BQ301 Bethany Quest V: The Summation

Fall 2016

**Course Instructor:**

Denise Carson

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***When I contact you, it will be through your campus email address. You are responsible for reviewing your emails daily, and responding appropriately. You are further required to check the eSwede course site daily.***

**Bethany College Core Experience Mission Statement**: The Bethany College Core Experience will engage students in the fundamental skills, knowledge, and curiosity necessary to lead lives integrating faith, learning, and service

**Course Description:**

BQ301 – Quest V, the final course in the Quest series, assists students as they begin to document and reflect upon their college experience. Students will be guided toward the completion of an ePortfolio presentation via Foliotek that will demonstrate the skills they have acquired through coursework, co-curricular activities and pre-professional experience. 1 credit hour.

**PLACE IN CURRICULUM:**

BQ301 is normally taken during the Fall semester of the junior year.

**COURSE GOALS:**

* The student will articulate an understanding of personal growth and accountability and service and leadership as it applies to their lives.
* The student will develop an understanding of how their skills relate to professional life.
* The student will develop an understanding of the lifelong learning process.

**Students with special needs or disabilities:**

***Students with Learning Differences, Special Needs or Disabilities***

*In order to be provided with appropriate accommodations, you must identify yourself to the Director of Student Accessibility and disability Services. Contact Dan Callihan in the Academic Center for Excellence (ACE office, located in Wallerstedt Learning Center, Lower Level, Room 055 or* [*callihandp@bethanylb.edu*](mailto:callihandp@bethanylb.edu) *or 785-227-3380, X-8456 preferably within the first week of class.*

**Attendance policy:**

The instructor and your fellow students welcome and need your participation in class sessions. Your attendance benefits not only you, but your presence and participation is valuable and necessary for your fellow students. If you are not here, we can’t learn from you! Therefore, we expect everyone to attend all class sessions. However, we recognize that emergencies and illness occur and you may at times have conflicts with other Bethany obligations. Therefore, if you must miss class for a school sponsored activity, please notify your instructor via email as early as possible. ***Please note that if you must miss class for any reason, you cannot earn the attendance and participation points for that class.*** If you are ill or have an emergency and can’t attend class, please notify me directly via email as soon as possible so I will be aware of the situation. As your attendance and participation are vital for the learning experience of your classmates, if you miss three or more classes, you may be withdrawn from the course. Please note that if you are facing challenges in attending class, notify the instructor as soon as possible so I may work with you to address any issues.

**Statement on Attitudes and Classroom Conduct:**

The nature of this class is to discuss issues of importance to college and other life experiences. In our discussions and interactions, we will strive to operate according to our core values of Hospitality, Integrity, Servant Leadership, Community, and Sustainability. All participants shall be respectful of others in class and respectful of the goals and objectives of the course. At times controversial topics may be discussed, and while we will not all agree, we must work to be respectful of the diversity of perspectives represented. All participants are required to abide by Bethany College’s regulations regarding classroom conduct. In accordance with Bethany policies, students may be withdrawn from the course if they violate the code of conduct.

**electronics policy:**

In this course, students are encouraged to bring their own laptops along with them to class sessions that involve the use of Foliotek (as shown on the course schedule below). However, in order that all members of the class can participate fully in class, students are prohibited from using cell phones, laptops, or other electronic devices for purposes which may detract from class activities and/or distract others. Participants who violate this policy may be asked to leave the classroom, will be counted as absent, and will not be awarded participation points for the class session.

**ACADEMIC CENTER FOR EXCELLENCE:**

The Academic Center for Excellence (ACE) is a great place for students to study, use computers, and get assistance should they need it. The ACE is for all students and is where to go to stay on course with classes and life goals. Services available include: study space, computer use, printing, tutoring, study skills, success strategies, student advocacy, career services, and disability support services. The ACE is located in Wallerstedt Learning Center lower level room 055. Contact Dan Callihan by phone at (785) 227-3380 Ext. 8456, or by email at *callihandp@bethanylb.edu*.

**THE WRITING CENTER:**

Whatever your assignment or writing need, peer tutors in the Writing Center, Wallerstedt 118, can help. Each 30-minute session is directed by your needs – brainstorming what to write, organizing your thoughts or paragraphs, sharpening your thesis, citing your research, and more. Bring the assignment you received from your professor and your paper or notes with you. Drop-in appointments are usually available, or you can email *writinghelp@bethanylb.edu* to set up a time. Phone: (785) 227-3380 Ext. 8122.

**Academic Honesty:**

The classroom is a place in which we encourage, honor, and respect curiosity, integrity, creativity, and hard work. Participants are to be evaluated and congratulated on their original and unique contributions to the course. Likewise, when we rely on or use the works of others, we must respect their work by acknowledging their efforts. Therefore, all participants are expected to abide by the highest standards of academic honesty and integrity. All work must be properly cited and credited, and all must seek to avoid plagiarism, both intentional and inadvertent. We will abide by Bethany College’s stated policies on academic honesty (found in the College Catalog). Violations of the academic honesty policy will be dealt with on a case-by-case basis, and penalties may include loss of points, lowering of grades, or dismissal from class.

