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| NORTH CENTRAL TEXAS COLLEGECOURSE SYLLABUS |
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 |
| *Course Title:* | **Learning Framework** |
| *Course Prefix & Number:* | **EDUC 1300** | *Section Number:* | **843** | *Semester/Year:* | **FA/ 2020-21** |
| *Semester Credit Hours:* | **3** | *Lecture Hours:*  | **48** | *Lab Hours:* | **0** |
| ***Course Description (NCTC Catalog):***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. |
| ***Course Prerequisite(s):*** *None* |
| **Connections*Required or Recommended Course Materials:***Connections: Empowering College and Career Success (2nd edition) Gore, Leuwerke, and MetzPublisher: MacMillan (Bedford St. Martin’s)Edition: 2* Copyright year: 2019

Bound Textbook + Launchpad   **9781319270315 (special ISBN**)Loose Leaf Textbook + Launchpad **9781319270209 (special ISBN)**E-text comes with Launchpad access |

**INSTRUCTOR INFORMATION**

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| *Name of Instructor:* | Jenifer A. Lovejoy |
| *Campus/Office Location:* | 200 C |
| *Telephone Number:* | 940-497-1580 |
| *E-mail Address:* | jlovejoy@nctc.edu |

**OFFICE HOURS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Monday* | *Tuesday* | *Wednesday* | *Thursday* | *Friday* |
| **8-4** | **8-4** | **8-4** | **8-4** | **8-4** |
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**STUDENT LEARNING OUTCOMES** (From Academic Course Guide Manual/Workforce Education Course Manual/NCTC Catalog

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| *At the successful completion of this course the student will be able to:* |
| 1. | Identify the key components of a successful student. |
| 2. | Articulate career goals in an academic setting through self-awareness and research. |
| 3. | Critique the quality and results of the current research in the content areas of learning, cognition, or motivation. |
| 4. | Compare the historical, biological, psychological, and sociocultural dimensions of learning and how they influence human behavior  |
| 5. | Examine the psychology of learning, cognition, and motivation through theory and research. |
| 6. | Compose writing assignments using standard American English and basic computer skills. |

**GRADING CRITERIA**

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| **# of Graded Course Elements** | **Graded Course Elements** | **Percentage or Point Values** |
| 15 | Journal Entries | 15% |
| 3+ | Class Assignments | 10% |
| 15 | Class Discussions | 15% |
| 4 | Tests | 25% |
| 1 | Research Paper | 20% |
| 1 | Final Exam | 15% |

**Grade Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% =D; Below 59% =F**

90-100 = A (Superior College Level Work)

89-80 = B (Above Average College Level Work)

79-70 = C (Average College Level Work)

69-60 = D (Questionably Unacceptable College Level Work)

59-below = F (Unacceptable College Level Work)

If for any reason a student misses an exam or homework assignment they must contact the instructor as soon as possible. Failure to do so before the next due date will result in a grade of “0” being assigned. ***Late work is not accepted***.

**COURSE SUBJECT OUTLINE** (Major Assignments, Due Dates, and Grading Criteria)

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| **Week 1****8/24 - 8/30** | Introduction Folder:* Purchase the textbook
* Set up and use your NCTC student email
* Complete the Course Orientation Quiz
* Complete ACES Assessment (LaunchPad)

Chapter 1* Read Chapter 1 in your text
* Review the Chapter 1 PowerPoint
* Complete Journal 1
* Complete Discussion 1
* Complete ACES Initial Assessment (through LaunchPad)
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| **Week 2****8/31-9/6** | Chapter 2Assignments:* Read Chapter 2 in your text
* Review the Chapter 2 PowerPoint
* Complete Journal 2
* Complete Discussion Forum
* Research paper assigned **~~(~~DUE: November 15)**
 |
| **Week 3****9/7-9/13** | Chapter 3Assignments:* Read Chapter 3 in your text
* Review the Chapter 3 PowerPoint
* Complete Discussion Forum
* Complete Journal 3
* Complete Activity: Meet with an Advisor (**DUE: October 11)**
* Complete Unit 1 Test
 |
| **Week 4****9/14-9/20** | **Chapter 4**Assignments:* Read Chapter 4 in your text
* Review the Chapter 4 PowerPoint
* Complete Journal 4 – Journal Article Review (**DUE: October 11)**
* Complete the Discussion Forum
* Watch the Library Resource Video
* Complete Activity: Library Scavenger Hunt
* Complete Activity: Meet with an Advisor (**DUE: October 11)**
 |
| **Week 5****9/21-9/27** | **Chapter 5**Assignments:* Read Chapter 5 in your text
* Review the Chapter 5 PowerPoint
* Complete Journal 5
* Complete the Discussion Forum
* Learning Style Assessment
* Complete Activity: Meet with an Advisor (**DUE: October 11)**
* **Research Paper Topic Due – Career Choice**
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| **Week 6****9/28-10/4** | Chapter 6Assignments:* Read Chapter 6 in your text
* Review the Chapter 6 PowerPoint
* Complete Journal 6
* Complete the Discussion Forum
* Complete Unit 2 Test
* ACES Progress Report (LaunchPad)
* Complete Activity: Meet with an Advisor (**DUE: October 11)**
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| **Week 7** **10/5-10/11** | **Chapter 7**Assignments:* Read Chapter 7 in your text
* Review the Chapter 7 PowerPoint
* Complete the Discussion Forum
* **Meet with an Advisor Due**
* **JOURNAL ARTICLE ANALYSIS DUE**
* **RESEARCH PAPER PART 1 DUE**
 |
| **Week 8****10/12-10/18** | **Chapter 8** Assignments:* Read Chapter 8 in your text
* Review the Chapter 8 PowerPoint
* Complete Journal 8
* Complete the Discussion Forum
* **RESEARCH PAPER PART 2 DUE**
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| **Week 9****10/19-10/25** | **Chapter 9**Assignments:* Read Chapter 9 in your text
* Review Chapter 9 PowerPoint
* Complete Journal 9
* Complete Discussion 9
* Complete Unit 3 Test
* **RESEARCH PAPER PART 3 DUE**
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| **Week 10****10/26-11/1** | **Chapter 10**Assignments:* Read Chapter 10 in your text
* Review Chapter 10 PowerPoint
* Complete Journal 10
* Complete Discussion 10
* **RESEARCH PAPER PART 4 DUE**
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| **Week 11****11/2-11/8**Last day to drop with a W is November 2 | **Chapter 11**Assignments:* Read Chapter 11 in your text
* Review Chapter 11 PowerPoint
* Complete Journal 11
* Complete Discussion 11
* **RESEARCH PAPER Part 5 Due**
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| **Week 12****11/9-11/15** | **Chapter 12**Assignments:* Read Chapter 12 in your text
* Review Chapter 12 PowerPoint
* Complete Journal 12
* Complete Discussion 12
* Complete Unit 4 Test
* **Complete Research Paper Due**
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| **Week 13****11/16-11/22** | **Chapter 13**Assignments:* Read Chapter 13 in your text
* Review Chapter 13 PowerPoint
* Complete Journal 13
* Complete Discussion 13:
* **Cognition, Learning, and Motivation Presentation Due**
 |
| **Week 14****11/23-11/29** | **Chapter 14**Assignments:* Read Chapter 14 in your text
* Review Chapter 14 PowerPoint
* Complete Journal 14
* Complete Discussion 14
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| **Week 15****11/30-12/6** | **Unit 6: Plan**Assignments:* Complete the Dress for Success Activity
* Complete Journal 15
* Successful Student Reflection Due
* ACES Capstone Activity (LaunchPad)
 |
| **Week 16****12/7-12/10** | **Final Exam – DUE on 12/10 at 11:30 pm** |

