This course syllabus is intended as a set of guidelines for EDUC 1300. Both North Lake College and your instructor reserve the right to make modifications to content, schedule and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:
Name: Rachelle Powell
Email address: rpowell@dcccd.edu
Phone Number: (972) 273-3019 (office)
Office Location: A-365
Office Hours: Before or after class or by appointment

Course Information: EDUC 1300-73003
3 credit hours
Class Access: classroom and through eCampus
Class Location: G-402

Learning Framework - 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 the learning skills discussed. Students developing these skills should be able to continually draw from the theoretical models they have learned. Critical thinking serves as the foundation for different thematic approaches using a variety of academic disciplines. (Cross-listed as PSYC 1300)

ISBN: 1269894937

Learning Goals
Instructors intend that students will:

1. Become reflective, autonomous learners
2. Understand the factors that affect learning and use that knowledge to improve their own.
3. Set goals and align thought, behavior and emotion to achieve them; Reflect on their thinking in order to improve their performance and achieve their goals.
4. Use behavior management techniques to achieve personal, academic and career success.
5. Collect, select, reflect and connect artifacts of learning to outcomes
6. Develop habits of critical thinking.
7. Recognize when they need information and know how to find it, evaluate it, and use it appropriately.
8. Develop the capacity to make ethical judgments and take responsibility for their actions.

Learning Outcomes

At the completion of the course, Learning Framework students will be able to:

1. Construct a personal learning system informed by the concepts, theories, strategies and techniques learned in the course.
2. Select and use learning strategies appropriate to tasks.
3. Apply metacognition to support rather than sabotage learning
4. Apply behavior management techniques to build constructive habits and eliminate unproductive habits.
5. Articulate why an artifact matters and how it demonstrates learning in two or more contexts.
6. Use the elements of critical thinking to analyze a position on an issue, whether their own or someone else’s.
7. Use a variety of library tools and resources to find information and evaluate its relevance and quality in relation to the need.
8. Identify and weigh relevant factors that influence ethical choices; Use a rational process to arrive at ethical decisions.
Course Outline
See appendix A

Means of Assessment

Your grade in EDUC 1300 will be based upon points earned for attendance, assignments, quizzes, tests and an e-portfolio project.

Evaluation Procedures

Syllabus Quiz will be open the first week of class and is worth up to 10 points.

Attendance totaling 150 points will be earned throughout the semester.

3 Quizzes will be given in each unit. Each quiz will review readings from specific chapters as well as materials/activities/assignments over those chapters. Quizzes will total 90 points in the course.

4 Assignments (Information Literacy, Timeline, Quality World, E-Portfolio) worth up to 100 pts each totaling 400 points.

Three Exams totaling 300 points.

StrengthsQuest Assessment and group questions will be worth up to 50 points.

Exams and Assignments

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Attendance</td>
<td>150</td>
</tr>
<tr>
<td>Quizzes</td>
<td>90</td>
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<tr>
<td>Four Unit Assignments – 100 points each</td>
<td>400</td>
</tr>
<tr>
<td>Three Exams</td>
<td>300</td>
</tr>
<tr>
<td>StrengthsQuest Assessment and group questions</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
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</table>

Grading Scale

A = 900 points and above (90% or above possible points)
B = 800 - 899 points (80-89% of total possible points)
C = 700 - 799 points (70-79% of total possible points)
D = 600 - 699 points (60-69% of total possible points)
F = 599 points or lower (59% or lower of possible points)
Discipline/Course/Department/Instructor Policies
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.

Late work is not accepted.

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 within the first week of class of an expected absence due to religious reasons. Advance notice not provided may result in a denial of an excused absence request. 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

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.
http://www.northlakecollege.edu/resources/disability.html

DROP POLICY
If you are unable to complete this course, you must officially withdraw by Saturday, February 28, 2015. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

THREE PEAT
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 North Lake College at NO CHARGE. These services are provided by or supervised by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or go to A 311.

For additional information go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx

