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| |  | | --- | | NORTH CENTRAL TEXAS COLLEGE  COURSE SYLLABUS | |

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| *Course Title:* | **Learning Framework** | | | **16-Week Hybrid COR 257 6:30-8:00 PM** | | |
| *Course Prefix & Number:* | | **EDUC 1300** | *392* |  | *Semester/Year:* | **2018-19 SP** |
| *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 | | | | | | |
| *Required or Recommended Course Materials:* Connections 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  Access to a working computer and web browser that can run CANVAS. You should have access to software/applications that will allow you to word process (Word, Google Docs), upload video (YouTube), and create presentations (PowerPoint, Google Slides). In addition there will be other apps that are introduced that you will need to use in this course.  Suggested apps will be free to use and available when possible for phone or computer. | | | | | | |

**INSTRUCTOR INFORMATION**

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| *Name of Instructor:* | Kevin B. Moffitt |
| *Campus/Office Location:* | Corinth Campus/No Office |
| *Telephone Number:* | No phone available (Use e-mail or LMS to discuss) |
| *E-mail Address:* | kmoffitt@nctc.edu |

**OFFICE HOURS**

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| *Monday* | *Tuesday* | *Wednesday* | *Thursday* | *Friday* |
| **By appointment** | **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. | Strengthen academic performance by identifying key components of the successful student. |
| 2. | Develop self-awareness and career goals within an academic atmosphere. |
| 3. | Evaluate the quality and conclusions of the research to which they are exposed, which can simultaneously influence human thought, emotion and behavior. |
| 4. | 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. |
| 5. | Describe the research and theory in the psychology of learning, cognition, and motivation. |
| 6. | Compose writing assignment(s) using Standard American English and basic computer skills. |

**GRADING CRITERIA**

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| *# of Graded Courses Elements* | *Graded Course Elements* | *Percentage or Point Values* |
| 20 | Introductory/ In Class Assignments | 10% |
| 9 | Quizzes | 20% |
| 14 | Discussions | 20% |
| 7 | Reflections | 20% |
| 6 | Semester Assignments | 30% |

**Final grades ae calculated on a percentages basis as follows: 90% or better equals an A; 80% or better up to 89% equals a B, 70% or better up to 79% equals a C, 60% or better up to 69% equals a D, 59% or less equals an F.**

**COURSE SUBJECT OUTLINE**

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| **Module (week)** | **Due Date** | **Chapters** | **Lecture Topics** | **Assignment** |
| 1  1  1 | 06:30 PM on 02/04/2019  06:30 PM on 02/04/2019  06:30 PM on 02/04/2019 | Welcome and Introductory Activities  Canvas Module  Plagiarism Module and Quiz | Introductory Module  Canvas Module (Reading the Module is optional as long as quiz is passed with an 80%  Plagiarism Module | * Introductory Module * Who Moved My Chesses Assignment and Discussion * Are Online Classes for Me Quiz and Discussion * Send Me an E-mail Assignment * Career Cruising Assignment * Canvas Quiz * Plagiarism Quiz |
| 2 | 06:30 PM on 02/18/2019 | Chapter 1 &  Chapter 2 (pg. 31-43) | Module 1: Successful Change (1 lecture) | * Welcome Discussion Board * Quiz 1 * Reflection 1 * College and Career Exploration Assignment |
| 2 | 06:30 PM on 02/25/2019 | Chapter 3 | Module 2: Motivation and Persistence (1 lecture) | * Quiz 2 * Discussion/s 2 * Reflection 2 * Begin Career Paper * Begin Career Interview |
| 3 | 06:30 PM on 03/11//2019 | Chapter 5  Chapter 8 | Module 3: Learning, Cognition, and Memory (3 lectures)   * Learning and Cognition (Definitions/Examples) * Memory (Types, Encoding, Retrieval, Study tips) * Learning Theories (Dominant Intelligence, Learning Preferences, Personality Typing) | * Quiz 3 * Discussion/s 3 * Reflection 3 * Career Interview Due * Continue to work on Career Paper |
|  | **SPRING BREAK** | **March 11-17** |  |  |
| 4 | 06:30 PM on 03/25/2019 | Chapter 4 | Module 4: Planning and Avoiding Procrastination (1 lecture)   * Planning * Focusing (concentration) * Avoiding Procrastination | * Quiz 4 * Discussion/s 4 * Reflection 4 * Career Paper Due |
|  | **LAST DAY TO WITHDRAW FOR W** | **April 4, 2019** |  |  |
| 5 | 06:30 PM on 04/08/2019 | Chapter 2 (pg 24-30) &  Chapter 10 | Module 5: Critical Thinking and Information Literacy (4 lectures)   * Critical Thinking (Fluid vs Static, Dual processing theory) * Emotional Intelligence * Information Literacy (Using A System) * Using DARTS For Journal Article Review | * Quiz 5 * Discussion/s 5 * Reflection 5 * Begin Journal Article Review * Begin LCM Presentation |
| 6 | 06:30 PM on 04/22/2019 | Chapter 6  Chapter 7  Chapter 9 | Module 6 Academic Study Strategies (3 lectures)   * Active Reading * Active Listening * Test Anxiety and Burnout | * Quiz 6 * Discussion/s 6 * Reflection 6 * Journal Article Review Due |
| 7 | 06:30 PM on 05/06/2019 | Chapter 11  Chapter 12 | Module 7: Communicating and Living Well (3 lectures)   * Communication Process and Conflict Resolution * Communication and Identity * Living Well (Stress and Anxiety) and What is Really Important (Harvard Adult Development Study) | * Quiz 7 * Discussion/s 7 * Reflection 7 * LCM Presentation Due |
| 8 | 06:30 PM on 05/13/2019 |  | Module 8: Successful Student Reflection | Successful Student Reflection Due |

**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)

**Course Specific:  As a face-to-face, one-night-a-week course, each class missed is like missing an entire week of classes.**Attendance comes from attending classes as they meet on Mondays. Attendance will be strictly taken. If you miss more than 2 classes, or significant portions of three classes (30 minutes or more of a class), you will be dropped from the class for non-attendance if it is before the withdrawal date. This date is November 8, 2017. If you have not accrued enough absences before the withdrawal date to be dropped but you continue to miss classes after the withdrawal date to accrue more than three absences, you will lose a letter grade for each and every class you missed during the semester. For example, you have missed four classes during the semester; the highest you can make is a “F.” Note that the TENTATIVE SCHEDULE above shows each week. All work is due before the before the next class on the next Monday. If you plan to have it done at the end of the traditional week and then finish on Saturday, you will always be finished before it closes. IT IS NOT PRUDENT TO WAIT UNTIL MONDAY THAT IT IS DUE TO FINISH THE WORK.

**Last day to withdraw from a course with a “W” is April 4, 2019**

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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/catalog/index.html

**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 a reduced grade in the class, to include a possible “F”
2. Make-Up Assignments to make up for the assignments where the student showed academic dishonesty
3. Having to withdraw from the class if it is before the withdrawal date

**QUESTIONS, CONCERNS, or COMPLAINTS**

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| 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: | [sflusche@nctc.edu](mailto:sflusche@nctc.edu) |