Learning Frameworks Syllabus—Lecture
PSYC 1300 / EDUC 1300

Social Sciences & Human Services
Office: G237; Phone: 972.860.7156 or 972.860.7159
Hours: 8:00AM-5:00pm M-F

This course syllabus is intended as a set of guidelines for EDUC/PSYC 1300. 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.

Instructor Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>S. Ke’shun Walker, M.Ed.</th>
<th>Phone:</th>
<th>972-860-7097</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>C288</td>
<td>Email:</td>
<td><a href="mailto:swalker@dcccd.edu">swalker@dcccd.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>MWF: 7:15-7:45 a.m.</td>
<td>TR: 9:30-10:30 a.m</td>
<td>TR: 12:30-1:30 p.m.</td>
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<tr>
<td>Class Meeting Time:</td>
<td>MWF, 10:10-11:05 a.m.</td>
<td>Room Number:</td>
<td>G220</td>
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</table>

Course Information

Course title: Learning Framework
Course number: PSYC 1300 / EDUC 1300
Section number: 43801
Credit hours: 3
Course prerequisites: 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.

Course Description:
This interdisciplinary course addresses (1) research and theory in learning, cognition, and motivation; (2) factors that impact learning; and (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 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 learning skills discussed in the course. Students developing these skills should be able to continually draw from the theoretical models. 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.)

By: Skip Downing, Tuesday Hambric

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

**See pg. 6 of syllabus for more information on DCCCD’s drop policy.**
Email Communication Guidelines

When emailing your instructor, please be mindful of the difference between a personal email and a professional email. It is highly likely that you enrolled in school because it had some sort of short or long-term connection to your professional (career) goals. With that being said, in an academic setting, we should all conduct ourselves professionally.

When emailing your instructor, you should always include the following in the email subject line: your full name, the course (either EDUC 1300 or PSYC 1300) AND section number (begins with 4xxxx), and the email topic. Please be advised that not including the following may result in an extended response time to important and time sensitive emails or no response at all.

Example email subject line: John Smith EDUC 1300-41123 Exam 1

In the email body, be sure to properly address the recipient, state you name, and clearly state the issue the email is regarding. In other words, please do not make assumptions that I know which of my 120+ students you, which class you are in (I teach two subjects), and what you need from me (even if we had a verbal conversation, please remind me in email. I forget things too!).

Example email body:

Professor Walker,

My name is John Smith and I am in your 8 am MWF EDUC 1300 class. I had a question about Exam 1’s availability. The announcement on eCampus states the last day to take the test, but does not state when the test availability opens. When is the earliest date we can complete Exam 1 on eCampus.

Thank you for your time.

John Smith

**Typical response time for emails is 24-48 hours; response time may be extended during holiday breaks.

IMPORTANT:

To receive information regarding a missed class, please refer to your course calendar, textbook, eCampus, your base group members, and other “family members” (classmates) for notes, information on handouts, or any verbal changes to reading assignments, due dates, etc.

Please do not ask your instructor if you “missed anything” or if you missed “anything important,” because you did. 😊
DCCCD Goals / Course Objectives

To emphasize the use of critical thinking as a foundation while integrating and applying the following concepts across disciplines: Reflective Autonomous Learning, Incorporating Learning Theories, Critical Thinking, Meta-cognitions, Behavior Management, Evidence Based Learning, Information Literacy, Ethical Reasoning.

Further, the goals are to help students:

- Understand and process information within all six levels of Bloom’s Taxonomy** (EEO 3, 4, 11, 12)
- Demonstrate deductive and inductive reasoning (general information to specific conclusions; and specific information to general conclusion)
- Become autonomous learners, identify and exhibit their personal learning system*
- Integrate and apply various learning paradigms that are appropriate to task* (EEO 1, 3)
- Use elements of critical thinking to analyze a position on an issue* (theirs or someone else’s)
- Apply meta-cognitions to foster academic success** (i.e. support rather than sabotage learning)
- Apply behavior management techniques to build constructive habits and to eliminate old ones*
- Develop self-management strategies to ensure success* (EEO 4)
- Demonstrate why an artifact matters and how it demonstrates learning in two or more context**
- Use a variety of resources and library tools to find information and evaluate its relevance and quality in relation to need* (EEO 1, 3, 4)
- Identify and weigh relevant factors that influence ethical choices*
- Interact constructively with diverse populations

Specific 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.

