EDUC 1300 – 63403 Learning Framework (Freshman Orientation)

Spring 2016

Instructor  
Taunya Dixon-Collins

My Office  
W-239

Physical Office Hours  
**M and W**- 7:30-9:00 & 4:00-4:30; **T and TR**- By Appt.; **F**- 8:00-9:00

Virtual Office Hours Online  
**Monday and Wednesday** 2:00 p.m.-3:00 p.m.

Phone  
(214) 860-3692

E-mail  
tdixon-collins@dcccd.edu

NOTE: (Emails are usually answered within 24 hours; please do NOT send ANY assignments to my email without advance permission, Thanks!)

Course Name/Section Number  
EDUC 1300 – 63403 Learning Framework

Class Meeting Days/Times  
Monday – Sunday (Varied/Weekly)

Classrooms  
Internet (eCampus)

Credit Hours  
Three (3)

Division  
Social Sciences

Division Office Location  
W-279B

Division Phone  
214-860-8831

Division Fax  
214-860-8755

Textbooks AND other Requirements

- *Foliotek* (ePortfolio)

1. A college-level dictionary of your choice
2. A workable email address for the ENTIRE 16 weeks via eConnect AND eCampus
3. A computer with internet connection for the ENTIRE 16 weeks
4. A pocketed folder
5. USB/Thumb drive

**COURSE REQUIREMENTS**

**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.

Effective Fall semester 2010, students with fewer than **12** college level hours will be required to take and complete EDUC 1300. Please talk to your academic advisor regarding possible exemptions from this course.

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.)

**Student LEARNING Outcomes**

After successful completion of this course, Learning Framework students will be able to:

1. Construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts, and strategies learned in the course.
2. Use critical thinking to develop and interpret ideas and express different perspectives through written, oral, or visual communications.
3. Use a variety of library tools and resources to find, analyze, and evaluate empirical data in relation to the need.
4. Include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
5. Introduce intercultural competence, knowledge of civic responsibility, and ways to effectively engage with various communities.
6. Identify and weigh relevant factors which connect choices and actions to ethical decision-making.
7. Apply and assess metacognitive strategies as well as behavior-management techniques in order to build constructive habits for success in college.
8. Use shared electronic platforms to reflect on and showcase selected artifacts, making thinking and learning visible.

**Six Core Competencies**

- **Critical Thinking**: To construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts, and strategies learned in the course.
- **Communications**: To use critical thinking to develop and interpret ideas and express different perspectives through written, oral, or visual communications.
- **Information Literacy/Empirical and Quantitative Skills**: To use a variety of library tools and resources to find, analyze, and evaluate empirical data in relation to the need.
- **Teamwork**: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Social Responsibility**: To introduce intercultural competence, knowledge of civic responsibility, and ways to effectively engage with various communities.
- **Personal Responsibility**: To identify and weigh relevant factors which connect choices and actions to ethical decision-making.
- **Self-Management**: To apply and assess metacognitive strategies as well as behavior-management techniques in order to build constructive habits for success in college.
- **Evidence-based Learning**: To use shared electronic platforms to reflect on and showcase selected artifacts, making thinking and learning visible.
- **Career Exploration**: To explore academic and career choices and opportunities informed by self-assessment.

**COURSE OUTLINE**

**Attendance** (via Discussion Board)

There is a strong correlation between class attendance and college success. Your class involvement and participation enable you to learn more actively and effectively, therefore class attendance is essential. Fifteen percent (15%) of your course grade is based upon on-time, active class attendance.

You must get into the habit of logging into the course daily. You MUST also check and carefully read ALL email communication from the professor. Failure to log in daily and on a consistent basis can result in your losing valuable points, missed assignment
deadlines and due dates, missed revisions/modifications to the syllabus, assignments in the course, etc.

The District Policy found at http://www.tasb.org/policy/pol/private/057501/pol.cfm states:

Students are expected to attend regularly ALL classes in which you enroll, including those online. You have the responsibility to attend class via logging in and participation and to consult with the instructor when an absence occurs. Under Texas Education Code, Section 51-911, all institutions of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose.

