Learning Frameworks Syllabus—Online
PSYC 1300 / EDUC 1300
Sections: 424 Online Series and 434 Online Series
Social Sciences
Office: G237; Phone: 972.860.7156
Hours: 8:00AM-5:00pm M-F

Instructor Information:
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Office Location: G135
Office Hours: By Appointment Only

Course Information
Course title: Learning Framework
Course number: Psyc 1300 / Educ 1300
Section number and Class meeting times: See above
Credit hours: 3--Transferrable hours as an elective depending on the receiving college policy and rules.
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 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)

Required Textbook—Only ONE below version is required:

This is a custom book. To ensure that you have the correct version, go to the Eastfield College bookstore or call them directly to order it at 972-279-3660.

Last Day to withdraw from your classes with a grade of “W” is April 16, 2015.
DCCCD Goals / Course Goals
(Often global in scope, indicates for learners what knowledge, skills, and attitude will be addressed in the course.)

To emphasize the use of critical thinking as a foundation while integrating and applying the following concepts across disciplines:

- Reflective Autonomous Learning—To identify and exhibit their personal learning system*
- Incorporating Learning Theories—To integrate and apply various learning paradigms that are appropriate to task* \(\text{(EEO 1, 3)}\)
- Critical Thinking—To use elements of critical thinking to analyze a position on an issue*
- Meta-cognitions—To apply meta-cognitions to foster academic success** (i.e. support rather than sabotage learning)
- Behavior Management—To apply Self-management techniques to build constructive habits and to eliminate old ones* \(\text{(EEO 4)}\)
- Evidence Based Learning—To demonstrate why an artifact matters and how it demonstrates learning in two or more context**
- Information Literacy—To use a variety of resources and library tools to find information and evaluate its relevance and quality in relation to need* \(\text{(EEO 1, 3, 4)}\)
- Ethical Reasoning—To identify and weigh relevant factors that influence ethical choices*
- Demonstrate deductive and inductive reasoning (general information to specific conclusions; and specific information to general conclusion)
- Interact constructively with diverse populations

Specific Student Learning Outcomes
(Prescribe what students must demonstrate to successfully complete an assignment/course.)

At the completion of this course, Learning Framework’s students should be able to:

- Use elements of critical thinking to analyze a position on an issue* (theirs or someone else’s)
- Understand and process information within all six levels of Bloom’s Taxonomy** \(\text{(EEO 3, 4, 11, 12)}\)
- Apply meta-cognitions to foster academic success** (i.e. support rather than sabotage learning)

Instructor’s Rights

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 any time, through verbal or written communication, this syllabus, class instruction, class schedule, class content, and the requirements as seen necessary to promote the best education possible. It is the student’s sole responsibility for contacting the instructor and other students for any information pertaining to this class whenever he or she (the student) is absent.
Course Outline
(Enter topics of discussion here. If outline is too long, use it as an appendix and insert later in the document.)

- All coursework is displayed and explained in the online classroom.
  Also, **ALL DISCUSSION POSTINGS ARE DUE BY 11:59PM!**
- Each specific due date, click on the “All Coursework & Test” button.

**Grading Rubric for All Discussion Post:**

- 20 out of 20 for each discussion post.
- Pre-test worth Bonus 20 Points
- Post-test worth 200 points

**Posting Guidelines—How to Earn 20 out of 20 points for each of your posts!**

Each post has two parts, 1) Your response to my original question(s), and 2) Your reply to a classmate.

A **response post** is a post written by you in response to the instructor’s original discussion question. This is worth 10 out of 20 points. To earn these points, you must write a substantial “response post”.

A **reply post** is a post written by you as a reply to one of your peers’ post. This is worth the remaining 10 out of 20 points. To earn these points, you must write a substantial “reply post”.

Again, both the response post and the reply post are required in order to earn the full 20 out of 20 points (see below for the grading rubric):

**1st** When you respond to the instructor's question, you shall demonstrate understanding and application (According to Bloom’s Taxonomy). In order to achieve the first ten (10) of the twenty (20) possible points, you must do all of the following:

(a) **Copy and paste EACH question and/or its part(s), and then answer them.** Do this by placing **my EXACT question(s) or part of the question(s) you are answering at the beginning of your answer(s)**—Not a variation, but the EXACT question or part of the question that you are answering. In other words, use the question that you are answering as an EXACT heading for each of your answers.

(b) Then you must demonstrate **understanding** by appropriately and accurately **answering** each whole question and their PARTS in your own words—4pts.

(c) You must demonstrate **application** by showing how the information presented in your “response post/answer” has been **applied to** a current personal experience or can be applied to future experiences.

You must follow your response post up by **giving/illustrating a specific example** that shows how you used the different parts of the theory being used or if there is not a theory simply give a specific example. **Labels the different parts of your answer OR clearly demonstrate how key components of your answer/post is demonstrated or illustrated in your specific example** —6pts.
In order to receive the remaining ten (10) points out of the possible twenty (20) points, you must reply to one of your peer's post.