The Academic Skills Center (ASC)
The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.
- The Writing Center 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” papers, tutors focus on helping students develop and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Activity</th>
<th>Learning Assessment</th>
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<tbody>
<tr>
<td>Students in EDUC 1300 will understand the courses needed to reach their career goals and apply this knowledge to an educational plan of study to follow for the next two years at a 70% proficiency as measured by the departmental rubric.</td>
<td>Students will complete a timeline to use for the next two years that follows their educational plan, and meet one on one with an educational advisor to review and sign their plan of study, and if appropriate, file a degree plan. Questions prepared to ask the advisor as well as an overall reflection will be included.</td>
<td>Timeline, advisor questions and reflections as well as the advisor signature will be assessed by the instructor for a grade following the departmental rubric.</td>
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<tr>
<td>Course SLO’s: 1,2,3,4</td>
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<td>Students in EDUC 1300 will demonstrate information literacy—ability to locate databases, evaluate their relevance and accuracy, and incorporate digital resources in assignments—at a 75% proficiency as measured by the departmental rubric.</td>
<td>Students will research a topic using the library’s online databases. They will locate and evaluate three sources following the acronym CRAPP outlined in a research organizer form. They will choose one of the three sources to complete an annotated bibliography, and present their findings to their peers and instructor.</td>
<td>Three research organizer handouts evaluating sources as well as an annotated bibliography will be assessed by the instructor for a grade following the departmental rubric.</td>
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<tr>
<td>Course SLO’s: 5,6,7,8</td>
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<tr>
<td>Students in EDUC 1300 will create and showcase their learning through artifacts and reflection in a pre-built e-portfolio at a 70% proficiency as measured by the department rubric.</td>
<td>Students will create an e-portfolio to reflect and showcase their learning that occurred throughout the semester on seven different required pages/tiles. Portfolios will be shared with their peers and instructor in the final weeks of the course.</td>
<td>Completed e-portfolio will be assessed by peers and the instructor for a grade following the departmental rubric.</td>
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<tr>
<td>Course SLO’s: 3,5,6,8</td>
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</table>
# Appendix A – This Course Calendar is a guide for the next 16 weeks

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Weeks 1-3&lt;br&gt;Jan. 20- Feb. 6</td>
<td><strong>READ THE COURSE SYLLABUS</strong>&lt;br&gt;Take the Syllabus Quiz for 10 points.  &lt;br&gt; <strong>Unit One Responsibilities (290 possible points):</strong>&lt;br&gt; <strong>Read:</strong> Chapters 0, 1, 13, 14, 15 and study your class notes from this unit to prepare for the quiz and test&lt;br&gt; <strong>Take unit quiz (30 points)</strong> Use Your Book!&lt;br&gt; <strong>Complete your StrengthsQuest Assessment</strong> (50 pts) and work with your group to answer questions and present your “Top 5”&lt;br&gt; <strong>Complete Information Literacy Assignment</strong> (100 points) and submit in assignment box&lt;br&gt; <strong>Test 1</strong> online (100 pts) covering chapters 0, 1, 13, 14, 15&lt;br&gt; <strong>Begin Your Portfolio</strong> – Create your seven required pages in your portfolio and a button on each page. Complete a short INTRODUCTION page and attach a picture of yourself and a quote you live by. (see sample portfolio pages in ecampus)&lt;br&gt; • Link your Information Literacy assignment to the RESEARCH page, and write a reflection about what you have learned about using the online databases.&lt;br&gt; • Link your Strengthsquest “Top 5” to your LEARNING page and write a reflection about your findings.&lt;br&gt; • See the button labeled EPORTFOLIO for a video, instructions, samples and more details!</td>
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<tr>
<td>Unit 2</td>
<td>Week 4-5&lt;br&gt;Feb 9-Feb 20</td>
<td><strong>Unit Responsibilities (230 possible points):</strong>&lt;br&gt; <strong>Read:</strong> Chapters 2, 3, 5, 6 and study your class notes from this unit to be prepared for the quiz and test.&lt;br&gt; <strong>Take unit quiz</strong> (30 points) Use Your Book!&lt;br&gt; <strong>Complete Timeline Assignment</strong> (100 points). I need to see the hardcopy before you meet with an advisor!&lt;br&gt; <strong>Test 2</strong> online (100 points) covering chapters 2, 3, 5, 6.&lt;br&gt; <strong>Log into your eportfolio site –</strong>&lt;br&gt; • Link your Timeline in the GOALS page button and reflect on your personal and career goals on the page.&lt;br&gt; • On the THINKING page, consider linking an assignment</td>
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</table>
that you have completed in this class or other classes which highlight your critical thinking abilities. Write a reflection about your new thinking skills and how they can help you be successful in this and future classes.

| Unit 3 | Weeks 6-7  
Feb 23-March 6 |
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<tbody>
<tr>
<td><strong>Unit Responsibilities</strong> (230 possible points):</td>
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</table>
| **Read:** Chapters 7,8,9,10 and study your class notes to be prepared for the unit quiz and test.  
**Take unit quiz** (30 points) Use Your Book!  
**Complete Quality World essay** (100 points) |
| Log into your eportfolio site-  
• Link your Quality World essay in your ABOUT ME page and highlight some of your interests and values in your reflection on this page.  
• Write an overall reflection of your semester on the REFLECTIONS page, sharing what you have learned that you will apply to your future classes and become part of your personal learning system.  
**Completed eportfolio** (100 points) due in the assignment box by March 15th  
**Test 3 online** (100 points) covering chapters 7,8,9,10 |
| **Wrap Up** | **Wrap up.** Plan for 2nd eight week classes. |

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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