**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** **November 2.**

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**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) \_\_\_\_\_\_\_\_

 Communication

 Mathematics

 Life and Physical Science

 Language, Philosophy & Culture

 Creative Arts

 American History

 Government/Political Science

 Social and Behavioral Sciences

 Component Area Option

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

 Critical Thinking

 Communication

 Empirical and Quantitative

 Teamwork

 Personal Responsibility

 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/_documents/academics/student-handbook.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)

 2)

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| **Name of Division Chair:** | Danelle Wolf |
| E-mail Address: | dwolf@nctc.edu |
|  |  |
| **Name of Instructional Dean:** | Sara Flusche |
| E-mail Address: | sflusche@nctc.edu |

**QUESTIONS, CONCERNS, or COMPLAINTS**

**Assignments**

**Journals**

Students will complete a weekly journal. The goal of the journals is to help students become a reflective practitioner. A reflective practitioner is constantly judging how things are going, asking questions, seeking advice and assistance, and navigating change. The goal is always to do it better. These journals are personal reflections. Any plagiarism will result in a grade of zero. Continued plagiarism could result in disciplinary action by NCTC. At no point should a student copy (and paste) material into their journal entries from a website, book, or other person. Please read and be familiar with the Scholastic Integrity and Plagiarism portions of this syllabus.

Requirements for Journal Entries***:***

* Microsoft Word format (.doc or .docx)
* Double Spaced
* 12 point Arial font
* Contains college level writing and grammatical skills
* Submitted as an attachment to the appropriate drop box
* Fully address all parts of the assigned topic
* A minimum of 300 words (1 page in length)

**Class Assignments**

This category is the average of several grades. For each unit, there will be a variety of class assignments, sometimes referred to as “Activities”. These assignments will be a combination of online and offline activities. Students are responsible for completing these assignments according to the policies stated.

**Discussion Forums**

Students will participate in one Discussion Forum for each topic within the units. To fulfill the requirement of each Discussion Forum, please create a 5-7 sentence post (unless otherwise stated) and then reply to at least 2 other classmates' posts in this forum. College level writing skills is required. These Discussion Forums will reinforce the readings, help you gain perspective and knowledge about the given topics, and help you to practice professionalism and good communication skills. Please "post" in a professional and courteous manner; conduct yourself in the way that you would in a professional work setting. Students will be graded based upon their post and replies. Any posts or replies which do not "add to" the discussion and are only one sentence statements will not be counted. *To receive full credit, posts should be a minimum of 200 words and replies a minimum of 75 words*.

**Research Paper**

All students will complete a research paper that will comprise 15% of your grade. Due dates and further details can be found in Module 1, Week 2. The student will have to submit their Research Paper on Canvas. If either is found to have a high level of plagiarism, a grade of “0” will be assigned and the student will be reported to the Department Chair.

**Tests & Final Exam**

There will be a 30-50 question, multiple choice/true-false/short answer quiz over each unit which will cover the three chapters studied during that unit.

**Canvas Tips**

Always view the course from the “Home” button on the top left of the page. Viewing only the “Assignments” or “Discussions” will cause you to miss out on valuable instruction and **WILL** affect your grade.

**Scheduling Tips**

Be sure to schedule time each week for this class. You cannot expect to sit down Sunday night at 10:00 pm and successfully complete the assignments for the week. I strongly suggest that you log in on Monday, review the assignments for the week and begin them that day.

**Instructor Contact**

The best way to contact me is through Canvas email. I do my best to respond the same day but it may take up to 24 hours before I can respond.