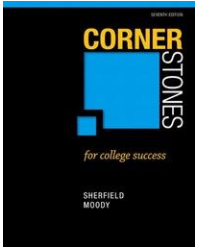


# NORTH CENTRAL TEXAS COLLEGE

## COURSE SYLLABUS

<i>Course Title:</i>	<b>Learning Framework</b>				
<i>Course Prefix &amp; Number:</i>	<b>EDUC 1300</b>	<i>Section Number:</i>	<b>501</b>	<i>Semester/Year:</i>	<b>SP 2017-18</b>
<i>Semester Credit Hours:</i>	<b>3</b>	<i>Lecture Hours:</i>	<b>48</b>	<i>Lab Hours:</i>	<b>0</b>
<p><i>Course Description (NCTC Catalog):</i> A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.</p>					
<i>Course Prerequisite(s):</i> None					
<p><i>Required or Recommended Course Materials:</i></p> <p style="padding-left: 40px;">Cornerstones for College Success 7<sup>th</sup> Edition by Robert M. Sherfield, and Patricia G. Moody.</p>					
<div style="display: flex; align-items: flex-start;">  <ul style="list-style-type: none"> <li>Publisher: Pearson</li> <li>Print ISBN: 9780321860477, 0321860470</li> <li>eText ISBN: 9780321902894, 0321902890</li> <li>Edition: 7th</li> <li>Copyright year: 2014</li> <li><b>YOU DO NOT NEED TO PURCHASE MY STUDENT SUCCESS LAB</b></li> </ul> </div>					

### INSTRUCTOR INFORMATION

<i>Name of Instructor:</i>	Michele Forbis
<i>Campus/Office Location:</i>	Flower Mound 107
<i>Telephone Number:</i>	972-899-8421
<i>E-mail Address:</i>	mforbis@nctc.edu

### OFFICE HOURS

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
2-5 pm (FM 107) 8:30-10 pm (online)	10 am- 2 pm (online)	2-5pm (FM107)	12-2 pm (online)	By appointment

I am online (logged in to Canvas every day). **You do not need to wait until office hours to ask a question. Send me an email via Canvas anytime, and you will receive a response within 24 hours.**

I also will be available via Canvas email on Monday nights from 8:30-10 pm for questions since all coursework is due each week on Mondays by 11:59 pm.

**STUDENT LEARNING OUTCOMES** (From Academic Course Guide Manual/Workforce Education Course Manual/NCTC Catalog

<i>At the successful completion of this course the student will be able to:</i>	
1.	Describe the research and theory in the psychology of learning, cognition, and motivation.
2.	Strengthen academic performance by identifying key components of the successful student.
3.	Analyze and gain an understanding of historical, biological, psychological, and socio-cultural dimensions of learning and developmental psychology, dimensions that can simultaneously influence human thought, emotion and behavior.
4.	Compose writing assignment(s) using Standard American English and basic computer skills.
5.	Develop self-awareness and career goals within an academic atmosphere.
6.	Evaluate the quality and conclusions of the research to which they are exposed, which can simultaneously influence human thought, emotion and behavior.

**GRADING CRITERIA**

<i># of Graded Course Elements</i>	<i>Graded Course Elements</i>	<i>Percentage or Point Values</i>
10	Journals (10 x 20 pts) – 14 assigned; top 10 scores recorded	200 pts (20%)
1	Career and College Exploration Assignment (1 x 50 pts)	50 pts (5%)
3	Conferences (3 x 50 pts)	150 pts (15%)
1	Journal Article Analysis (1 x 100 pts)	100 pts (10%)
1	Career Research Paper (1 x 200 pts)	200 pts (20%)
1	Cognition, Learning, and Motivation Assignment (1 x 100 pts)	100 pts (10%)
10	Chapter Quizzes (10 x 10 pts) -14 assigned; top 10 scores recorded	100 pts (10%)
1	Successful Student Reflection Final Exam (1 x 100 pts)	100 pts (10%)

**Grading Scale:**

<b>100-90% = A</b>	<b>1000- 900 pts = A</b>
<b>89-80% = B</b>	<b>899-800 pts = B</b>
<b>79-70% = C</b>	<b>799-700 pts = C</b>
<b>69- 60% = D</b>	<b>699 – 600 pts = D</b>
<b>59-0% = F</b>	<b>599- 0 pts = F</b>

