

Course: GE101D/N: Warrior Seminar

Credit: 2 Hours

Semester: SP 26 (16 week)

Time: TTH 9:30-10:50

Location: East Ed 105

Instructor: Mrs. Jamie Franz

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I. DESCRIPTION

This course is designed to help students adjust to college life, be introduced to critical thinking, learn how to obtain the most out of their courses, and learn to organize their time to accomplish their objectives in each course. This course also introduces the library catalog, database credentials and searching, formatting a paper and building citations. This course is required for all undergraduate students and is not available to Early College students.

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

On campus and commuter students are STRONGLY encouraged to attend class in-person.

II. OBJECTIVES

A. General competencies to be achieved. For each student to:

1. Understand how college life works.

(Program Learning outcomes: 1,2,3,4)

(Assignments: 1,2,3,4,5,6,7)

2. Develop better study and time management habits based on their own learning styles.

(Program Learning outcomes: 1,2,3,4)

(Assignments: 1,2,3,4,5)

3. Gain competency in critical thinking and personal finances.

(Program Learning outcomes: 1,2,3,4)

(Assignments: 1,5,6,7)

4. Grow in developing skills that are necessary for success in College and in life beyond.

(Program Learning outcomes: 1,2,3,4)

(Assignments: 1,2,3,4,5,6,7)

III. Specific competencies to be achieved

1. Students will practice formatting APA, MLA, and Turbian-style papers. They will learn ProQuest and Galaxie. Students will also learn the importance of sleep and caring for their minds and bodies.

i. (Program Learning outcomes: 1,2,3,4)

ii. (Assignments: 1,2,3,4,5,6,7)

2. Students will create a planner, practice taking notes in various styles, and learn about their own learning style.

i. (Program Learning outcomes: 1,2,3,4)

ii. (Assignments: 1,2,3,4,5)

3. Students will create a budget for their current income.

i. (Program Learning outcomes: 1,2,3,4)

ii. (Assignments: 1,5,6,7)

4. Students will learn about emotional intelligence, the importance of planning, and good study habits and sharpen their paper writing skills.

i. (Program Learning outcomes: 1,2,3,4)

ii. (Assignments: 1,2,3,4,5,6,7)

IV. REQUIREMENTS

A. **Reading Assignments and Quizzes:** Weekly reading assignments are due from, *The “A” Game: Nine Steps to Better Grades.* by Kenneth Sufka. Reading quizzes will hold students accountable to reading. The quizzes are open book/open notes. (SLO 1,2,3,4)

B. **Planner Assignment:** To assist the student in developing his/her study and time management habits, each student will use his/her syllabi to break down projects and assignments into steps and enter each step in a calendar template. (SLO1,2,4)

C. **VARK Scores:** The VARK Learning Styles assessment test will be provided online. Students will record their scores and write a reflection. (SLO 1,2,4)

- D. **Time Usage Report:** Each student will record the use of his/her time usage for one week. The student will turn in the usage report along with a reflection. (SLO 1,2,4)
- E. **Note-Taking Experiment:** Students will take notes for 3 separate lectures in at least three different styles. The lectures will be online and will be assigned by the professor. The professor will announce in class what lectures will be used. (SLO1,2,3,4)
- F. **Library/CAC assignment:** Students will visit the Calvary library and participate in a visit to the CAC. More details will be announced in class. (SLO 1,2,3,4)
- G. **Budget:** Students will construct a monthly budget based off their actual income and expenses. Use the provided template for this assignment. (SLO 1,3,4)
- H. **Emotional Intelligence Exercise:** Students will write a reflection after the lecture (SLO 1,2,4)
- I. **ABHE and EPP Exams:** Students will complete each of these entrance assessments for the University.
- J. **Paper formatting assignment:** Students will demonstrate MLA, APA, and Turabian formatting.
- K. **Warrior Seminar Paper:** In a 2–3-page, double-spaced paper (Times New Roman, 12-point font), with a cover page and bibliography, the student will describe at least three challenges he/she faces as a college student at Calvary University. The students will then explain how they will overcome these challenges using strategies from the book and course notes. (SLO 1,2,3,4)

V. METHODS

- A. In-class methods include lectures, guest speakers, discussions, and group activities. Assignments and quizzes will only be accepted when submitted through Canvas. Specific details for each assignment are located on Canvas.
- B. **No late work is accepted.** The assignments are due by CLASS TIME on the assigned date. Canvas will have a “close date” and assignments will be considered as “incomplete” if not submitted by the due date. You are responsible to submit assignments online to the instructor whether you are in class that day or not. This includes, but is not limited to illness, sports team travel, etc. Contact the professor ahead of time or as soon as possible if an extension is needed.
- C. The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

- D. Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
- E. All class papers must follow (unless otherwise stated) the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update. The Turabian Handbook is located on the Calvary University website.
- F. Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification. .
- G. Grading:

CSI follow up meeting	30
The “A” game reading assignment (4x5)	20
The “A” game reading quizzes (4 x 10)	40
Planner assignment	30
Time usage exercise	30
VARK Survey	30
Note-Taking	30
Library/CAC assignment	30
Expenses and personal budgeting	30
Emotional Intelligence exercise	30
ABHE Exam Completion	30
EPP Exam Completion	30
Paper Formatting assignment (x3)	90
Final Paper	50

500

Grading Scale

Grade Value Grade Point Value
Per Semester Hour

A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

VI. MATERIALS

- A. Sufka, Kenneth J., *The “A” Game: Nine Steps to Better Grades*. Nautilus Publishing Co. 2011/2011. ISBN- 978-1936946020. Retail price- \$8.98 (www.amazon.com).
- B. The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VII. ATTENDANCE POLICY

- A. Students are required to attend the class section for which they enroll: online students may attend via livestream or by watching the recorded lecture; in-class students must attend in class. In-class students may not choose to attend online without approval of the instructor.
- B. To be counted present, each student needs to submit a response to the attendance question by the due date. In-class students will respond before they leave the class. Failure to respond to the question by the due date will result in an absence.
- C. For each unexcused absence after the first the student’s final grade will be deducted by one letter grade per absence

VIII. TENTATIVE CLASS SCHEDULE

Subject to change due to holidays, work days, inclement weather, sickness, etc. See Canvas for updates to schedule.

WK 1		Planners	A Game Chapters 1-2
WK 2		Library Sign-ins	A Game chapters 3-4
WK 3		VARK	A Game chapters 5-6
WK 4		Turabian Formatting	A Game chapters 7-9
WK 5		Time Usage/study habits	A Game wrap up
WK 6		ProQuest and Galaxie	
WK 7		Note-taking	
WK 8		APA formatting	
WK 9		Library/CAC	
WK 10		MLA formatting	

WK 11		Budget	
WK 12		Library review	
WK 13		Emotional intelligence	
WK 14		Health and Wellness	
WK 15		Spiritual health	
WK 16		Study habit support	Final Paper