RELIGIOUS HOLIDAYS/OBSERVANCES:

Students who will be absent from class for the observance of a religious holiday must notify the instructor in ADVANCE. Please refer to the section on Student Responsibilities at http://www.tasb.org/policy/pol/private/057501/pol.cfm.

Note: If you are absent from class for ANY reason, it is YOUR responsibility to contact me, via email preferably, or in my office, concerning the absence. The BEST rule of thumb is to get with someone in your “peer group” and seek the assistance of your peers in catching yourself up with the rest of the class.

Class Preparation and Participation – Peer Team Groups and Learning Communities

The general format for this course is engaged and participatory online interaction with peer team groups/learning communities and with the instructor, with time for personal reflection during the class sessions. This means you should be ready to critically think and respond, read the assigned textbook chapters before class and be prepared to discuss, explain and communicate with your peers throughout the course. This is a critical component to the overall online course design and format. NOTE: Not aligning yourself with a Peer Team Group – Learning Community will result in an overall lowered course average/grade.

Learning Activities

This class will use a variety of learning activities, and you are expected to fully participate in ALL the class activities (whether or not they are “graded”). These will include, but are not limited to, lectures, reading, journal writing, group experiential learning exercises, class discussions, written assignments, case studies, student presentations, literature review and critique, internet resources, PowerPoint/video presentations, simulations and games.
Textbook Exercises
To help you process and master the course material, I strongly suggest that you complete as many textbook exercises as possible for each chapter (whether or not they are “graded”).

Weekly e-Journal
The weekly e-journal (5%) is intended as a “reflective” rather than an academic exercise. You should respond to the questions posed in the journal (using the web-based URL http://penzu.com/) based on what you have been learning in class from the activities, discussions and text materials. Outside research on these questions is fine, but not necessary. Answers to questions should be in complete sentences (with attention paid to grammar and punctuation) and demonstrate a degree of thought; there is NO "right or wrong" answer in the e-journal. In other words, think about how you can apply the material you have learned to your current life circumstances and learning efforts. Each response should be 1 page in length (unless otherwise directed). Please DO NOT disclose overly personal information or troubles as I am not playing the role of therapist.

To access the e-journal, visit the internet URL http://penzu.com/ and select the green “Create Your Free Journal” button. Don’t forget to check/agree to the Terms of Use and Privacy Policy option. For help, click the “help” or “contact us” menu.

**NOTE:** Make-up work will only be given/accepted under extremely extenuating circumstances as determined by the instructor. You are expected to turn in assignments on time. No late e-journals are anticipated and will only be accepted in emergency situations (with some sort of documentation for verification as determined by the instructor), or it will automatically receive a grade of “0/F” for that particular assignment/activity.

Exams

Mid-Term and Final Exam
There will be a Mid-term and Final Exam in the course that will consist of self-reflection essay questions/statements. The exams are worth 10% (each) of your course grade (20% combined) and will be taken online TBA/TBD.

**NOTE:** Make-up work will only be given/accepted under extremely extenuating circumstances as determined by the instructor. Make-up exams require a doctor’s letter addressed to me indicating that you were too sick to take the exam on the assigned date it was administered. ANY make-up exam must be completed by the NEXT class
meeting, or that exam will automatically receive a grade of “0/F” for that particular assignment/exercise.

**Essays**

You will need to complete approximately 3-4 short essays/projects (30%). Specific guidelines and directives for each of these assignments will be discussed in detail online.

*****Allow up to 1 week for essays to be graded.*****

**NOTE:** Make-up work will only be given/accepted under extremely extenuating circumstances as determined by the instructor. No late essays are anticipated and will only be accepted in emergency situations (with some sort of documentation for verification as determined by the instructor) and must be turned in by the NEXT class meeting, or it will automatically receive a grade of “0/F” for that particular paper/essay.

In support of the MVC Quality Enhancement Plan and its goal for improving your writing skills, this course includes a number of written assignments addressing subjects specifically related to your course and its content. During the development of your papers, you may receive assistance from one or a combination of the following sources:

1) instructor feedback on early drafts,

2) guided peer reviews of your compositions at various stages of development, and/or

3) guidance from a Writing Specialist in the MVC Academic Center for Writing (W114).

