Course Title:
Learning Framework

Course Number:
EDUC 1300

Course Section: 43402

Credit Hour: 3

Course Requirements:
One of the following must be met:
(1) Developmental Reading 0093;
(2) English as a Second Language (ESOL) 0044; or
(3) have met Texas Success Initiative (TSI) standard in Reading.

Class Meetings:
MTWTFWU INET

COLLEGE DIVISION
SOCIAL SCIENCES
Phone: 972-860-7156 or 972-860-7159
Location: G237
Hours of Operation: 8:00 a.m. – 5:00 p.m.

COURSE PROFESSOR
Instructor’s Name: Ana M. Rodriguez, Ed.D.
Email: anarodriguez@dcccd.edu
Facebook URL: https://www.facebook.com/profile.php?id=100006025120394 (preferred)
Location: N 205
Office Hours: Tuesdays and Thursdays 3:30 p.m. – 4:30 p.m. Wednesdays 12:30 p.m. – 3:30 p.m.

This course syllabus is intended as a set of guidelines for (Course). Both Eastfield College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Last Day to withdraw from your classes with a grade of “W” is Thursday, April 16, 2015
COURSE DESCRIPTION

This interdisciplinary course is an in-depth analysis and synthesis of research and theory in meta-cognitions, behaviors, emotional intelligence, values, and motivation as they impact academic learning across disciplines. Theoretical models of strategic learning, cognition, behaviors, emotional intelligence, values, and motivation serve as the conceptual basis for the introduction of college-level student academic perceptions and 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. Students developing these skills should be able to continually draw from the theoretical models, by using critical thinking, as the foundation for different thematic approaches across academic disciplines (Cross-listed as PSYC 1300)

MATERIALS

REQUIRED BOOK:

Title: Oncourse: The Remix, Plotting Your Academic and Life Success Through Purposeful Critical Thinking.

Authors: Dr. Tuesday S. Hambric (Chapter Zero) and Skip Downing (Chapters One to Nine).


WARNING: Our textbook has an additional chapter (CHAPTER ZERO) that is not available in any other edition. This version is ONLY available at Eastfield College Bookstore.

EASTFIELD COLLEGE'S BOOKSTORE PHONE: 972-279-3660.
LOCATION: N BUILDING

LEARNING GOALS

To emphasize the use of “Critical Thinking” as a foundation while “Integrating and Applying” the following research and theories “Across Disciplines.”

a) Reflective Autonomous Learners—To become reflective autonomous learners
b) Meta-Cognitions—To apply meta-cognitive theory to foster academic success
c) Behavioral Theory: The Applications of Change—To interpret behaviors and to systematically change
d) The Theory of Motivation—To assess and apply different elements of motivation to his or her drive
e) Learning Theories—To integrate and apply various learning paradigms
f) Logic & Ethics—To recognize and develop the capacity to reason ethically
g) Moral Development Theory and the Impact of Values—To create value driven life guidelines
h) Information Literacy—To cultivate information literacy and utilize technology

More specifically, it is the goal of this course to help students to:

1. Demonstrate the ability to think and problem solve at four of Bloom’s Taxonomy six levels using: Knowledge, Comprehension, Application, and Analysis (EEO 3, 4, 11, 12)
2. Integrate and apply various learning paradigms (EEO 1, 3)
3. Identify and evaluate the value of a college education
4. Apply different theoretical models of strategic learning
5. Apply meta-cognitive theories to foster academic success
6. Identify and exhibit the characteristics of a reflective autonomous learner
7. The ability to develop self-management strategies to ensure success (EEO 4)
8. The ability to understand and apply motivational theory (EEO 1, 3, 4)
9. The ability to demonstrate deductive and inductive reasoning (general information to specific conclusions; and specific information to general)
10. The ability to interact constructively with diverse populations
11. The ability to locate and fully utilize available campus resources and technology

STUDENT LEARNING OUTCOMES

At the completion of this course, Learning Framework’s students should be able:
- At the end of the semester, students will be able to Apply meta-cognition to support learning.
- At the end of the semester, students will be able to use at least one behavior management theory to assess and improve a hypothetical situation.
- At the end of the semester, students will be able to use elements of Bloom’s taxonomy to analyze a position on a hypothetical issue.

