
NORTH CENTRAL TEXAS COLLEGE COURSE SYLLABUS

Learning Framework
EDUC 1300
Fall 2024



COURSE AND INSTRUCTOR INFORMATION

Course Title: LEARNING FRAMEWORK
Course Number: EDUC 1300
Semester: Fall 2024
Location: Online
Credit Hours: 3

INSTRUCTOR INFORMATION:

Instructor: Dr. Jessica Mangelson
Phone: 940-205-3903
E-Mail: jmangelson@nctc.edu
Office Hours: By Appointment

COURSE DESCRIPTION:

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.

COMMUNICATION EXPECTATIONS:

Phone calls and/or emails will be answered within 48 hours during normal business hours. Emails and phone calls received during the weekend will be answered before the end of the day on Monday.

REQUIRED COURSE MATERIALS:

Our textbook for this class is *College Success* by OpenStax (2020). It is an open educational resource, meaning you can access it for free online using the link below.

[Textbook Website](#)

COURSE PREREQUISITES:

None

SYLLABUS CHANGE DISCLAIMER:

The faculty member reserves the right to make changes to this published syllabus if it is in the best interest of the educational development of this class. Any such changes will be announced as soon as possible in person and/or writing.

SUMMARY OF COURSE ASSIGNMENTS:

Assignment:	Point Breakdown:	Total Points:	Percentage:
Welcome Board Discussion Post	(1 x 30 pts)	30	3%
Analyzing Dimensions Assignment	(1 x 30 pts)	30	3%
College and Career Exploration Assignment	(1 x 50 pts)	50	5%
Module Activities	(4 x 20 pts)	80	8%
Chapter Quizzes	(8 assigned, 8 x 20 pts)	160	16%
Reflections	(8 assigned, top 4 recorded, 4x 50 pts)	200	20%
Case Studies	(3 assigned x 50 pts)	150	15%
Career Research Paper	(1 x 200 pts)	200	20%
Successful Student Reflection Final Essay	(1 x 100 pts)	100	10%

FINAL GRADE SCALE:

100-90%	1000-900 Points	A
89-80%	899-800 Points	B
79-70%	799-700 Points	C
69-60%	699-600 Points	D
59-0%	599- 0 Points	F

LATE WORK POLICY:

Late work is not accepted for points. Late work is unprofessional and unacceptable. All assignments must be completed to standard to earn course credit. Late work will not be accepted for points but must be completed regardless to earn course credit. Late work due to a legitimate emergency may be accepted at the discretion of the instructor. Contact the instructor before due dates/times to request extensions due to extenuating circumstances.

Technical difficulties (*unless* documented by Canvas staff) such as files not uploading or opening for the instructor, files loaded in the wrong spot in Canvas, corrupt files, or any other issue **will not excuse late submissions and may result in no credit for the work**. Open modules early in the week and plan your work schedule to avoid potential technical issues and unforeseen personal emergencies.

Course Schedule:

The instructor reserves the right to modify the schedule and assignments to benefit student learning. Students will be notified of changes. Every effort has been made to provide accurate information in this syllabus. I will address any errors as soon as I learn about them and notify the class of all corrections. This syllabus is subject to change. I reserve the right to change the course content, assignments, course schedule, or grading plan based on the needs of the students or learning opportunities that may arise.