Additionally, you may receive feedback through use of the MVC Writing Rubric that will indicate both the strengths of your writing as well as areas that need attention.

Grades assigned on your writing exercises will constitute at least 30% of your final grade in the course.

***Each assignment (including essays, attendance, etc.) is given both a numerical and alpha score as listed above. On the last page of this syllabus, there is a “universal” grading criterion for all essays with in-depth verbiage on the characteristics/qualities of alpha grades of A, B, C, D, and F. Also, there are “essay specific” grading criteria attached to each essay/paper that you write regarding the guidelines/rules of what constitutes an “A,” “B,” “C,” “D,” or “F” score for that particular assignment. I hand these out to students about a week before each essay is to be turned in for a score; each essay is incrementally graded more difficult than the last, so each criterion reflects this.***
QEP EDUC 1300 (Student Learning Outcomes 1, 2, 7 and 9)

Due to the writing intensive nature of this course, students should note that the Learning/Personality Profile Project (PPP) is a high stakes grading assignment involving the processes of writing an essay. The same methodology will also apply to the Quality World Essay (low stakes grade), Behavioral Change Essay/Project (high stakes grade), and the MLA Research Information Literacy Annotated Bibliography Assignment (low stakes grade). The focus will be on the PPP since it is the first major writing exercise to integrate the use of outside research sources with the five paragraph model along with the usual pre-writing and post-writing drills. Also, for the PPP, students will go to the Ink Spot, MVC’s Writing Center, before and after submitting the essay for a grade, use the MVC Library Online Databases and T.R.A.A.P. model for information resources, and MLA documentation and citation.

NOTE: e-Journals are usually written every week, or at least every other week (normally for a total of 8 low stakes, informal writing assignments). Additionally, students are asked to keep certain book/chapter assignments in their notebooks that all involve writing; usually, these exercises are for reflection and participation purposes.

ePortfolio (via Foliotek)

Each student MUST complete an online presentation of their ePortfolio (30\%) to the class as part both the ePortfolio and Participation grades or lose an additional -150 points deducted from your overall course average/grade. So, this means that not completing the ePortfolio AND not being prepared with ALL required elements of the assignment and presenting it will result in an automatic -300 point deduction from your overall course average. Please make a note of this EARLY, in advance.

NOTE: Building a successful ePortfolio takes time management skills and staying on task with each portion of the overall assignment that will be due toward the end of the semester. Please log in and keep track of which features/elements of the assignment you should be working on behind the scenes; this is an on-going, progressive assignment.

Grading System

You should accumulate 1000 course points for work done as follows:

<table>
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<tr>
<th>Course Component</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Attendance/Active Participation (10 points per class = 10 pts. per week)</td>
<td>150</td>
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<tr>
<td>Weekly eJournal/Other Assignments (8)</td>
<td>50</td>
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</tbody>
</table>
e-journals worth 6 pts.)

<table>
<thead>
<tr>
<th>2 Exams - Mid-Term and Final Exam (100 points each)</th>
<th>200</th>
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<tbody>
<tr>
<td>ePortfolio via Foliotek (Introduction, About Me, My Pathway to Completion, My Achievements, Resume, Reflections of SLO’s, and My Connections) and Online Presentation</td>
<td>300</td>
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<tr>
<td><strong>NOTE</strong>: This is an on-going, progressive assignment that holds a significant portion of both the ePortfolio and Participation grades</td>
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| Essay #1 – “My Quality World” | 50 |
| Essay #2 – Learning/Personality Profile Project | 100 |
| Essay #3 – Behavioral Change Project | 100 |
| Essay #4 – Information Literacy Assignments | 50 |

Your final **course grade** will be determined as shown:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>899-800</td>
<td>B</td>
</tr>
<tr>
<td>799-700</td>
<td>C</td>
</tr>
<tr>
<td>699-600</td>
<td>D</td>
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<tr>
<td>599-0</td>
<td>F</td>
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</table>
The instructor's expectations for you are:

