EDUC 1300 Learning Framework Syllabus—Lecture

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

Instructor Information:
Professor's Name: S. Ke'shun Walker
Email: swalker@dcccd.edu (preferred communication)
Phone: 972-860-7097; Office Location: C288
Office Hours: MWF: 9-10:00 a.m.
AND TR: 2-2:30 p.m., 5:45-6:45 p.m.

Remind Chat: Text: 81010 Type: @b4fhg6
(responses may be delayed outside of office hours; please do not text at inappropriate hours!)

Course Information:

<table>
<thead>
<tr>
<th>Class Meets:</th>
<th>Online Only</th>
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</thead>
<tbody>
<tr>
<td>Section Number:</td>
<td>43442</td>
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<tr>
<td>Course Prerequisite:</td>
<td>College level ready in Reading</td>
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<table>
<thead>
<tr>
<th>Class Type:</th>
<th>Fast-track; eCampus</th>
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<tr>
<td>End Date:</td>
<td>May 11, 2017</td>
</tr>
<tr>
<td>Start Date:</td>
<td>March 20, 2017</td>
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<td>Last Day to Withdraw:</td>
<td>April 12, 2017</td>
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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.)

REQUIRED TEXTBOOK: Only ONE (1) of the below versions is required:
  OR
Authors: Skip Downing, Tuesday Hambric

**NOTE: This is a custom edition of On Course. If you buy/rent/borrow an earlier edition, be sure that your copy of the textbook includes a CHAPTER 0. Almost all of the theories from our course will be in Chapter 0.

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

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 (verbal or written) in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.
Learning Framework Course Objectives & Development Statement:
Learning Framework’s objective is to introduce core skills needed to address Texas Core Competencies/skills and to learn tasks that are specific to academic success overall. Learning Framework students will develop these skills and accomplish said tasks through cooperative learning, various theory-supported and theory-guided activities, presentations and self-assessments that lead to academic and personal development.

Learning Framework Course Goals (CORE Curriculum Objectives/Skills):
* Represents Texas 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.

Student Learning Outcomes (Tasks):
At the completion of this course, Learning Framework’s students should be able to:
- **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.
- **Career Exploration** - To explore academic and career choices and opportunities informed by self-assessment.

Intellectual Core Competencies:
This course reinforces all 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 CCIC’s).

- **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.

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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. Explicitly.

Email Communication Guidelines:
When emailing your instructor, you should always include the following in the email subject line: your full name, EDUC 1300, and section number (begins with 4xxxx). I will not accept emails that do not include these criteria. Please also be sure that you are emailing me at swalker@dccc.edu (stated on pg. 1) and not replying to eCampus announcements sent from “do-not-reply@blackboard.com.”

Means of Assessment of Course Learning Outcomes
Your final grade will be assessed by using the following:
- Pre-test- 25 pts
- Participation-150 points
- Quizzes (5 @ 20 points each)- 100 points
- Online Discussion Boards (4 @ 25 points each)- 100 points
- Assessment 1- 100 pts
- Assessment 2 (Post-Test)- 150 points
- Career Exploration Assignment-100 points
- DAPPS Goal Project- 125 points
- Final Group Project- 150 pts

Additional Information on Evaluation Procedures:
- Participation points are not earned solely by attending class and being physically present in a seat. 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. There will be random days in which in-class activities will count as participation points; if a student arrives after points have been entered into eCampus, it is up the instructor’s discretion whether partial credit may be earned, based on how tardy the student is for the activity.
- Homework assignments will be given in class as the instructor sees fit.
- If you miss a class, please 1) refer to your course calendar and textbook, 2) refer to eCampus (check the calendar and announcements) AND 3) text or email your base group members, and other “family members” (classmates) for notes, information on handouts, or any verbal changes to reading assignments, due dates, etc.
- No late work will be accepted.
- There will be no make-up work unless you have a doctor’s note clearly stating absent days. All other is at the discretion of the instructor (e.g. funerals, incarceration, court days, etc.)
- I do not assign Incompletes.
- All graded assignments (exams, papers, homework assignments, projects, etc.) will be posted into eCampus and available to view in the “My Grades” section.

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It is the student’s responsibility to report suspected inaccuracies in the eCampus grade book within a reasonable time frame.

Any extra credit opportunities and their point value are solely at the instructor’s discretion.