INSTRUCTOR’S RIGHT

This syllabus is intended as a set of tentative guidelines for PSYC 1300 / EDUC 1300. I, The Instructor of Record, reserve the right to modify at anytime, through verbal or written communication, this syllabus, class instruction, class schedule, and the requirements as seen necessary to promote the best education possible. It is the student’s sole responsibility for contacting the instructor or other students for any information pertaining to this class whenever he or she (the student) is absent.

EVALUATION PROCEDURES

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments &amp; Discussions</td>
<td>Each topic has lessons with assignments (required activities) which must be successfully completed in order to pass the class. These activities aim at helping students work on hypothetical as well as authentic situations by applying course theories at the various levels of thought, establishing connections among course topics, and making applications across life domains.</td>
<td>50 %</td>
</tr>
<tr>
<td>Quizzes &amp; Final Test</td>
<td>There is a quiz at the end of most topics intended to help students review and apply key ideas studied in class. The final test is comprehensive, thus it includes all topics studied throughout the semester.</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL:</strong> 100 %</td>
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</table>

Grading Scale
90 % - 100 % A, 80 % - 89 % B, 70 % - 79 % C, 60 % - 69 % D, Below 60 F
Obtaining Final Course Grades Using eConnect

Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

INSTRUCTOR EXPECTATIONS

- Each chapter **MUST** be read before the assigned due date for that chapter. This will ensure a rich and knowledgeable class work and discussions.
- There will be no make-up work for any homework or examinations, except at the discretion of the instructor.
- Students will always respect each other and the professor and their differences in opinion. Vulgar, indecent, or offensive language is not allowed in any class-related communication or work. Students must employ language which is appropriate for academic communications and work.
- See Eastfield College’s discipline, policy, and procedures manual for all others rules or guidelines.

INSTRUCTOR’S VIRTUAL OFFICE

You are always welcome to join me in my virtual office in Facebook or by email to discuss any doubts you may have or simply chat about any topic you may want to discuss further. For instructions on how to join me in Facebook, go to our eCampus course (instruction’s follow) and click on Instructor’s Virtual Office in the course menu to the left. If you need additional assistance, email me. I’d be glad to help you. Once inside Facebook, simply go to the following web address to go directly to my page. https://www.facebook.com/profile.php?id=100006025120394. I look forward to meeting with you.
## Course Calendar

