

WESTERN SEMINARY - SACRAMENTO

Coaching and a Brain-Based Approach to Learning

MCS 561FM: 1 credit hour

Jane Creswell, MCC

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Syllabus – Fall 2009

COURSE SCHEDULE

Nov. 6 & 7 (Friday & Saturday, 8:30 am – 4:30 pm)

COURSE DESCRIPTION

In the coaching relationship the coach is a learning partner in the person being coached's (PBC) growth. This class will provide information on different learning styles, cognitive preferences, and learning processes that reflect how the brain works in order to generate powerful results in the person being coached. Skill development focuses upon incorporating the knowledge of learning into coaching questions, statements, and listening.

COURSE GOALS/OBJECTIVES

Cognitive

- Define and discuss various learning styles and cognitive preferences.
- Explain in general how the brain works in learning.

Affective

- Define own learning style and how to interact with other styles.

Behavior

- Demonstrate questions that create learning in the PBC.

TEXTBOOKS

We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.

Click [here](#) to order texts and other products.

Required

Jenson, Eric. *Brain-Based Learning*. Thousand Oaks: Corwin Press, 2008.
ISBN: 978-1-4129-6256-8

Suggested

Rumizen, Melissie. *The Idiot's Guide to Knowledge Management*. Madison: Alpha Books, 2001.
ISBN: 0028641779

COURSE REQUIREMENTS:

Reading

1. Read *Brain- Based Learning* **DUE: Nov 6, 2009**

Written

2. www.InitForLife.com, Part I **DUE: Nov 6, 2009**
Go to www.initforlife.com and take the assessment. Come to class prepared to discuss.
3. www.InitForLife.com, Part II **DUE: Dec 1, 2009**
Invite 2 people (friends or PBC's) to go to www.initforlife.com and take the assessment. Ask them to share the results with you. Write a 2-page paper on how this knowledge of your PBC might impact your coaching of them.
4. Cognitive Preferences Paper **DUE: Dec 1, 2009**
Write a 2-page paper detailing how an understanding of your own cognitive preferences might impact how you learn and how you coach.

Web

5. Explore 5 coach practice web sites. **DUE: Dec 1, 2009**
Write a paragraph concerning your impressions on each site. What did you like?
What did you dislike?

STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes

- Page numbers appear at the upper right on every text page
- Use footnotes or parenthetical citations.
- Footnotes and parenthetical references follow standard format.

Helpful web sites on MLA style include:

<http://owl.english.purdue.edu/owl/>

<http://www.cws.illinois.edu/workshop/writers/citation/>

[These websites are expanded and pasted into Western Seminary’s “How to Write a Research Paper” located at <http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>]

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

LIBRARY AND INTERNET RESEARCH – SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link “Library Services” in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the

Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [User ID: westsem / Password: seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholfield@westernseminary.edu

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Textbook	20 pts
Cognitive Paper	30 pts
InItForLife.com, Part II	30 pts
Websites	10 pts
Attendance	10 pts

TIME JUSTIFICATION

Activity	Percent of Final Grade	Estimated Time to Complete
Reading Work	20%	10 hours
Written Work	60%	15 hours
Web Work	10%	5 hours
Attendance	10%	
Total	100%	30 hrs.

CLASS POLICIES

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade and you may not pass the course. Students who anticipate an absence should discuss it in advance with the instructor. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 1/23/10**. (This allows a 6th week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

COURSE OUTLINE AND SCHEDULE

Date	Topic	Time
Nov. 6	Class Orientation	8:30-9:00 AM
	Competent vs. Incompetent	9:00-9:30 AM
	Knowledge and the Brain	9:30-12:00 PM
	Case Study	1:00-1:30 PM
	Facilitating Learning	1:30-4:30 PM
Nov. 7	Work Group on Styles	8:30-10:30 AM
	Skills Practice	10:30-12:00 PM
	Getting Results	1:00-2:00 PM
	Action Planning	2:00-3:30 PM
	Skills Practice	3:30-4:30 PM