**Grading Scale**

- **A** = 900-1,000 of the total possible points
- **B** = 800-899 of the total possible points
- **C** = 700-799 of the total possible points
- **D** = 600-699 of the total possible points
- *Note: **F** = 599 or less of the total possible points

**GRADE OF N** = given to students who do not attend class regularly after the official drop date yet remain registered in the course. The “N” will affect the student’s ability to receive financial aid, and the student may be asked to return funds received for the course not being attended.

**Discipline/ Course/ Department/ Policies/ Instructor Expectations:**

- **Turn off cell phones** (NO vibrations, ringtones, texts, emails, calls, social media notifications!) Do not verbally answer or engage in conversation on the cell phone during class.
- You are expected to come to class prepared, mentally and physically; having any necessary supplies (pens, notebooks, textbook, etc).
- **Use laptops/electronic devices only at the time and in the manner instructed.** (No playing computer games, visiting websites unrelated to coursework, using email, etc.)
- **Eat, sleep, use restroom BEFORE class.** If necessary, personal breaks should be no longer than a few minutes, and may result in an absence should they exceed an acceptable length of time.
- You are expected to attend all class meetings and **actively** participate in class discussions, activities, etc. Again, your voice and perspective is important!
- **Keep a “classroom-friendly” personal appearance:** Avoid wearing clothing, hairstyles, or accessories that may distract, offend, or limit communication with others. (Examples: Dark sunglasses or a hood covering a student’s face may impede conversation. Shirts with controversial brands or messages may make others uncomfortable.)
- Maintain a **positive attitude** and do your best in all that you do! **Students are expected to always respect each other and their differences in opinion.**
- Each chapter MUST be read before the assigned due date for that chapter. This will ensure a rich and knowledgeable class discussion.
- Any 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.
- You are expected to ask for clarification when any instructions or expectations are unclear to you.
- You are expected to seek assistance from instructor, appropriate college resources, and peers when needed.
- Students are expected to work together with a positive mindset and a willingness to learn; meaning, being comfortable with sometimes being uncomfortable.

- **Any student who participates in disruptive behavior may be asked to leave the classroom.**
- Students will not bring full meals (sandwiches, pizzas, etc.) in the classroom and will only bring drinks with tops (i.e. bottled sodas or waters), cleaning up any trash before leaving the classroom.

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

**GENERAL COURSE POLICIES:**

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 (verbal or written) in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.
Attendance/Participation
Participation is necessary for maximum learning in this course. A student cannot participate if he or she is absent. With that being said, attendance is mandatory for this course. If for some reason you are unable to attend a class, please e-mail me prior to class. Please do not make a habit of arriving to class late and leaving early. Habitual tardiness and leaving early will not be tolerated and points will be deducted from the total participation points. If you stay for less than 90% of the class period, you will be considered absent. Please let me know (ahead of time) if you need to leave class early. Arriving to class late is very disruptive (to the instructor and your peers) and each tardy will be counted against you.

Classroom Etiquette
Review your student guide for an outline of proper student conduct. Physical or verbal violence toward another student or the instructor is never acceptable. If you have any concerns, please address them in an appropriate manner. Please treat your classroom environment with respect. Turn off and put away all pagers, cell phones, iPods and any other electronic devices which cause distractions. If you have an important phone call, please remove yourself from the classroom and answer the call outside of the classroom. Refrain from utilizing social networking sites, as well as other social media in the classroom. In addition, loud, profane, and excessive talking during lecture will not be tolerated nor will offensive comments about classmates or other professors. If necessary, students will be asked to leave the class and will receive a '0' on any work done in class that day.

Certification Date: March 25, 2016
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid.

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.

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. See page 1 of the syllabus for the course drop date.

THIRD ATTEMPT RULE
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: https://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

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

The Office of Institutional Equity, in coordination with DCCCd colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal
and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

**Students with Disabilities:**
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO), located in C141. Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633. College Disability Services Office: Eastfield 972-860-8348

**A Note on Harassment, Discrimination and Sexual Misconduct**
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinator: Eastfield, Rachel Wolf; TitleIX-EFC@dcccd.edu, 972-860-7358
District Title IX Coordinator: Office of Institutional Equity, LaShawn Grant; TitleIX-District@dcccd.edu, 214-378-1633.