You are expected to be familiar with and abide by the **Student Code of Conduct** found online at https://www1.dcccd.edu/cat0406/ss/code.cfm

**STUDENT CODE OF CONDUCT**

The purpose of policies about student conduct and discipline are to provide guidelines for the educational environment at Mountain View College and the DCCCD. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Free inquiry and expression are essential parts of this freedom to learn, to grow, and to develop. However, this environment also demands appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students must exercise these freedoms with responsibility. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Any student violating the **Student Code of Conduct** shall be subject to disciplinary sanctions including suspension in accordance with DCCCD Board Policy found at https://www1.dcccd.edu/catalog/ss/code.cfm

(1) You are expected to be familiar with and abide by the **Student Code of Conduct** found online at https://www1.dcccd.edu/catalog/about/standard.cfm?loc=econ. Although this is an online course, you are to use classroom netiquette over the internet and conduct yourselves as adults enrolled in a college level learning environment. If you have questions about this, please let me know immediately. **Sharing/displaying inappropriate images, downloads, pictures, writings, language, or anything else not conducive to the learning process/environment is strictly prohibited and grounds for you being permanently dismissed from this online course.**

(2) Use of computer for this course shall follow the standards and guidelines set forth in the student code of conduct, be conducive toward an enriching and scholastic academic environment as well as meet the expectations of the professor for the purposes of an online course in a higher education setting. Further, each student is responsible for ensuring that his/her computer has the appropriate browser requirements, Internet connection capacity, Blackboard and eCampus required settings, Microsoft Word compatibility, etc. to meet the minimal demands for a passing grade.

(3) You are expected to log into eCampus **every day** as this is a portion of your Attendance/Participation grade. Required readings, assignments, exercises, activities, Discussion Board posts, critical deadlines, announcements, etc. are posted, updated, revised, modified, etc. on an on-going basis as per the professor’s discretion.
The District Policy for Computer Use at https://www1.dcccd.edu/cat0608/ss/computer.cfm states: “Use of college computing resources and facilities requires that individual users act in compliance with college policies and procedures, and failure to comply may result in restriction or revocation of access to college resources. Computing ‘resources and facilities’ include, but are not limited to college-owned host computer systems, networks, peripheral equipment (such as modems, terminals, and printers), computers and workstations, software, data sets, storage devices (such as CD-ROMS, hard and soft disks and the like), and all computer communications controlled, administered, or accessed directly or indirectly by the college or by any user.”

***PRINTING ON CAMPUS***: Printing in the Open Lab (W-60), the Library (W163), the Learning Skills Center (W170) and the Learning Resource Center will cost 10 cents a page. Students must bring a $1.00, $5.00, $10.00, or $20.00 bill to the lab to create an account. Accounts must be created before attempting to print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. Cash refunds are NOT possible. Accounts stay active as long as the account has value.

(4) You are expected to do your own work. Plagiarism (unauthorized use of another’s ideas as your own, be it from another student, a book, a magazine, the internet, a newspaper, etc.) will result in an “F” for the assignment and the course. The District Policy on plagiarism as found in Student Rights and Responsibilities: Student Conduct section online at http://www.tasb.org/policy/pol/private/057501/pol.cfm states: “Plagiarism shall be defined as 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’ shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.”

ACADEMIC HONESTY:

Students should be aware of disciplinary actions for ALL forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

It is the faculty member’s responsibility to inform you about the consequences of copying or cheating on an essay or any assignment, test, etc. You need to know what results emerge from such actions, which fall into the category of academic dishonesty. In this course, you will receive a grade of "0," on that particular assignment or test, and possible failure of the course if you are guilty of cheating/plagiarising (see explanation above). Please do not put yourself in a situation that would result in such action.
Be VERY clear about what work may be completed in collaboration with other students. Even when you are asked to work together on assignments, it is still expected that YOU will complete and submit your OWN work. While your classmates may help you with materials, all assignments should be written using YOUR thoughts and words.

FINANCIAL AID Students:

CERTIFICATION 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 after the drop date are also subject to this policy. All students receiving financial aid must open an Email account through NetMail. See directions in this syllabus for opening an Email account.

