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|  NORTH CENTRAL TEXAS COLLEGECOURSE SYLLABUS |

 |
| *Course Title:*  | **Learning Framework** |
| *Course Prefix & Number:*  | **EDUC 1300** | *Section Number:*  | **0387** | *Semester/Year:*  | **F2/ 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:* | Patty Barrera |
| *Campus/Office Location:* | online |
| *Telephone Number:* |  |
| *E-mail Address:* | pbarrera@nctc.edu |

**OFFICE HOURS**

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| --- | --- | --- | --- | --- |
| *Monday* | *Tuesday* | *Wednesday* | *Thursday* | *Friday* |
| **By Appointment** | **By Appointment** | **By Appointment** | **By Appointment** |  |
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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* |
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| 5 | Journals/Reading Activities/Learning Curve | 15% |
| 2 | ACES Assessment | 10% |
| 2 | Career Research Paper | 20% |
| 1 | Successful Student Reflection | 20% |
| 1 | Cognition, Learning, Motivation Presentation | 20% |
|  | Class Activity Participation/Attendance | 5% |
| 6 | Unit Exams | 10% |
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**COURSE SUBJECT OUTLINE** (Major Assignments, Due Dates, and Grading Criteria)

\**note that these major assignments are over half of your grade*

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| **Career Research Paper** | **Due 11/2** | **20%** |
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| **Cognition, Learning, Motivation Presentation**  | **Due 11/30** | **20%** |
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| **Successful Student Reflection**  | **Due 12/9** | **20%** |
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**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)

**Canvas attendance-**you are required to sign in at least once a week (Part of your participation grade).

**Last day to withdraw from a course with a “W” is** **NOVEMBER 23.**

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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) Failing the assignment

 2) Failing the course

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

**QUESTIONS, CONCERNS, or COMPLAINTS**

**Syllabus Addendum – Fall 2020 – Student Services**

**Student Success Center**

The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. The center links students to FREE tutoring, including a Writing Center, a Math Lab, and free online tutoring. The program helps students acclimate to college by providing free interactive online workshops. For more information, please visit your nearest Student Success Center.

Student Success offers academic coaching, tutoring, including a Writing Center, and a Math Lab to assist new students acclimate to college by providing computer lab services for prospective students. <http://www.nctc.edu/student-services/student-success/tutoring/index.html>

First generation students can also participate in TRIO which offers specialized services.

<http://www.nctc.edu/student-services/trio-student-support-services.html>

**Completion Center**

The NCTC Completion Center is a comprehensive student engagement program that increases retention and completion rates of first-time, low income students. Services include:

Success coaching to address students’ academic and non-academic challenges and issues; Success Seminars, and a centralized career readiness and job placement program.

<http://www.nctc.edu/student-services/completion-center/index.html>

**Career Services Center**

The NCTC Career Services Center is the place you can go for educational and career planning. Services include: Career/Degree Exploration, Job Search Tools and Resources, Resume and Professional Portfolio Development, Interview Skills and Preparation. Our Career Advisors partner with you in making your educational journey an efficient process towards a rewarding career. <http://www.nctc.edu/career-services/index.html>

**Counseling and Advising**

Support Services, Counseling and Advising staff offer a variety of services to current and prospective students, such as College 101, placement testing, academic advising and course registration, transfer assistance, and College Success seminars (Time Management, Study Skills, Test Anxiety, Choosing a Major, Learning Style Strategies, Career Exploration) and much more. <http://www.nctc.edu/counseling-advising/index.html>

**Testing Service Center**

The mission of NCTC Testing Services is to provide high-quality testing services that adhere to the professional standards and guidelines to meet the needs of students, faculty, and community members. <http://www.nctc.edu/testing-center/index.html>

**Early Alert and CARES**

The NCTC Early Alert program assists students who are at risk of failing or withdrawing from a course. Faculty and staff may refer students through the Early Alert process at any point in the semester in an effort to provide appropriate intervention and access to support services. Examples of behaviors that could prompt an Early Alert referral could be missing assignments, failing tests, excessive absences, or personal circumstances impacting academic performance. A student submitted as an Early Alert will be contacted by an [academic advisor or success coach](http://www.nctc.edu/counseling-advising/index.html) through text, phone, and/or via their NCTC e-mail address to discuss any current challenges as well as helpful resources and success strategies-we want our students to finish strong and know that education is a partnership!

The [NCTC CARES (Campus Assessment Response Evaluation Services) Team](http://www.nctc.edu/cares-team/index.html) is concerned not only about our students' academic success, but also their emotional and physical well-being. The CARES Team promotes a safe learning environment for students, faculty, and staff and is committed to taking a proactive approach in helping our students succeed by addressing the mental, emotional or psychological health and safety of the NCTC community. As a student, you have the ability to report concerning behavior which could impact your own safety or the safety of another NCTC student, such as stalking, harassment, physical or emotional abuse, violent or threatening behavior, or self-harm. Visit the NCTC CARES site to also locate campus and community resources, or email counseling@nctc.edu to get in touch with a member of the CARES Team directly.  As always, if you feel there is an immediate threat to your own safety or welfare (or to another student), please call 911 immediately.

**Financial Aid**

Financial Aid offers financial resources for students that qualify, visit the financial aid offices for more information. <http://www.nctc.edu/financial-aid/index.html>

**Student Success**

At NCTC, student success​ is progress towards collegiate goals, reached in an affordable and timely manner, under professional guidance, empowering students to serve skillfully in their chosen role within their community

**Equity**

NCTC defines equity as encompassing the practice of acknowledging individual differences and systemic disparities when developing new programs and resources for our campus community, which may sometimes challenge our own beliefs and assumptions, in order to ensure balanced educational opportunities toward completion.

**Affinity Groups**

Staff and faculty representing the Employee Resource Groups (ERG’s), along with academic advisors, counselors and success coaches, serve as mentors for NCTC’s student-centered ​Affinity Groups​.

An ​Affinity Group​ is a population of students who have specific needs, barriers or systems they are needing to navigate not only within college, but within life. Providing mentorship, support and resources for identified Affinity Groups such as Black/African American students, veterans and active military, single parents, students with disabilities, adult learners, Latinx, LGBTQ+ and students who have experienced foster care and/or homelessness, enables us to make more impactful, meaningful connections with students who are in dire need of equity and understanding.