:
Although it is to your advantage to complete work early in the week so that you can participate fully in the discussion board, **all assignments are due by the end of the week, Saturday at midnight.** 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.

Submitting Assignments:
Assignments will be posted and submitted through our course site in Canvas.
Discussion Board Grading Rubric

Your participation is worth 120 points!

The Discussion Board Rubric posted here is the tool I will use to evaluate your participation in this class. As you can see, 120 points out of a possible 400 for the term, 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 weekly grades (out of 10 points) based on this grading standard which will add up to a cumulative evaluation for your Discussion Board participation worth 120 points, 30% of your grade. This rubric is offered to help guide your posts.

### Discussion Board:

The weekly discussion forums are your place to interact with your colleagues, to share your reactions to the week’s 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 weekly 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.

- In the Discussion Board you will find a special “General Forum” which is provided so you can ask questions about the course, clarify assignments, and express concerns that either I or other classmates may address throughout the term. Feel free to post your questions and also to jump in to provide answers should your classmates post there.
- 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

**ALS 108: Online Learning Success**  
Oregon State University Ecampus  
(note: the following outline is subject to adjustment during the term)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Learning Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1 | Getting Started  
  - Course Overview  
  - Getting familiar with Canvas features  
  - Ecampus Student Services  
  - Zero to Success in 77 Days | Chapter 1, text  
  Canvas tutorial videos  
  Readiness Survey  
  Testing basic online features | Discussion Board Introduction  
  Discussion Board Forum, Week 1  
  ONID email check  
  Ready to Learn  
  Online Readiness Survey  
  **Due Date: Saturday Week 1** |
| 2 | Learning Preferences  
  - Campus Support Services  
  - Understanding Learning Preference & Strategies That Work | Chapters 2, text  
  Learning Assessments | Discussion Forum, Week 2  
  Learning Preference Summary  
  Case Study  
  **Due Date: Saturday Week 2** |
| 3 | What is Successful Online Learning?  
  - Understanding Online Learning  
  - Motivation & Goal Setting | Chapter 3, text  
  My Pearson, MSSL Registration | Blog Post #1  
  PLP: Goal Setting  
  Video, Practice 1 & 2  
  SMART Start  
  **Due Date: Saturday Week 3** |
| 4 | Time Management  
  - Academic Success Center, The Learning Corner  
  - Time Management Tools  
  - Ecampus Success Counseling | Chapter 4  
  PLP: Learning Preferences Video, Journal | Discussion Forum, Week 4  
  Time Budgeting Activity  
  Term-at-a-Glance  
  **Due Date: Saturday Week 4** |
### Effective Online Communication & Academic Integrity
- Student Conduct
- Netiquette – what’s it matter?
- Online Writing Center
- Chapters 5 & 8, text Online Communications articles
- Academic Integrity Presentation
- Discussion Forum, Week 5
- Midterm Reflection Paper
- Due Date: Saturday Week 5

### Online Study Skills & Test Taking
- Proctor U
- Net Tutor
- Chapters 9, 11 & 15, text PLP: self-selection
- Academic Support Services Activity
- PLP Self-Selected Reflection
- Due Date: Saturday Week 6

### Your Library and Scholarly Research
- Overview of Research Services
- Introduce Presentation assignment
- Chapter 10, text Library Overview Videos
- Library Webinar
- Discussion Forum, Week 7
- After Webinar Activity
- Due Date: Saturday Week 7

### Connect with your Faculty
- Networking From a Distance
- Engaging Faculty, Advisors and Beyond
- Networking article
- Navigating the Research Institution
- OSU website resources: Career Services, Academic Department, Undergrad Research, Student Involvement
- Discussion Forum, Week 8
- Faculty Interview/Stand-Out Opportunities
- Due Date: Saturday Week 8

### Connect with your University
- SMART Goals revisited
- Goal Setting articles
- Chapter 16 & 17, Text
- Discussion Forum, Week 9
- “The One Thing” Presentations Presentation Questions
- SMART Goal Setting and Beyond
- Due Date: Saturday Week 9

### Making the Most of your Education
- Student-led Presentation of Campus Resources
- Student Presentations
- Discussion Forum, Week 10
- Scavenger Hunt
- Online Readiness Survey, Take 2
- Due Date: Saturday Week 10
- LAST DAY OF CLASS

### Highlights:
- You will be required to participate in weekly discussion forums and the class blog site to interact with your classmates and to contribute to the conversation that develops based on the week’s learning.
- You will submit weekly assignments designed to provide reflection of your learning and demonstrate understanding.
- You will be required to write and publish 2 blog posts during the term.
- You will share one online presentation with the class.
- Additionally throughout the term, you will engage in a variety of self-assessment activities, read supporting articles, utilize web-based tools, take quizzes, consider case studies, receive weekly tech tips, etc.
Evaluation of Student Performance

Students should expect to spend approximately 6 hours per week engaged in the activities in this class.

Each week you will find 4 essential activities for which you are responsible: Class Lecture, Required Readings, Online Discussion Forum, and the Weekly Assignment(s). Your grade in this course will be based upon your thoughtful synthesis of lecture topics and readings as demonstrated by your reflections in the weekly assignments, your completion of weekly surveys and activities, and your ACTIVE participation in the weekly discussion board.

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 320 points)** based on the following assignments:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>120</td>
</tr>
<tr>
<td>Online Readiness Survey</td>
<td>10</td>
</tr>
<tr>
<td>Ready to Learn</td>
<td>10</td>
</tr>
<tr>
<td>ONID Check</td>
<td>10</td>
</tr>
<tr>
<td>Learning Preferences Summary</td>
<td>20</td>
</tr>
<tr>
<td>Case Study</td>
<td>10</td>
</tr>
<tr>
<td>SMART Start</td>
<td>10</td>
</tr>
<tr>
<td>Time Budgeting</td>
<td>20</td>
</tr>
<tr>
<td>Term-at-a-Glance</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Reflection</td>
<td>30</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>20</td>
</tr>
<tr>
<td>PLP Self-Selected Reflection</td>
<td>10</td>
</tr>
<tr>
<td>After Webinar Activity</td>
<td>10</td>
</tr>
<tr>
<td>Faculty Interview OR Stand-Out Opportunities</td>
<td>20</td>
</tr>
<tr>
<td>Stand-Out Opportunities</td>
<td>20</td>
</tr>
<tr>
<td>Presentation Questions</td>
<td>10</td>
</tr>
<tr>
<td>“The One Thing” Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Scavenger Hunt</td>
<td>20</td>
</tr>
<tr>
<td>Online Readiness Survey, Take 2</td>
<td>10</td>
</tr>
<tr>
<td>SMART Goal Setting and Beyond</td>
<td>10</td>
</tr>
</tbody>
</table>

**Course site login information**

Information on how to login to your course site can be found [HERE](#).

**Statement Regarding Students with Disabilities**

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for
accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Academic Integrity and Student Conduct (OSU policy)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an "F" grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- [Statement of Expectations for Student Conduct](#)
- [Student Conduct and Community Standards - Offenses](#)
- [Policy On Disruptive Behavior](#)

**Plagiarism**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- [Statement of Expectations for Student Conduct](#)
- [Avoiding Academic Dishonesty](#)

**Turnitin Plagiarism Prevention**

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially
unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

Tutoring
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

Student Evaluation of Teaching
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

Refund Policy information
Please see the Ecampus website for policy information on refunds and late fees.