REPEATABILITY ISSUE:

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: http://www.dcccd.edu/ThirdCourseAttempt/.

STOP BEFORE YOU DROP A COURSE !!!

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

DCCCD Drop Policy:
If you are unable to complete this course, you must withdraw from it no later than Thursday, April 14, 2016. Withdrawing from a course is a formal procedure that you must initiate. The instructor cannot do it for you, except under the most extenuating of circumstances. If you simply quit attending class, you will receive a failing grade, “0/F.” However, if you must miss class or if you are not able to complete the semester, you should contact the instructor first, since other arrangements might be possible.

Transcripts

You may obtain your grades online via eConnect on the MVC homepage. You WILL need your student college ID# to access your grade information online, as well as your password, username login, compatible browser, etc.

STUDENT E-MAIL:

Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to www.dcccd.edu and click on Student Services, Online Services, and Student NetMail. ALL students receiving financial aid must open a student NetMail account. NOTE: Most, if not all, official business concerning this online course will be conducted via student email in eConnect and eCampus.

ADA Statement:

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at (214) 860-8691 in the “S” or Student Services building, first floor.

Learning Skills Centers:

Each student is entitled to free, drop-in services in these centers located at W-170 and W114. Many of our students qualify for specially funded tutorial assistance. More information on these services is available at (214) 860-8538 or MVCilabs@dcccd.edu (Please see the flyer at the end of the syllabus).

SEXUAL HARASSMENT: Mountain View College has a zero tolerance policy on sexual harassment. All students shall report complaints of sexual harassment informally to the college Human Resources Director or formally to the Vice Chancellor of Educational Affairs.

SUMMER and FALL Semesters 2016: NOTE: Students should register as early as possible. By registering early, students may take full advantage of academic
advisement and may have more course options available. Check the colleges for registration.

**EMERGENCY AND INCLEMENT WEATHER PROCEDURES:**

In case of emergency or inclement weather conditions, Mountain View College students should contact MVC's inclement weather hotline at 214-860-8888 or visit our college web site.

**EQUAL OPPORTUNITY:**

Educational opportunities are offered by Mountain View College without regard to race, color, age, national origin, religion, sex, disability, or sexual orientation.

**DISCLAIMER:** This syllabus may be changed or altered if revisions become necessary.
## TENTATIVE Schedule of Readings and Assignments
(Information listed is subject to change at the instructor’s discretion.)

