SYLLABUS  
EDUC 1300 - FALL 2012

Sections:
8027: 8:00am – 9:20am  
8030: 9:30am – 10:50am  
8033: 11:00am – 12:20pm  
8036: 12:30pm – 1:50pm

Tuesday and Thursday

EDUC 1300 learning framework (3)

PREREQUISITE: One of the following must be met:

1. Developmental Reading 0093; (2)
2. English as a Second Language (ESOL) 0044
3. Have met the Texas Success Initiative (TSI) standard in reading

COURSE DESCRIPTION:

This interdisciplinary course addresses:

1. Research and theory in learning, cognition, and motivation;
2. Factors that impact learning;
3. 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 are ultimately expected to integrate and apply learning skills discussed in the course. Critical thinking serves as the foundation for different thematic approaches using a variety of academic disciplines. This course is cross-listed as PSYC 1300. The student may register for either EDUC 1300 or PSYC 1300, but may receive credit for only one of the two. (3 Lec.)

Coordinating Board Academic Approval Number 4203015125
Text and Resources

*Academic Transformation: The Road to College Success*, 2\textsuperscript{nd} Custom Edition for Dallas County Community College District, Sellers, De, Dochen, Carol W., Hodges, Russ. Pearson/Prentice Hall. (ISBN# 0558791344)

The purchase of your textbook for the course will include a three year license for use of the Foliotek ePortfolio online system for preparation and presentation of a personal learning portfolio and resume. **Do not purchase a copy of the text other than the approved custom text created for DCCCD students.**

Course Materials:

Textbook and Foliotek access code
pencils, pens
3 ring binder (2 inch) and 3 hole punched loose leaf paper
2 packages of 5 part page dividers
dictionary and thesaurus for home use
colored highlighters

Learning Goals/Outcomes for the Course:

There are eight specific learning goals/outcomes for this course. Students will:

- Become autonomous, independent learners;
- Reflect on learning experiences in order to improve performance and achieve personal goals;
- Understand the factors that affect learning and use that knowledge to improve your own learning;
- Use behavior management techniques to achieve personal, academic, and career success;
- Develop critical thinking habits;
- Develop the capacity to make ethical judgments and take responsibility for your actions;
- Recognize when you need information and then find, evaluate, and use it effectively and responsibly for the problem at hand.
- Present through selected artifacts that document your achievements and create connections from the classroom to larger contexts.
Learning Activities:

Too often we limit the way we think about learning. Real learning is something we all love to do and have loved to do since we were infants. Learning is exciting and fun, and that's part of the reason we love it. We are fortunate to be able to use technology to assist us in our learning together. As for the structured learning experiences that will lead to an evaluation of your work for this course, there are four main learning activities:

1. Participating in regular class activities and discussions with other students and the professor about ideas that emerge from the course material and how the material relates to your own experience;

2. Reading the text and other assigned materials about learning, then eventually integrating it into your life;

3. Understanding that learning is not regurgitating data, but understanding why you know what you know;

4. Reflecting, contemplating on what you have learned and determining how this fits you’re your life, and;

5. Preparing and presenting the beginning stages of a personal online portfolio.

Your final course grade is based on the total number of points accumulated as applied to the following scale:

- 1,000-900 points (90 – 100%) = A
- 899-800 points (80 – 89%) = B
- 799--700 points (70 – 79%) = C
- 699-600 points (60 – 69%) = D
- 599-0 points (0 – 59%) = F

ATTENDANCE AND PARTICIPATION (250 POSSIBLE POINTS):

Your participation in class activities and discussions is an essential aspect of success in this course. Your participation in class activities is crucial as well as your verbal involvement. Class activities will continue throughout the course. There will be 30 classes, including the final.
The following is the point system for attending, tardies, and absences:

Attendance: 5 points per class period. (30 classes x 5 points each = maximum 150 points)
    Tardy (5 minutes late or leaving early from class): 3 points each class period.
    Absent (you will be counted absent if you arrive more than 5 minutes late): 0 points

Participating in class activities and discussions: 100 possible points.

**QUIZZES (150 possible points):**

There will be 11 quizzes covering reading assignments in the course coming mostly from the textbook. You will be graded on 10 quizzes only. You may remove your lowest quiz score from any quiz. Some quizzes will be over 2 chapters. Quizzes will be taken the first 15 minutes of class. Some may be open book and you can use your notes. Each quiz is worth 15 possible points. There will be no make-up quizzes.