**Bethany College Core Experience – Student Learning Outcomes**

**Portfolio Competencies** may be met by an artifact of the student’s choosing from any area of their life. Suggestions include but are not limited to: co-curricular activities, EBE experience, on or off-campus work, coursework and volunteer activities.

|  |  |
| --- | --- |
| **Portfolio Competencies** | **The Portfolio Competencies will be met with artifacts that are examined each semester** |
| **PERSONAL GROWTH AND**  **ACCOUNTABILITY** | **The Foundational Competency of Personal Growth and Accountability involves the ability to reflect upon and analyze the integrity of one's actions and behaviors and take suitable action. In addition, students at Bethany College will demonstrate a commitment to sustainability in all of its forms: ecological, social, economic and spiritual.**  **Artifacts include:**  Yearly reflection (Quest);  Reference list (Quest);  Audio and/or Visual Presentation of the Reflection |
| **SERVICE AND LEADERSHIP** | **The Foundational Competency of Service and Leadership involves active participation in civic groups and the ability to integrate and apply leadership skills to connect to the community and society.**  **Artifacts include:**  Reflection paper  Chronological list demonstrating involvement in leadership activities  Audio/Visual evidence demonstrating leadership skills (photos and article used for publicity may be submitted) |

**instructional Methods:**

Class sessions primarily involve discussion. Students are expected to complete all assigned readings on time to be prepared for class sessions. Participation in discussion, peer reviews, and other class activities is required and is evaluated by the course instructor.

**sPECIFIC LEARNING OUTCOMES:**

1. The student will demonstrate personal growth and accountability through the development of an appropriate artifact.
2. The student will demonstrate service and leadership skills through the development of an appropriate artifact.
3. The student will develop interpersonal skills for the professional world.
4. The student will develop sample cover letters and resumes that highlight important strengths and skill sets.
5. The student will design a portfolio presentation of their work via the use of Foliotek.

**Course Evaluation:**

In this course, you will prepare two artifacts to be placed in the *Assessment* side of Foliotek. The artifacts are meant to satisfy the ‘Personal Growth and Accountability’ competency and the ‘Service and Leadership’ competency, both of which are required for graduation. During the preparation of these artifacts, you will obtain feedback from at least one peer on the first draft. You will then obtain feedback from the course instructor on your second draft. (You are also welcome and encouraged to seek feedback from staff at the Writing Center, ACE, etc. as you develop your artifacts.) However, ***you will not be scored on the quality of your assessment artifacts as part of your grade for this course***.

You will submit your artifacts prior to the final class session, and they will be reviewed by an assessment team of faculty members. ***No Quest V instructors will be involved in assessing your final artifacts***.

It is also important for you to recognize that ***passing this course DOES NOT guarantee that your artifacts will meet graduation requirements***.

In addition to these two artifacts, you will also prepare a portfolio on the *Presentation* side of Foliotek. Such a portfolio is becoming a necessity in job searches, so it will be an important part of your transition to the workforce after graduation. This electronic portfolio (the Foliotek presentation) ***will be scored*** as part of your grade for this course.

Specific areas for scoring in this course are as follows.

|  |  |  |
| --- | --- | --- |
| Attendance and Participation (5 pts per class x 13 class sessions) |  | 65 pts |
| Discussion Board |  | 38 pts |
| Reflection Paper |  | 7 pts |
| Résumé |  | 30 pts |
| Cover Letter |  | 10 pts |
| Foliotek presentation |  | 60 pts |
| Total: |  | 210 pts |

Grading:

A: 89.5-100 % C: 69.5-79.49 % B: 79.5-89.49 %,   
D: 59.5-69.49 % F: 0-59.49 %

**Quest V Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Date** | **Topic/Activity/Assignment** | **Unit** |
| 1 | Oct 18 | -Introduction to course, artifacts, Foliotek presentation  -Readings assigned | Personal growth & Accountability |
| 2 | Oct 25 | -Discussion of readings  -How to document personal growth & accountability  -Research activity assigned |
| 3 | Oct 27\* | -Begin work on artifact(s) |
| 4 | Nov 1° | -Peer evaluation of artifact(s)  -Readings assigned |
| 5 | Nov3 | -Discuss and brainstorm examples  -Consider ways of documenting service & leadership  -Assign list of activities | Service & Leadership |
| 6 | Nov 8 | -Discuss student-written lists  -Consider how to provide evidence |
| 7 | Nov 10\* | -Begin work on artifact(s) |
| 8 | Nov 15° | -Peer evaluation of artifact(s)  -Readings assigned |
| 9 | Nov 17 | -Career readiness intro  -Résumé, cover letter | Career readiness |
| 10 | Nov 29\* | -Résumé draft due for in-class peer review  -Introduction to Foliotek presentation |
| 11 | Dec 1 | -Cover letter draft due for in-class peer review  -Final draft of résumé submitted for scoring |
| 12 | Dec 6\* | -Final draft of cover letter submitted for scoring  -Work on Foliotek presentation |  |
| 13 | Dec 8° | -Work on Foliotek presentation |

\* Section A: meet in computer lab (Nelson room 128) this session.