**NOTE: This schedule is subjected to changes.**

*Assignments are not accepted if submitted past midnight on due date.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>TOPICS AND EVENTS</th>
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<tbody>
<tr>
<td><strong>Tuesday, January 20</strong></td>
<td><strong>BEGINS:</strong> WELCOME AND ORIENTATION <em>(Start Here Button – Study. No assignments due from this page)</em> and FIRST ACTIVITIES <em>(Includes assignments due)</em></td>
</tr>
<tr>
<td><strong>Monday, January 26</strong></td>
<td><strong>DUE:</strong> FIRST ACTIVITIES at 11:59 p.m. <strong>BEGINS:</strong> Topic 1. On Course to your Success</td>
</tr>
<tr>
<td><strong>Monday, February 2</strong></td>
<td><strong>DUE:</strong> Topic 1 at 11:59 p.m. <strong>BEGINS:</strong> Topic 2. Bloom's Taxonomy</td>
</tr>
<tr>
<td><strong>Monday, February 9</strong></td>
<td><strong>DUE:</strong> Topic 2 at 11:59 p.m. <strong>BEGINS:</strong> Topic 3. Introduction to Critical thinking <em>(Not in textbook)</em> and Elements of Thought <em>(CHAPTER 0), Intellectual Standards for Assessing Thinking (ISAT)</em></td>
</tr>
<tr>
<td><strong>Monday, February 16</strong></td>
<td><strong>DUE:</strong> Topic 3 at 11:59 p.m. <strong>BEGINS:</strong> Topic 4. Stage Theory of Critical Thinking <em>(CHAPTER 0 and <a href="https://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483">https://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483</a>)</em></td>
</tr>
<tr>
<td><strong>Monday, February 23</strong></td>
<td><strong>DUE:</strong> Topic 4 at 11:59 p.m. <strong>BEGINS:</strong> Topic 5. Principles for Deep &amp; Lasting Learning <em>(CHAPTER 1)</em></td>
</tr>
<tr>
<td><strong>Monday, March 2</strong></td>
<td><strong>DUE:</strong> Topic 5 at 11:59 p.m. <strong>BEGINS:</strong> Topic 6. Information Literacy PART 1 <em>(Not in textbook)</em></td>
</tr>
<tr>
<td><strong>Monday, March 9</strong></td>
<td><strong>SPRING BREAK!</strong></td>
</tr>
<tr>
<td><strong>Monday, March 16</strong></td>
<td><strong>DUE:</strong> Topic 6. PART 1 at 11:59 p.m. <strong>BEGINS:</strong> Topic 6. Information Literacy PART II <em>(Not in textbook)</em></td>
</tr>
<tr>
<td><strong>Monday, March 23</strong></td>
<td><strong>DUE:</strong> Topic 6. PART 2 at 11:59 p.m. <strong>BEGINS:</strong> Topic 7. Accepting Personal Responsibility <em>(CHAPTER 2)</em></td>
</tr>
<tr>
<td><strong>Monday, March 30</strong></td>
<td><strong>DUE:</strong> Topic 7 at 11:59 p.m. <strong>BEGINS:</strong> Topic 8. Discovering Inner Motivation <em>(CHAPTER 3)</em></td>
</tr>
<tr>
<td><strong>Friday, April 3</strong></td>
<td><strong>Holiday: Holy Friday</strong></td>
</tr>
<tr>
<td><strong>Monday, April 6</strong></td>
<td><strong>DUE:</strong> Topic 8 at 11:59 p.m. <strong>BEGINS:</strong> Topic 9. Self-Management <em>(CHAPTER 4)</em></td>
</tr>
<tr>
<td><strong>Monday, April 13</strong></td>
<td><strong>DUE:</strong> Topic 9 at 11:59 p.m. <strong>BEGINS:</strong> Topic 10. Promote Interdependence <em>(CHAPTER 5)</em></td>
</tr>
<tr>
<td><strong>Thursday, April 16</strong></td>
<td><strong>LAST DAY TO DROP COURSE WITH ‘W’</strong></td>
</tr>
<tr>
<td><strong>Monday, April 20</strong></td>
<td><strong>DUE:</strong> Topic 10 at 11:59 p.m. <strong>BEGINS:</strong> Topic 11. Developing Self-Awareness <em>(CHAPTER 6)</em></td>
</tr>
<tr>
<td><strong>Monday, April 27</strong></td>
<td><strong>DUE:</strong> TOPIC 11 at 11:59 p.m. <strong>BEGINS:</strong> Topic 12. Emotional Intelligence <em>(CHAPTER 8)</em></td>
</tr>
<tr>
<td><strong>Monday, May 4</strong></td>
<td><strong>DUE:</strong> TOPIC 12 at 11:59 p.m. <strong>REVIE Week</strong> – Students can take this week to review for the final comprehensive test. No review will be provided by the instructor. It is recommended students begin creating their own final test review since the beginning of the class as many lesson’s links disappear by due date. Hope you join me this week in my virtual office in Facebook or by email to discuss any doubts you may have or simply chat about any topic you may want to discuss.</td>
</tr>
<tr>
<td><strong>Monday, May 11 to Thursday, May 14</strong></td>
<td><strong>THE ONLINE FINAL COMPREHENSIVE TEST</strong> includes all course topics. It will be available from Monday, May 11, 12:30 a.m. through Thursday, May 14, 11:59 p.m., when the link to the test will disappear. Students can complete it only once at any time before the specified deadline. The test is NOT timed. However, eCampus tends to log us out after a few hours, so plan to work to complete it once you begin. If you have any technical difficulties, contact technical support immediately and let me know ASAP.</td>
</tr>
<tr>
<td><strong>Monday, May 18</strong></td>
<td><strong>Grades Posted in eConnect by 10:00 p.m. Wish you great successes in your personal, academic, and professional endeavors! Have a great summer!</strong></td>
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INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY

Scholastic dishonesty is a violation of the Code of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the college Disability Services Office in C237, call (972) 860-8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html. It is the policy of EFC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the Disability Services Office to work these arrangements.

EASTFIELD COLLEGE EMAIL POLICY

Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: http://www.dcccd.edu/netmail/home.html

RELIGIOUS HOLIDAYS

Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holiday. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor. Please refer to the Student Obligations section of the college catalog for more explanation.

WITHDRAWAL (DROP) POLICY

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by semester’s drop date. Failure to do so will result in your
receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” ( Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

**STOP BEFORE YOU WITHDRAW (DROP)**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.

**THIRD TIME FOR A COURSE – TUITION STATEMENT**

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.