Course Schedule

Week	Topic/ Module	Read	Watch/Take Notes	Do
#1 8/26- 9/1	Welcome Module Welcome and Course Introduction	Syllabus	<ul style="list-style-type: none"> • Intro: Navigating the Course (5 minutes) • Lesson 1: What is Learning Framework (3 minutes) • Lesson 2: Learning Theories (4 minutes) • Lesson 3: Learning Dimensions (6 minutes) • Lesson 4: Putting it All Together (2 minutes) 	<ul style="list-style-type: none"> • Successful Student Discussion (30 minutes) • Applying Dimensions Reflection (30 minutes)
#2 9/2- 9/8	Module 1 Building a Foundation for College and Career Success	Chapter 1 and Chapter 3.6	<ul style="list-style-type: none"> • Lesson 1: Recipe for Success Overview (3 minutes) • Lesson 2: Know Who You Are /What is Expected (5 minutes) • Lesson 3: Change your Attitude (10 minutes) • Lesson 4: Change your Behavior (15 minutes) • Lesson 5: Set a Goal and Monitor Progress (7 minutes) 	<ul style="list-style-type: none"> • Goal Setting Activity (15 minutes) • Building Foundation Quiz (30 minutes) • Building Foundation Reflection (30 minutes)
#3 9/9- 9/15	Module 2 Academic and Career Planning	Chapter 4 and 12	<ul style="list-style-type: none"> • Lesson 1: Academic Planning Overview (3 minutes) • Lesson 2: Know your Values, Interests and Skills (20-30 minutes) • Lesson 3: Make Career Connections (15 minutes) • Lesson 4: Write your Academic Plan (10 minutes) 	<ul style="list-style-type: none"> • College and Career Exploration Assignment (30 minutes)
#4 9/16- 9/22	Module 3 Motivation and Persistence	Chapter 2.2 and 2.3 Chapter 12.3	<ul style="list-style-type: none"> • Lesson 1: Motivation Overview (2 minutes) • Lesson 2: How Do Our Needs Affect Motivation (5 minutes) • Lesson 3: How Do Our Goals Affect Motivation? (10 minutes) • Lesson 4: How Do Our Beliefs Affect Our Motivation? (5 minutes) • Lesson 5: How Do Our Attitudes Affect our Motivation? (20 minutes) • Lesson 6: How Do Our Decisions Affect our Motivation? (8 minutes) 	<ul style="list-style-type: none"> • Change Your Mindset Activity (15 minutes) • Motivation and Persistence Quiz (30 minutes) • Motivation and Persistence Reflection (30 minutes)
#5 9/23- 9/29	Module 4: Pause Point: Case Study and Career Paper Part 1 and 2	Case Study 1 Doc.	<ul style="list-style-type: none"> • Video Directions for Case Study • Video Directions for Career Paper Part 1 and 2 	<ul style="list-style-type: none"> • Case Study 1 (45 minutes) • Write Career Paper Part 1 and 2 (1 hour) • Schedule Interview/Find Sources
#6 9/30- 10/6	Module 5 Organization and Time Management	Chapter 3	<ul style="list-style-type: none"> • Lesson 1: Getting Organized (20 minutes) • Lesson 2: Planning Tools (30 minutes) • Lesson 3: Staying Focused (20 minutes) • Lesson 4: Avoid Procrastination (30 minutes) 	<ul style="list-style-type: none"> • Planning and Procrastination Quiz (30 minutes) • Planning and Procrastination Reflection (30 minutes)
#7 10/7- 10/13	Module 6 Learning and Thinking	Chapter 7	<ul style="list-style-type: none"> • Lesson 1: Learning and Thinking Overview (4 minutes) • Lesson 2: Types of Thinking and Bloom's Taxonomy (10 minutes) • Lesson 3: Critical Thinking (10 minutes) • Lesson 4: Fluid versus Static Thinking (15 minutes) • Lesson 5: Dual Process Theory (15 minutes) • Lesson 6: Metacognition (10 minutes) 	<ul style="list-style-type: none"> • Critical Thinking Quiz (30 minutes) • Critical Thinking Reflection (30 minutes)