**WEEKLY JOURNAL/REFLECTION PARAGRAPH (150 possible points):**

You will keep an electronic journal in which you will reflect on each class, all activities, and work you will do related to the class readings, activities, and discussions. Do not write about what we did in class. Write about what you learned, and contemplations. Every Friday you will submit a summary of your reflections for that week to me by email. Send it to: ASchultz@dcccd.edu.
(15 weekly journal/reflection papers @ 10 points each = 150 possible points)

**EMAIL FORMAT: Put your name and week number in the subject line.**

**SELF-CHANGE PROJECT (50 POSSIBLE POINTS) DUE 11/1/2012**

You decide on a self-change project. What is the single most important behavior you want to change? You will identify your baseline behavior (where you are now) and change it for 3 weeks. You will write your research and results, write a one page report, and put it in your eportfolio under artifacts.

**EPORTFOLIO AUTOBIOGRAPHY (100 POSSIBLE POINTS) DUE 10/9/2012**

You will write an autobiography, put it in your eportfolio under a new menu titled “Autobiography”, and present your autobiography in class. Tell a story about yourself, your goals, visions, aspirations, hobbies, family, and how you enjoy your time. Share any challenges you have overcome as well as what your motivation is for attending college.
(Due at midterm)

See more details regarding this assignment in the eportfolio biography section.

Foliotek help desk: 888-365-4639
EXAMS (100 possible points):

There will be 2 exams (50 points each). Taken from the weekly quizzes, textbook, and activities we have done during the semester. There will be no make-up exams.
(2 exams @ 50 points each = 100 maximum points)

FINAL PROJECT 200 POSSIBLE POINTS:

You will create this project in the Foliotek system. The project will be divided into 2 parts:
1) You will prepare and present your individual portion of your project to me in your eportfolio (worth 100 possible points);

2) Your group presentation during final week (100 possible points).

Team work/presentation: Each team (of 3) will discuss a specific social issue (for example: How will you reduce homelessness in Dallas by 50% within 5 years?) that I will provide at least 30 days before the due date of the project. You will discuss, with your team, your solution(s), what you have learned, integrated, researched, and come up with the BEST possible solution(s) among the 3 of you.

Individual Presentation: You will do your individual research, reading, and writing. To present your individual portion, of the project, you may bring a flash drive, your computer, or access the web from the computer in class. Within your eportfolio, you will be able to divide your content in a format that best represents your knowledge of the subject. There will be an outline to follow, but you can add additional information to “spice up” your project. You can add educational youtube videos, photos, and educational information from the web. Submit and document your 3 resources (1 book, 1 article, and 1 website link).

As teams, you will:

- Work together and follow your team covenant (more in class);
- Create the project.

Team: 3 individuals
Time duration for presentation: Dependent on class size
Resources: 3 for each person

There will be 2 teams of 3 working on the same social issue. During final week, you and your team will present your solution(s) to the other team. You and your team will, with the other team, come up with agreed upon solutions in class.

Your grade will be based on your individual work, not the work as a team. There will not be a group grade.
BONUS POINTS/EXTRA CREDIT (75 POSSIBLE POINTS):
There will be 3 opportunities to earn extra credit points.

- Become involved in the ACE program (John Millemon will be acquainting you with the ACE project. This is a volunteer program working at non-profit agencies. This is an excellent program/opportunity complimenting your work in this course. Your time invested is 10 hours per semester. (50 possible points)
- Becoming familiar with the library by attending a “get acquainted” session. (10 possible points)
- Participating in meditation and relaxation exercises (minimum of 5) with Julie Hanson at The Counseling Center. (15 possible points)

Contact Information:
If you need to contact me for questions or additional comments, you may do so either by email at ASchultz@dccc.edu or contacting the (Adjunct Faculty College Center) ACCESS office at 972-238-6140 and leaving a message.

Special Information
Information about college policies and helpful student services can be found at the following: http://www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf. Please let me know if there is any way I can assist you.

Last day to drop a class with a “W”: Thursday 11/15/2012

Please note: the instructor has the option to modify any content of this syllabus as may be determined by the needs of the students as well as the instructor’s discretion.