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<thead>
<tr>
<th>WK</th>
<th>DATES</th>
<th>ASSIGNMENTS</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>1</td>
<td>Wednesday, January 20 – Sunday, January 24th</td>
<td>Read: Ch. 0, Ch. 1, Ch. 7 (keep exercises in notes) <strong>Exercise CT-45 and chapter exercises</strong></td>
<td>Course Overview, Value of a College Education, Traits of Autonomous Learner, SEEi and Commitment, Goal Setting, Values/Beliefs, Mission Statement, Holland’s Typology, Quality World</td>
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<td>2</td>
<td>Monday, January 25th – Sunday, January 31st</td>
<td>Read: CT-0 – CT-47, Ch. 2 ePortfolio (Introduction, About Me, Pathway to Completion) (keep exercises in notes) <strong>Chapter exercises</strong></td>
<td>Critical Thinking “Parts of Thinking” Bloom’s Taxonomy</td>
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<td>3*</td>
<td>Monday, February 1st – Sunday, February 7th</td>
<td>Read: Ch. 3 (keep exercises in notes) <strong>Quality World Essay Due – Saturday, January 30th</strong> <strong>Chapter exercises</strong></td>
<td>Learning Styles, Types of Notetaking Critical Thinking and Notetaking</td>
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<tr>
<td>4</td>
<td>Monday, February 8th – Sunday, February 14th</td>
<td>Read: Ch. 4 (keep exercises in notes) <strong>Chapter exercises</strong></td>
<td>Strategies for Reading a Textbook SQ4R, Problems with Multitasking Reflections on “Quality World” Essay</td>
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<td>5</td>
<td>Monday, February 15th – Sunday, February 21st</td>
<td>Read: Ch. 12 (keep exercises in notes) <strong>Chapter exercises</strong> MLA Research Annotated Bibliography DUE – Saturday,</td>
<td>Multiple Intelligences, Growth-Fixed Mindsets, MBTI-Personality</td>
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<td>6</td>
<td>Monday, February 22nd – Sunday, February 28th</td>
<td>Read: Ch. 5 (keep exercises)</td>
<td>Learning Theory, Memory</td>
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<td>Chapter exercises</td>
<td>Mid-Term Due – Sunday, February 28th</td>
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<td><strong>7</strong></td>
<td>Monday, February 29th – Sunday, March 6th</td>
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<td>- UNIT 3</td>
<td>Read: Ch. 6</td>
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<td>(keep exercises in notes)</td>
<td>Surface vs. Deep Learning, Deep Processing, Review of Critical Thinking</td>
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<td>ePortfolio (Learning Achievements, Resume, Learning Reflections and Connections)</td>
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<td><strong>8</strong></td>
<td>Monday, March 7th – Sunday, March 13th</td>
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<td>- UNIT 1 and UNIT 3</td>
<td>Read: Ch. 8, Ch. 11</td>
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<td>(keep exercises in notes)</td>
<td>Motivation, Self-Esteem, Human Development</td>
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<td><strong>9</strong></td>
<td>Monday, March 14th – Sunday, March 20th</td>
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<tr>
<td>- UNIT 2</td>
<td>NO Login Required this week!</td>
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<td>*SPRING BREAK – NO CLASSES!!!</td>
<td>NO login required this week!!!</td>
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<td><strong>10</strong></td>
<td>Monday, March 21st – Sunday, March 27th</td>
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<td>- UNIT 4</td>
<td>Read: Ch. 9, 10</td>
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<tr>
<td>Read: Ch. 9, 10</td>
<td>Time Management, Types of Procrastinators, Behavioral Change Project</td>
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<td>(keep exercises in notes)</td>
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<td><strong>11</strong></td>
<td>Monday, March 28th – Sunday, April 3rd</td>
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<tr>
<td>- UNIT 4</td>
<td>Read: Ch. 15, 16</td>
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<tr>
<td>ePortfolio (Works Cited)</td>
<td>Information Literacy Unit</td>
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<td>(keep exercises in notes)</td>
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<td></td>
<td>Chapter exercises</td>
<td>12</td>
<td>Monday, April 4th – Sunday, April 10th</td>
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<tr>
<td>13*</td>
<td>Chapter exercises</td>
<td>13*</td>
<td>Monday, April 11th – Sunday, April 17th</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Chapter exercises</td>
<td>14</td>
<td>Monday, April 18th – Sunday, April 24th</td>
</tr>
<tr>
<td>15</td>
<td>Chapter exercises</td>
<td>15</td>
<td>Monday, April 25th – Sunday, May 1st</td>
</tr>
<tr>
<td>16</td>
<td>Chapter exercises</td>
<td>16</td>
<td>Monday, May 2nd – Sunday, May 8th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Week</td>
<td>LAST CLASS Day!!!--- Thursday, December 12th</td>
</tr>
</tbody>
</table>
## Writing Assessment Rubric - Mountain View College

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exceeds Assignment Expectations</th>
<th>Meets Assignment Expectations</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process (QEP SLO 1.1)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>• Pre-writing (brainstorming, inquiry, focusing)</td>
<td></td>
<td></td>
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<tr>
<td>• Composing</td>
<td></td>
<td></td>
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<tr>
<td>• Revising (Coherency, Clarity)</td>
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<tr>
<td>• Editing</td>
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<tr>
<td>Development (QEP SLO 1.2)</td>
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<tr>
<td>• Organization (patterns, modes)</td>
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<tr>
<td>• Sufficient paragraph development (support, examples, reasons)</td>
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<tr>
<td>• Single discernible thesis</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Topic sentences and all discussion directly related to thesis</td>
<td></td>
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</tr>
<tr>
<td>• Appropriate (specific) audience</td>
<td></td>
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<tr>
<td>Usage (QEP SLO 1.3)</td>
<td></td>
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<tr>
<td>• Spelling</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Grammar</td>
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<tr>
<td>• Punctuation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Vocabulary (appropriate to subject and audience)</td>
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</tr>
</tbody>
</table>
- Sentence Structure (avoid fragments, run-ons and comma splices)
- Sentence Variety (a balance of simple, compound and complex)