#8 10/14-10/20	Module 7 Information Literacy	Chapter 7 Conducting Research Appendix	<ul style="list-style-type: none"> Lesson 1: What is Information Literacy? (5 minutes) Lesson 2: The Research Process using NCTC Libraries (25 minutes) Lesson 3: Popular vs. Scholarly Articles (10 minutes) Lesson 4: How to Determine if a Source is Accurate and Credible (5 minutes) Lesson 5: Avoiding Plagiarism (5 minutes) Career Paper Part 3 and 4 	<ul style="list-style-type: none"> APA Style Citation Activity (30 minutes) Case Study 2 (45 minutes) Write Career Paper Part 3-4 (1 hour)
#9 10/21-10/27	Module 8 Career Paper	Career Paper Directions	<ul style="list-style-type: none"> Career Paper Video Directions (if needed) 	<ul style="list-style-type: none"> Career Paper
#10 10/28-11/3	Module 9 Memory and Study Strategies	Chapter 6	<ul style="list-style-type: none"> Lesson 1: The Learning Process and Memory (10 minutes) Lesson 2: Neurons and Memory Formation (15 minutes) Lesson 3: Cognitive Load and Dual Coding (15 minutes) Lesson 4: Using Neuroscience to Help You Study (15 minutes) Lesson 5: Studying Pitfalls and Solutions (15 minutes) Lesson 6: How to Avoid Test Anxiety (15 minutes) 	<ul style="list-style-type: none"> Memory and Study Strategies Quiz (30 minutes) Memory and Study Strategies Reflection (30 minutes)
#11 11/4-11/10	Module 10 Reading and Notetaking	Chapter 5	<ul style="list-style-type: none"> Lesson 1: Active Reading Overview (20 minutes) Lesson 2: SQ3R (5 minutes) Lesson 3: Active Listening and Note-taking (20 minutes) Lesson 4: Putting it All Together (15 minutes) 	<ul style="list-style-type: none"> SQ3R Activity (20 minutes) Reading and Note-taking Quiz (30 minutes) Reading and Notetaking Reflection (30 minutes)
#12 11/11-11/17	Module 11 Pause Point: Case Study	Case Study Document	<ul style="list-style-type: none"> Case Study Directions Video 	<ul style="list-style-type: none"> Case Study 3 (45 minutes)
#13 11/18-11/24	Module 12 Connecting and Communicating with Others	Chapter 8	<ul style="list-style-type: none"> Lesson 1: Communication and Identity (30 minutes) Lesson 2: Communication Process (10 minutes) Lesson 3: Types of Communication (25 minutes) Lesson 4: Emotional Intelligence (20 minutes) Lesson 5: Listening for Communication (20 minutes) Lesson 6: Conflict in Communication (20 minutes) 	<ul style="list-style-type: none"> Connecting and Communicating Quiz (30 minutes) Connecting and Communication Reflection (30 minutes)
#14 11/25-12/6	Module 13 Living Well	Chapter 11	<ul style="list-style-type: none"> Lesson 1: Living Well Overview (3 minutes) Lesson 2: Physical Health (40 minutes) Lesson 3: Managing Stress and Burnout (25 minutes) Lesson 4: Depression and Anxiety (10 minutes) Lesson 5: The Most Important Aspect of Living Well (20 minutes) 	<ul style="list-style-type: none"> Living Well Quiz (30 minutes) Living Well Reflection (30 minutes)
#15 12/2-12/6	Module 14 Celebrating Success	Successful Student Reflection Directions	<ul style="list-style-type: none"> Successful Student Reflection Video Directions 	<ul style="list-style-type: none"> Successful Student Reflection (Final 1-2 hours)

COURSE POLICIES:

Academic Integrity Policy:

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".

Consequences for academic dishonesty may include:

1. Receiving an F on a specific assignment or in the course.
2. Being reported to the Chair/Dean for disciplinary action.

ATTENDANCE POLICY:

Regular and punctual attendance is expected of all students in all classes for which they have registered. Attendance in an online course is measured by submitted work. 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)

IF YOU ARE ILL OR HAVE CIRCUMSTANCES THAT PREVENT YOU FROM ATTENDING CLASS, INFORM THE INSTRUCTOR IMMEDIATELY THROUGH CANVAS MESSAGING. You are required to "log-in" at least once a week to complete assignments. However, to be successful in this course, you should log in more than once a week. Every Monday, a new module will be released and ALL of the assignments in that module will be due the following Monday by 11:59 pm. Attendance is counted by submission of your work, so only logging in is NOT sufficient to count as "attendance." You must also submit your work for the week. Excessive absences (no submission of work) may result in being dropped from the class.

WITHDRAWAL POLICY:

A student may withdraw from a course on or after the official date of record. It is the student's responsibility to initiate and complete a Withdrawal Request Form.

Last day to withdraw from the course with a "W" is: November 4, 2024.

STUDENT LEARNING OUTCOMES:

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.

CORE OBJECTIVES:

Critical Thinking
Communication
Personal Responsibility

COLLEGE POLICIES

STUDENT HANDBOOK:

Students are expected to follow all rules and regulations found in the Student Handbook.

ADA STATEMENT:

NCTC will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations to afford equal educational opportunity. It is the student's responsibility to contact the Office for Students with Disabilities to arrange appropriate accommodations. See the OSD Syllabus Addendum.

STUDENT SERVICES:

NCTC provides a multitude of services and resources to support students. See the Student Services Syllabus Addendum for a listing of those departments and links to their sites.

QUESTIONS, CONCERNS, or COMPLAINTS:

The student should contact the instructor to deal with any questions, concerns, or complaints specific to the class. If the student and faculty are not able to resolve the issue, the student may contact the chair or coordinator of the division. If the student remains unsatisfied, the student may proceed to contact the instructional dean.

Name of Chair/Coordinator: Danelle Wolf

Office location: Gainesville Campus, 1300 Building, Room 1306B
Telephone number: 940-668-7731 Ext. 4423
E-mail address: dwolf@nctc.edu

Name of Instructional Dean: Debbie Huffman

Office location: Gainesville Campus, 2100 Building, Room 2106
Telephone number: 940-668-3357
E-mail address: dhuffman@nctc.edu