**FINANCIAL AID STATEMENT**

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy. To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at http://www.fafsa.ed.gov.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)**

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.
COLLEGE SUPPORT SERVICES

For information of all services available at our institution, visit our website at http://www.eastfieldcollege.edu/ and click SERVICES on the top menu. Below some of our institutional services you may want to learn more about.

ACADEMIC SKILLS CENTER - TUTORING

The Academic Skills Centers provides individual and group tutoring to students who are enrolled in courses at Eastfield College. All of the services provided are at no extra expense to the students. Some of the services provided are tutoring, review sessions, study groups, and supplemental instruction.

Math Spot: An Academic Skills Center Program (C201) Provides support in all levels of Math, Statistics, Accounting, Economics, Study Skills, Other subjects (Criminal Justice, etc.).

The Writing Center: An Academic Skills Center Program (Library – 2nd floor) The Writing Center supports and supplements classroom instruction by providing focused, individualized writing instruction in response to the specific needs of the student. Its services are available to all Eastfield College students, not just those enrolled in English classes. The tutors are skilled writing specialists who can help students clarify writing tasks, understand instructors' requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" students' papers, the Writing Center staff focuses on helping students develop and improve their writing skills. You can receive academic support in English/writing, languages, reading, study skills, among others.

Science Corner: An Academic Skills Center Program (2nd floor mezzanine area of the (S) Science Building) Provides academic support free of charge for students enrolled in any Science course.

TRIO/SSS offers a variety of academic services to help students who qualify for the program. Each student in the program is provided with an Individualized Prescription of Educational support services designed to meet their needs. The goal is to provide students with the support services which will enable them to succeed in college and in life. Currently enrolled students may be eligible for the TRIO/Student Support Services program at Eastfield College if you are:

- First generation college student (neither of your parents have a 4-year degree) (OR)
- economically disadvantaged (OR)
- have a disability

To qualify for these services you must complete an application and return it to their office. Location: Room C237. Phone: 972-860-8353 (Voice/TDD). Email: efctrio@dccc.edu. For more information on how to apply for this services go to http://www.eastfieldcollege.edu/SSI/TRIO/index.asp.

COUNSELING SERVICES

Counseling services for personal issues are provided to all students currently enrolled at Eastfield College. These services are provided by licensed professionals who are bound by confidentiality (within ethical
parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-860-7371 or visit the C149. For more information about counseling services go to http://www.eastfieldcollege.edu/SSI/ECS/index.asp.

HEALTH CENTER

The College Health Center serves the College Population for purposes of providing health care, health awareness, disease prevention, education, health screenings, counseling, pregnancy tests, and monitoring of community health needs. Cynthia Taylor, RN, Director of Health Center. **Location:** Room C-139, **Phone:** 972-860-7190, **FAX Number:** 972-860-7350. Office hours may fluctuate depending upon class schedules and staffing. For additional information go to http://www.eastfieldcollege.edu/SSI/Health/index.asp.

POLICE DEPARTMENT AT EASTFIELD COLLEGE

**Location:** N112 (next to the Bookstore), **Phones:** Dial 911 (from any campus phone), dial 972-860-4290 (from a personal phone). Email: Michael Horak, Director and Chief of College Police at mhorak@dcccd.edu. For more information go to http://www.efc.dcccd.edu/ssi/Police/Index.asp.

TECHNICAL SUPPORT

Technical support is available for students 24 hours a day, 7 days a week. **Phone:** 972-669-6402 or 1-866-374-7169. For web support including live chat to: http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8023. When filling the required application to request live chat assistance, type 'X' in any space requesting information you do not know, like Organization ID and Template ID.

VETERANS AFFAIRS OFFICE

The purpose of the Veteran Affairs office is to assist students with the completion of proper forms and to process certification for monthly benefits. **Location:** Room C-125. **Phone:** 972-860-7323. For more information on benefits and student’s responsibilities go to http://www.eastfieldcollege.edu/SSI/FINANCE/veterans_affairs.asp.

EXEMPLARY EDUCATIONAL OBJECTIVES

EDUC/PSYC 1300 satisfies the following EEO defined by the Texas Higher Education Coordinating Board.

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
• To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
• To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
• To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
• To identity and understand differences and commonalities within diverse cultures.

CORE CURRICULUM INTELLECTUAL COMPETENCIES

This course reinforces 6 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCIC’s identified by the DCCCD which are reinforced by EDUC/PSYC 1300 are as follows: (The following is a list of the six (6 out of 6) CCIC’s. List only those for this course.)

• READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
• WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
• SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
• LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
• CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
• COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.