**Use of Information Resources (QEP SLO 1.4)**

- Appropriate citations according to institutional style sheet to avoid plagiarism (in line and parenthetical)
- Appropriate documentation according to institutional style sheet to avoid plagiarism (in text and works cited)
- Incorporate information appropriate to audience and subject
- Credible sources
- Appropriate use of library-based sources (online databases, print, etc.)
- Analyze, interpret, synthesize and evaluate information

**Critical Thinking Writing Components (QEP SLO 1.5)**

- **Accuracy** (Makes reasonable, verifiable claims)
- **Precision**: (Includes precise, informative statements; contains no wasted material)
- **Relevance** (Information presented is relevant to thesis or premises)
- **Depth** (Develops the complexities of the problem reasonably for length of assignment)
- **Breadth** (Addresses other viewpoints; anticipates objections)
- **Logic** (Avoids logical fallacies; conclusions follow from premises)
- **Significance** (Argument is worthy or appropriate)
- **Fairness** (Presents opposing viewpoints in good faith; avoids unacknowledged biases)

**Column Totals**

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**Aggregate Writing Skill**

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**Grading Criteria**

The following criteria define how grades will be determined for all
essays that are due for a score and turned in by the DUE date.

GRADES

Grade Definitions

A

- The A essay is superior.
- The purpose of the assignment is fully achieved.
- The essay demonstrates mastery of the assigned task and diligence in its presentation.
- The writer has carefully followed all directives given by the instructor.
- The assignment is clearly presented in the appropriate manner (i.e., the assigned strategy).
- The assignment is exemplary in that it is well-formed and well-organized.
- Ideas show evidence of careful reasoning. They are well-developed with specific, appropriate supporting details.
- If the assignment calls for research, it is done and presented thoroughly and effectively.
- All grammatical and stylistic elements of writing are done with care and precision.
- Sentence structure is varied and precise with no major errors.
- Any supporting materials, required or included, demonstrate excellence

B

- The B essay demonstrates a good attempt to perform the assigned task.
- The purpose is mostly achieved.
- The writer has followed all or most of the directives given by the instructor.
- The assignment is presented in the appropriate style (i.e., the assigned strategy).
- The assignment has good organization and exhibits a good attempt at formation.
- Ideas show good reasoning and development, with many details included, but some aspects of development and/or reasoning may be slightly uneven.
- If the assignment calls for research, it is done and presented thoughtfully and carefully.
- Most of the grammatical and stylistic elements of writing are done well, but a few minor errors still exist.
- Sentence structure is concise and mostly free of errors.
- Any supporting materials, required or included, demonstrate a good effort in planning and presentation.

C

- The C essay demonstrates an acceptable attempt to perform the assigned task.
- The purpose is somewhat achieved.
- The writer has followed most or some of the directives given by the instructor.
- The assignment is presented in the appropriate style (i.e., the assigned strategy).
- The assignment has satisfactory organization and formation.
- Ideas show acceptable reasoning, but development may be general with a few specifics.
- If the assignment calls for research, it is done and presented in a satisfactory manner.
- Grammatical and stylistic elements of writing are sometimes done well, but errors exist.
- Mostly, sentences are free of errors, but some structures may be troubled.
- Any supporting materials, required or included, demonstrate a satisfactory effort in planning and presentation.

**D Poor**

- The D essay demonstrates a poor attempt to perform the assigned task. - The purpose is attempted but to a limited extent.
- The writer has followed some of the directives given by the instructor. - However, logic may be troubled.
- An attempt is made to appropriately present the assignment (i.e., the assigned strategy), but sometimes the style is only partially formed.
- The assignment may have deficient organization and formation.
- Unity and coherence are lacking in some way.
- Some ideas may show an attempt to reason, but development is general to poor with few specifics.
- If the assignment calls for research, it may be lacking or minimal.
- Frequently, grammatical and stylistic elements of writing may have errors and may impede meaning.
- Some sentences may be free of errors, but some structures may be troubled.
- Supporting materials, required or included, may demonstrate an effort in planning and presentation.