- Modules are released in Canvas on Mondays at 12:00 am and all assignments within the module are due the following Monday by 11:59
- Graded homework assignments cannot be made up or turned in late for any reason.
- Research papers and other lengthy assignments will be accepted up to five days late with a five-point penalty for each late day. **(TESTS WILL NOT BE ACCEPTED LATE).**
- No late work of any kind will be accepted the last week of classes (the week before finals)

**COURSE SUBJECT OUTLINE:** See separate course calendar

## **ATTENDANCE POLICY**

---

Regular and punctual attendance is expected of all students in all classes for which they have registered. All absences are considered to be unauthorized unless the student is absent due to illness or emergencies. It is the student responsibility to provide documentation as to the emergency for approval by the faculty member. Approved college sponsored activities are also excused absences. The instructor is responsible for judging the validity of any reason given for an absence. Valid reasons for absence, however, do not relieve the student of the responsibility for making up required work. Students will not be allowed to make up an examination missed due to absence unless they have reasons acceptable to the instructor. A student who is compelled to be absent when a test is given should petition the instructor, in advance if possible, for permission to postpone the exam. Student will be dropped from a class by the Registrar upon recommendation of the instructor who feels the student has been justifiably absent or tardy a sufficient number of times to preclude meeting the course's objectives. Persistent, unjustified absences from classes or laboratories will be considered sufficient cause for College officials to drop a student from the rolls of the College. From Board Policy FC (LOCAL)

**Last day to withdraw from a course with a "W" is April 5, 2018.**

## **DISABILITY SERVICES (Office for Students with Disabilities)**

---

The Office for Students with Disabilities (OSD) provides support services for students with disabilities, students enrolled in technical areas of study, and students who are classified as special populations (i.e. single parents).

Support services for students with disabilities might include appropriate and reasonable accommodations, or they may be in the form of personal counseling, academic counseling, career counseling, etc. Furthermore, OSD Counselors work with students to encourage self-advocacy and promote empowerment. The Counselors also provides resource information, disability-related information, and adaptive technology for students who qualify.

If you feel you have needs for services that the institution provides, please reach out to either Wayne Smith (940) 498-6207 or Yvonne Sandman (940) 668-3300. Alternative students may stop by Room 170 in Corinth or Room 111 in Gainesville.

## **CORE CURRICULUM FOUNDATIONAL COMPONENT AREA (For classes in the Core)**

---

- |   |   |
|---|---|
| <input type="checkbox"/> Communication                  | <input type="checkbox"/> American History                 |
| <input type="checkbox"/> Mathematics                    | <input type="checkbox"/> Government/Political Science     |
| <input type="checkbox"/> Life and Physical Science      | <input type="checkbox"/> Social and Behavioral Sciences   |
| <input type="checkbox"/> Language, Philosophy & Culture | <input checked="" type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Creative Arts                  |   |

## **REQUIRED CORE OBJECTIVES (For classes in the Core)**

---

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork                |
| <input checked="" type="checkbox"/> Communication     | <input type="checkbox"/> Personal Responsibility |
| <input type="checkbox"/> Empirical and Quantitative   | <input type="checkbox"/> Social Responsibility   |

## **COURSE TYPE**

---

- Academic General Education Course (from ACGM but not in NCTC Core)
- Academic NCTC Core Curriculum Course
- WECM Course

**STUDENT HANDBOOK**

---

Students are expected to follow all rules and regulations found in the student handbook and published online. <http://www.nctc.edu/catalog/all-catalogs/nctc-17-18-catalog.pdf>

**ACADEMIC DISHONESTY**

---

Scholastic dishonesty shall include, but is not limited to cheating, plagiarism, academic falsification, intellectual property dishonesty, academic dishonesty facilitation and collusion. Faculty members may document and bring charges against a student who is engaged in or is suspected to be engaged in academic dishonesty. See Student Handbook, “Student Rights & Responsibilities: Student Conduct ([FLB(LOCAL)])”.

Consequences for academic dishonesty may include:

- 1) Receiving an F on a particular assignment or in the course.
- 2) Being reported to the Dean for disciplinary action.

**QUESTIONS, CONCERNS, or COMPLAINTS**

Name of Instructional Dean:	Sara Flusche, Dean of Instruction
Office Location:	Gainesville Campus, 1300 Building, Room 1306
Telephone Number:	940-668-3351
E-mail Address:	<a href="mailto:sflusche@nctc.edu">sflusche@nctc.edu</a>