When you respond, you shall demonstrate "understanding and thoughtfulness". In order to demonstrate understanding and thoughtfulness you must do all of the following:

(a) Your reply post must demonstrate that you understand your peer's answer by restating it in your own words to demonstrate thoughtfulness you will attempt to add to your peers’ knowledge. In other words, share something insightful as it relates to the subject matter—\textit{4pts}.

(b) Your post must demonstrate an analysis that address one or more parts of your peers post or you can give a suggestion as it relates to your peers post for future improvements—\textit{6pts}.

\textbf{How to Start a Response and Reply Post:}

(a) When posting to the discussion questions (i.e. starting your "response thread"), you will click the "start a thread" button.

(b) When posting to one of your peers (i.e. doing a "reply post"), click on that student's post, read it, and then click the "reply button" in order to craft an intelligent and substantial reply.

(c) For all assignments, DO NOT ATTACH A WORD DOCUMENT. Simply craft your work in MS Word, save it, and then copy and paste it under the corresponding assigned button.

(d) To copy in the online class you may have to click ctrl-v.

(e) To paste in the online class you may have to click ctrl-p.

\textbf{Means of Assessment of Course Learning Outcomes}

\textit{(Enter the means by which the Course Learning Outcomes will be assessed, e.g. Group Work, Written papers, Quizzes, Exams, Presentations, etc.)}

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

- 8 Discussion Questions/Quizzes
- 2 Exams—The pre-test & post-test.

\textbf{Evaluation Procedures}

\textit{(Enter the appropriate information here; i.e., the weighting of assignments, exams, etc.)}

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).

- \textbf{1 Calculated Exams total:}
  - Pre Exam NO penalty points, but may be used as bonus.
  - EXIT Exam is worth 200 points. In other words, this test is very important. It is 200 of your total 360 points!

- \textbf{2 Assignments:}
  - ePortfolio Research (not a design) is worth 60 points.
  - Information Literacy is worth 60 points.

- \textbf{8 Discussion/Quiz Questions:}
  - Each discussion question is worth 20 points each for a total of 160 points
There will be no make-up work granted except at the discretion of the Instructor of Record.

**Exams and Assignments**
*(See above)*

**Grading Scale--Total Points--360**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Discussion/Quiz Questions</td>
<td>160</td>
<td>A</td>
</tr>
<tr>
<td>1 ea Exams 200ea = 200</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Assignments</td>
<td>120</td>
<td>C</td>
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<td>D</td>
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<td>F</td>
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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

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

Discipline/ Course/ Department/Policies/Instructor Expectations

- Each chapter and all assigned work **MUST** be read or completed before the assigned due date for that chapter. This will ensure a rich and knowledgeable online discussion.
- There will be no make-up assignments except at the discretion of the instructor.
- Students will always respect each other and their differences in opinion.
- 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.

**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.

**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.

**LAC Center (C-Building)**

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.

Located in the C-building, the Writing Center is open 8:00 AM to 6:00 PM Monday through Thursday and 8:00 AM to 5:00 PM on Friday during the Fall and Spring semesters. Hours will vary during other sessions. Students who have scheduled an appointment in advance will have a tutor available to work with them at their scheduled time. Walk-ins are welcome, but they may
have to wait for an opening or make an appointment for a later time, perhaps a later day. To schedule an appointment, come by the LAC Center or call 972-860-7062, or email tsternat@dcccd.edu.

Specific Learning Activities

(Specific Learning Activities, Learning Outcomes, Assessment Methods, etc. may follow the CLASSROOM POLICIES at the end of the syllabus in a table or chart or other format you may choose. This may make it easier to revise, replace, or add to the existing list of activities, etc. without the necessity of reformatting your entire syllabus.)

| 1. ePortfolio Assignment-Students will research and compare and contrast three different types of electronic learning tools and/or storage devices. As a result of this research analysis, students will write an essay paper exhibiting their findings. | OBJECTIVES: The objectives of this assignment is for students to demonstrate:

- Their ability to present themselves publically through electronic means.
- Their ability to think and perform within the six levels of thinking using Bloom’s Taxonomy.
- Their ability to process their thoughts in writing. | EVALUATIONS: Each student’s ePortfolio will be evaluated by the instructor of record.

Each student’s ePortfolio will be evaluated based on the student’s ability to effectively communicate, analyze, and evaluate learning tools and/or storage devices.

The instructor will assign a grade from 0-50. | EEO: 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 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.

CCIC

- READING: Reading at the college level
means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

- SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.

- COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

- 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.

**Exemplary Educational Objectives**

(You should include here a short statement as to the purpose of the EEO’s and list those Objectives that are identified as appropriate for this course in the DCCCD Core Curriculum Guidelines at the DCCCD web site.) (By clicking on the URL below, you will go to the DCCCD Core Curriculum Site for FACULTY RESOURCES. You may click on Discipline List, find your course and in the Syllabus Template for your course you will find the EEO’s and CCIC’s which have been identified for your course.)

http://www.dcccd.edu/Employees/Departments/EA/Academic-Programs/Core-Curriculum/Faculty-Resources/
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 commonalties 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 CCI’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.