Means of Assessment of Course Learning Outcomes

Your final grade will be assessed by using the following assignments:

- Debate
- Assignments
- Participation
- Personal development project
- Pop quizzes
- 3 Exams to include a comprehensive final
Evaluation Procedures

The student’s final grade is calculated on a straight point system (i.e. The number of points earned divided by the number of possible points to equal the student’s final grade).

- Pre-Test/Survey—No penalty; however, may be used as bonus points at the instructor’s discretion.
- 3 Exams total—2 worth 100 pts ea and a comprehensive final worth 150.
- “Pop” quizzes are worth a combined total of 100 points. Over the course of the semester, there will be ten (10) pop quizzes given during class with each quiz worth up to 10 points. Pop quizzes cannot be made up and the dates will not be announced in advance; therefore, to receive credit for pop quizzes, you must attend class.
- To make up for one (1) missed journal assignment (worth 10 points) the student has to write a one page paper on a course related topic of choice. The paper must be typed in 12 point font, double-spaced in a Word document using proper essay format; no exceptions.
- To receive information regarding a missed class, please refer to your course calendar, textbook, eCampus, your base group members, and other “family members” (classmates) for notes, information on handouts, or any verbal changes to reading assignments, due dates, etc. Please do not ask your instructor if you “missed anything,” because you did.
- If you are unable to attend your section of EDUC/PSYC 1300 due to an extenuating circumstance (i.e. flat tire, severe illness, etc.) and would like to attend another section to gain the course information, please notify me immediately via email so that I can confirm there are enough seats for you to attend.
- Participation is worth 150 pts. Participation points are not earned solely by attending class and being physically present in a seat. Any “ticket-in’s”, homework, or any other type of assignments count towards participation points. Participation in class discussions, group discussions, in-class assignments, and out-of-class assignments is necessary and vital for maximum success and learning in this course. You will ENJOY it more too!
- Homework/Assignments worth varying points. Homework assignments will be given in class as the instructor sees fit. Late work will be penalized 20% of the total possible points per day; the assignment will not be accepted the third day after the specified due date. For example, for an assignment worth 100 points, 20 points would automatically be deducted if one (1) day late; 40 points if two (2) days late; 60 points if three (3) days late.
- No late work will be at all accepted during the last two weeks of class before finals; NO EXCEPTIONS. By this time in the semester, personal responsibility should be accepted for our choices and actions.
- All graded assignments (exams, papers, homework assignments, projects, etc.) will be posted into eCampus and available to view in the “My Grades” section. The student is responsible for keeping up with all returned assignments, exams, quizzes, projects, etc. in a comprehensive binder. The student has one (1) week after each graded assignment is posted into eCampus to ask questions or request a reevaluation of the grade from the instructor. After one week, the grade sticks.
- I do not give Incompletes.
- For the purpose of determining final grades, I up round up only when the number grade ends with a “.5” or higher. For example, an 89.5 (“B”) would be rounded up to a 90 (“A”). However, a 79.2 (“C”) would not be rounded up to an 80 (“B”).
- There may be extra credit opportunities presented throughout the semester, IF so, extra credit points will be offered as opportunities for the entire class and not on a case-by-case basis. Any extra credit opportunities and their point value are solely at the instructor’s discretion.
Exams and Assignments
(See pg. 3)

Grading Scale--Total Points---1,000 Points

Pre-Test/Survey: No Penalty; however, may be used as bonus points at the discretion of the instructor.

Pop Quizzes:
- A = 90% of the total possible points
- B = 80-89% of the total possible points
- C = 70-79% of the total possible points
- D = 60-69% of the total possible points

Exam 1:
- A = 90% of the total possible points

Exam 2:
- A = 90% of the total possible points

Comprehensive Final:
- A = 90% of the total possible points

*Note: F = 59% of the total possible points

Discipline/ Course/ Department/ Policies/ Instructor Expectations

- Each chapter MUST be read before the assigned due date for that chapter. This will ensure a rich and knowledgeable class discussion.
- All ticket-in assignments are expected to be completed before entry into the classroom.
- Homework assignments and pop quizzes may be given at the discretion of the instructor.
- There will be no make-up assignments for any missed classes, homework or exams, except at the discretion of the instructor.
- No ringing cell phones. Do not verbally answer or engage in conversation on the cell phone during class.
- No e-cigarettes in class.
- Students will always respect each other (including the instructor) and their differences in opinion.
- Students will work together with a positive mindset and a willingness to learn; meaning, being comfortable with sometimes being uncomfortable.

See Eastfield College’s discipline, policy, and procedures manual for all others rules or guidelines.

INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion”. Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. 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.
REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT
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 ADA/ACCESS Office at (972) 860-8348 or visit the F bldg at Eastfield College. 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 ADA/ACCESS Office.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by meeting the withdrawal deadline (see the top portion, of the second page, of the syllabus). Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

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.

STOP BEFORE YOU 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

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.

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 C-building.
TUTORING SERVICES

The LINK (inside the Library L200)

An academic skills center that provides free individual and group tutoring to students enrolled in English, Reading, Writing, or Language courses. Conveniently located in the EFC Library - L200.

The Link – A Language and Learning Lab works to LINK you to mastering course material through student-centered learning assistance including tutoring (both live and virtual), success workshops, review sessions, supplemental instruction, and take-away resources. While you can make an appointment to encounter our services, The Link also encourages you to drop in at your convenience.

Hours of Operation (Fall and Spring):
Monday - Thursday: 9am – 7pm
Friday: 9am – 2pm
Saturday: 10am – 2pm

Winter and May Term
Monday – Thursday: 10am - 3pm

The Math Spot (C201)
The Math Spot is an academic skills center located in C-201 that provides tutoring services to students who are enrolled in an accounting, economics, or mathematics course. The Math Spot’s mission and goal is to create an open atmosphere that promotes learning and provide services that assist students in achieving academic success. The center coordinates and provides study skills training for students. Cooperative and collaborative learning is also provided at the Math Spot as students utilize the area to meet with study groups and peer-tutors.

For more information, please contact the Math Spot at 972-860-7062.

The Science Corner (2nd floor mezzanine area of the (S)cience Building)
The Science Corner is a place where students can meet with study groups, attend review/help sessions, get help from science tutors, and get help from science faculty during their office hours. For more information, please contact John Emery at 972-860-7623 or the STEM Division at 972-860-7108 or 7297.

TRIO (SSS) Tutoring (C237)
The TRiO/SSS program offers tutoring in Math, Science, and Writing. TRIO/SSS maintains reference material such as textbooks, videos, and dictionaries. Funding for the Trio/SSS program is provided by the U.S. Department of Education. Application to Trio/SSS program is required.

Office Hours:
Monday - Thursday: 8:00am - 6:00pm
Friday: 8:00am - 5:00pm
Phone: 972-860-8353 (Voice/TDD); email: efctrio@dcccd.edu
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 identify and understand differences and commonalities within diverse cultures.

Core Curriculum Intellectual Competencies

This course reinforces 5 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 (5 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.
- **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.
- **SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
### Specific Learning Activities

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>EEO’s &amp; CCIC’s</th>
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</thead>
<tbody>
<tr>
<td><strong>IN-CLASS DEBATE:</strong></td>
<td>Provide a brief description of the learning activity.</td>
<td>Briefly list the specific learning outcomes/objectives for the activity.</td>
<td>How will the activity be assessed?</td>
</tr>
<tr>
<td>1. <strong>IN-CLASS DEBATE:</strong></td>
<td>The instructor divides the class up into teams. The instructor assigns specific research topics for students to research as a team. Students usually divide themselves according to the number of topics to have mini-expert teams inside of the one big team. Students will meet on their own preparing for the actual debate day. Students are asked to dress business casual.</td>
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<td>2. <strong>Evaluate Behaviors</strong></td>
<td>On the day of the debate, students are graded on their ability to demonstrate critical thinking skills and characteristics. In addition to the application of critical thinking and behaving, students are also graded on their research abilities and application of research.</td>
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<td>EVALUATION: Each of the teams will be judged on their ability to meet the objectives listed to the left. They will be evaluated by the teacher and a guest, if available. The instructor will assign a grade from 0-100.</td>
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<td>EEO1</td>
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<td><strong>CCIC:</strong></td>
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<td>CRITICAL THINKING</td>
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<td><strong>PERSONAL DEVELOPMENT PROJECT</strong></td>
<td>The objectives of this assignment is for students to show their creative intelligence, utilize their deductive and inductive reasoning skills, to apply good listening and communication skills, demonstrate their ability to comprehend and apply lecture and textbook materials, conduct, comprehend, analyze, and apply research, demonstrate their ability to think and perform at 5 of the six levels using Bloom’s Taxonomy: Knowledge, Comprehension, Application, Analysis, and Evaluation, demonstrate their ability to work as a team, demonstrate their ability to use hardware and software.</td>
<td>EVALUATIONS: Each student’s project will be evaluated for their ability to effectively communicate complete sentences and logical thoughts, based on their set goals. The instructor will assign a grade from 0-100.</td>
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<tr>
<td>1. <strong>PERSONAL DEVELOPMENT PROJECT</strong></td>
<td>Students will receive a lecture on goal setting and a set of instructions on grading rubrics.</td>
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<td>EEO1</td>
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<td>2. <strong>Afterwards the students present their final project</strong></td>
<td>Afterwards the students present their final project.</td>
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<td>EEO5</td>
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<td><strong>CCIC:</strong></td>
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<td>COMPUTER LITERACY</td>
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INSTRUCTOR’S RIGHTS