\* Section B: meet in computer lab (Nelson room 129) this session.

\* Section F: meet in library computer area this session.

° Section E: meet in computer lab (Nelson room 128) this session.

° Section H: meet in computer lab (Nelson room 129) this session.

° Section G: meet in library computer area this session.

**RUBRICS FOR PARTICIPATION AND ASSIGNMENTS:**

***Participation Rubric***

You will be evaluated each class period on the following factors to determine a participation grade for the day.

|  |  |  |
| --- | --- | --- |
| *Criterion* | *Meets Criterion* | *Criterion not met* |
| **On time and present for class**  Student was in the class room prepared to participate at class time, and student was present for the entire class session | 1 | 0 |
| **Disposition (attitude)**  Student modeled Bethany’s Core Values | 2 | 0 |
| **Participates in class discussion** | 2 | 0 |

***Cover Letter / Résumé Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Criterion* | *4 – Mastery* | *3 – Developing* | *2 – Beginning* | *1 – Unsatisfactory* |
| Content  (10 pts) | The content and explanations are masterfully executed.  The content is organized in a clear and logical manner. | Content and some explanations are listed but not thoroughly developed.  The content is organized in a logical and clear manner with few errors. | Content is listed but does not adequately portray the best qualities of the individual.  The content is disorganized. | The content of the résumé is not completed. |
| Mechanics  (10 pts) | There are no errors in punctuation, spelling, or capitalization. | There are one or two errors in punctuation, spelling, and capitalization. | The content of the résumé includes a few spelling, punctuation, and capitalization errors. | The content of the résumé includes several spelling, punctuation, and capitalization errors. |
| Presentation  (10 pts) | The presentation looks professional and has no errors in margins or indentation. | The presentation has few or minor errors in margins and/or indentations, and lacks the total professional look. | The presentation has some errors in margins or indentation, and/or lacks some polish in headings, etc. | The presentation lacks polish and care is not given to correct and unified margins, indentations, fonts, headings, etc. |
| Cover Letter  (10 pts) | The cover letter is creative and functional, exhibiting a command of the language.  There are no grammatical errors.  Format is appropriate and well-executed.  Content is relevant, informative, and organized, and serves as natural complement to résumé. | The cover letter is functional, though there may be one or two minor errors in grammar or usage.  There may be a couple of minor inconsistencies in formatting.  Content is informative and relevant, but may need more details or better organization. | The cover letter exhibits adequate grammatical usage with few errors.  The content does not always flow in a logical manner. | The cover letter is fraught with poor sentence structure and/or grammatical errors.  Format is inconsistent or sloppy.  The content does not flow logically. |

***Foliotek Presentation Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Criterion* | *4 - Mastery* | *3 - Developing* | *2- Beginning* | *1- Unsatisfactory* |
| Pages / Site construction  (10 pts) | All required pages are present, and additional work has been done to make the site informative and professional. | All required pages are present and labeled. | Most of the required pages are present and labeled. | Some pages and labels are missing or unclear. |
| Contents / Competencies  (20 pts) | All pages are well-organized and easy to understand.  Student has worked hard to include complete information about each competency. | All pages have information about each competency.  Pages are organized, and items can be located with very little difficulty. | Most pages have some information about the competencies.  Pages may not be very well organized. | It is difficult to locate the required information.  A lot of content is missing or disorganized. |
| Evidence /  Documents  (20 pts) | Excellent pieces of evidence have been chosen and embedded in the portfolio.  Everything is labeled for clarity and is easy to access. | Good pieces of evidence have been used to demonstrate competency.  Nearly everything is clearly labeled and easy to access. | Some pieces of evidence may not be relevant to the requirements, OR some entries are unclear and/or difficult to access. | Only a few pieces of evidence are included, and they may not be clearly labeled or easy to access. |
| Mechanics  (10 pts) | There are very few errors in spelling, punctuation, grammar, and word choice.  The errors do not interfere with reader’s comprehension of the material. | There are a few errors in spelling, punctuation, grammar, and word choice.  Occasionally these errors interfere with conveying the content of the material to the reader. | There are frequent errors in spelling, punctuation, grammar, and word choice.  The material is somewhat difficult to comprehend by the reader. | The errors in spelling, punctuation, grammar, and word choice are such that the document is difficult to comprehend. |