**F Failing**

- The F essay demonstrates an unacceptable attempt to perform the assigned task.
- The purpose is not achieved.

0-59

- The writer might or might not have followed some of the directives given by the instructor.
- The writer might attempt to appropriately present the assignment (i.e., the assigned strategy).
- However, logic may be troubled or nonexistent.
- The assignment may have some organization and formation, but it is flawed in some way (e.g., loses focus, is tangential)
- Many ideas lack reasoning and/or development.
- If the assignment calls for research, it may be lacking or nonexistent.
- Some attempt may be made to form grammatical and stylistic elements of writing adequately, but errors often exist and may impede meaning.
- Some sentences might be free of errors, but some structures may be troubled.
-Any supporting materials, required or included, demonstrate minimal effort in planning and presentation or are nonexistent.

**NOTE:** The F grade may also be given to assignments wherein the student has turned in the assignment too late or has been found to have plagiarized, to have fabricated information regarding the assignment, or to have displayed ANY unethical behavior regarding the assignment.
Learning Centers’ Hours

W-144 Reading Center (214-860-8838)
Monday – Thursday 7:30am-9:00pm
Friday 7:30am-4:00pm
Saturday Closed
Sunday Closed

W-145 & 146 Math Tutoring Center (214-860-8712)
Monday – Thursday 8:00am – 9:00pm
Friday 8:00am-4:00pm
Saturday 8:00am-4:00pm
Sunday Closed

W-172 Language Center (214-860-8889)
Monday – Thursday 7:30am – 9:00pm
Friday 7:30am-4:00pm
Saturday 8:00am-3:00pm
Sunday Closed

W-141 Open Computer Lab (214-860-8687)
Monday – Thursday 7:30am - 9:00pm
Friday 7:30am-4:00pm
Saturday 8:00am-4:00pm
Sunday Closed

W-114 Writing Center (214-860-5606)
Monday – Thursday 7:30am - 9:00pm
Friday 7:30am-4:00pm
Saturday 7:30am-4:00pm
Sunday Closed

Learning Centers’ Guidelines

1. All students must login and out when using the lab.
2. Please make sure all Electronic and hands free Devices are turned off and put away, in backpacks, purses, or pockets.
3. Students may use their own headphones while working programs required by instructors for class.
4. We do not allow consumption of food, drinks, candy, or gum in the lab at any time.
5. These computers are for academic purposes only. Viewing of pornography, inappropriate materials, Myspace, Facebook, Twitter, games, etc… at anytime for any reason will not be allowed.
6. You will not be allowed to print anything except homework for Developmental Reading, Writing, ESOL, classes. No exceptions will be made.
7. Children are not allowed in these labs at anytime for any reason.
8. And remember all of these rules were put into effect so we all can respect each other’s different learning styles. So, please no chatting and help keep this lab as quiet as possible.
Web Sites and Centers Used by Instructors

Visit us online...

(Click on individual lab links for more info and to see all we offer!)

W R I T I N G

Wisesoft

www.wisesoft.com

Click on the Owl

School Code: MVC

User ID: Type the letter w followed by the student ID#.

(Example: w1234567)

Password: dwri
www.engrade.com
www.aplia.com
http://ecampus.dcccd.edu/

READING

Wisesoft – www.wisesoft.com

Click on the Owl

School: MVC

User ID: The letter R followed by your student ID#
(Example: r1234567)

Password: drea

www.townsendpress.com

http://ecampus.dcccd.edu


MATH

Hawke’s Learning

www.coursecompass.com

www.mymathlab.com
www.interactmath.com

www.mystatlab.com

(Days and hours subject to change without notice)

For more information, contact Instructional Support at 972.860.8538 or MVCilabs@dcccd.edu