This syllabus is intended as a set of tentative guidelines for EDUC 1300/PSYC 1300. I, The Instructor of Record, reserve the right to modify at any time, 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 to gain information from given resources (calendar, eCampus, peers, etc) pertaining to this class whenever he or she (the student) is absent.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview/Expectations/Introductions/Pre-Test</td>
<td>Chapter 0</td>
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<tr>
<td>Week 2</td>
<td>Three Domains of Learning/Bloom’s Taxonomy</td>
<td>Chapter 0</td>
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<td>Week 3</td>
<td>Bloom’s Taxonomy</td>
<td>Chapter 0</td>
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<tr>
<td>Week 4</td>
<td>Bloom’s Taxonomy/The Stage Theory</td>
<td>Chapter 0</td>
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<td>Week 5</td>
<td>The Stage Theory</td>
<td>Chapter 0</td>
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<td>Week 6</td>
<td>The Stage Theory</td>
<td>Chapter 0</td>
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<td>Week 7</td>
<td>Success Choices/ Accepting Personal Responsibility</td>
<td>Chapter 0, Chapter 1 &amp; Chapter 2</td>
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<td>Week 8</td>
<td>Accepting Personal Responsibility</td>
<td>Chapter 0 &amp; Chapter 2</td>
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<tr>
<td>Week 9</td>
<td>Theory of Motivation &amp; Emotional Intelligence</td>
<td>Chapter 0, Chapter 3 &amp; Chapter 8</td>
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<td>Week 10</td>
<td>Self-Management</td>
<td>Chapter 0 &amp; Chapter 4</td>
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<td>Week 11</td>
<td>Employing Interdependence</td>
<td>Chapter 0 &amp; Chapter 5</td>
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<td>Week 12</td>
<td>Self-Awareness &amp; Emotional Intelligence</td>
<td>Chapter 0 &amp; Chapter 6</td>
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<td>Week 13</td>
<td>Self-Awareness &amp; Emotional Intelligence</td>
<td>Chapter 0 &amp; Chapter 6</td>
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<td>Week 14</td>
<td>Integrity, Ethics, and Moral Reasoning</td>
<td>Chapter 0 &amp; Chapter 7</td>
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<tr>
<td>Week 15</td>
<td>Selected Success Topics</td>
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</table>
A Special Note to You

Dear Students,

I am so pleased and honored that you chose to take this course with me. You had many options and I value your decision to take this journey with me specifically. I am passionate about Learning Frameworks and it is my prayer or hope (whichever applies) that you will learn to love this course just as much as I do. Each semester, I am able to witness both academic and personal growth in students from the first day of class until finals.

During the course of the semester, we will work together to help you identify your short and long-term goals and strategies to achieving them. We will use elements of critical thinking to help you become even more successful in your academic and personal life. I will frequently ask for your input and feedback in order to make this the best learning experience for both of us. Yes, I expect to learn from you as well. With that said, your participation is necessary and important for this partnership to be successful. There will be lots of cooperative learning in this course—I will explain more when we meet. Working in teams will help you develop the skills employers are looking for, like interpersonal skills, conflict resolution, organization, and problem solving.

There may be times where you may feel uncomfortable—please push through this. Many times when we are on the verge of a breakthrough or deeper understanding, we reach a point of unfamiliarity or “newness”—which can make us hesitant to continue to this place we have never been before. This “feeling” can apply to ideas we never considered before, perspectives we always believed to be true and now question, or even personal traits or behaviors we have finally become aware of that we do not like (pressuring us to change). If you do the work to push through this uncomfortable feeling, I promise I will stay with you the entire way. I can also almost guarantee that you will be happy that you did because you will learn so much about yourself that you never knew before. I truly believe that if you allow it to, this course can not only help you succeed in your current and future courses, but it can potentially change your life.

So, are you willing to take this journey with me? I sure hope so… 😊

All the Best,

Professor K