**CAMPUS RESOURCES:**
**Counseling Service**
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.

**Campus Bookstore**
Purchase new and used textbooks and other school utensils and/or small reference sources, order textbooks; purchase EFC paraphernalia; sell textbooks and purchase snacks. Located in the N-Bldg next to Campus Police.

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Campus Police
Handles Criminal (Theft, Vandalism, Violence) and ‘Suspicious’ Activity; Lost and Found; Police Escort. Located in N-112; 972-860-4290.

TUTORING SERVICES:
The LINK (inside the Library):
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 (inside the Library, L200)
The Math Spot is an academic skills center 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 (located inside the Library, L200)
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. Tutoring is available for Anatomy & Physiology, Chemistry, Biology, Geology, and Physics. For more information, please refer to the Science Corner website or ask a Science Corner personnel for details.

TRIO (SSS) Tutoring (C145):
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. Phone: 972-860-8353 (Voice/TDD); email: efctrio@dcccdd.edu

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<table>
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<tr>
<th><strong>Specific Learning Activities:</strong></th>
<th><strong>OBJECTIVES:</strong></th>
<th><strong>EVALUATIONS:</strong></th>
<th><strong>CORE COMPETENCY:</strong></th>
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</table>
| **CRITICAL THINKING** – To construct a personal learning system appropriate to academic tasks via analyzing and evaluating theories, concepts and strategies learned in the course. | The objectives of this assignment is for students to demonstrate:  
- Their ability to create a theory-supported approach to successfully accomplishing one or more given tasks. | Each student’s product or outcome will be evaluated by the instructor of record. Each student’s product or outcome will be evaluated based on the student’s ability to effectively communicate, his or her theory-supported approach to successfully accomplishing one or more given tasks. The instructor will assign a grade from 0-100. | - **Critical Thinking** - To construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts, and strategies learned in the course. |

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<tr>
<th><strong>CAREER EXPLORATION PROJECT:</strong></th>
<th><strong>OBJECTIVES:</strong></th>
<th><strong>EVALUATIONS:</strong></th>
<th><strong>CORE COMPETENCY:</strong></th>
</tr>
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</table>
| 1. Students will receive a lecture on goal setting and a set of instructions on grading rubrics. Afterwards the students present their final project. | The objectives of this assignment is for students to demonstrate:  
- Their ability to set goals using the DAPPS rule  
- Their ability to use an assignment rubric  
- Their ability to process their thoughts in writing and speaking | 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. | - **Career Exploration** - To explore academic and career choices and opportunities informed by self-assessment. |
| **CCIC** | **CCIC** | **CCIC** | **CCIC** |
| - **READING** | - **READING** | - **READING** | - **READING** |
| - **SPEAKING** | - **SPEAKING** | - **SPEAKING** | - **SPEAKING** |
| - **COMPUTER LITERACY** | - **COMPUTER LITERACY** | - **COMPUTER LITERACY** | - **COMPUTER LITERACY** |
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**TENTATIVE COURSE OUTLINE:**

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<th>Week</th>
<th>Topics</th>
<th>Chapters</th>
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<tr>
<td>Week 1</td>
<td>Course Overview/Expectations/Introductions</td>
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<tr>
<td>Week 2</td>
<td>Three Domains of Learning/ Bloom’s Taxonomy</td>
<td>Chapter 0, Chapter 1, Chapter 6</td>
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<tr>
<td>Week 3</td>
<td>Bloom’s Taxonomy/Self-Management</td>
<td>Chapter 0, Chapter 4, &amp; Chapter 8</td>
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<tr>
<td>Week 4</td>
<td>The Stage Theory/Personal Responsibility</td>
<td>Chapter 0 &amp; Chapter 2</td>
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<tr>
<td>Week 5</td>
<td>The Stage Theory/ABC Theory/Personal</td>
<td>Chapter 0 &amp; Chapter 2</td>
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<td></td>
<td>Responsibility</td>
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<tr>
<td>Week 6</td>
<td>Theory of Motivation &amp; Emotional Intelligence</td>
<td>Chapter 0, Chapter 3, Chapter 6, &amp; Chapter 8</td>
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<tr>
<td>Week 7</td>
<td>Information Literacy/Career Exploration</td>
<td>Chapter 0, Chapter 4, &amp; Chapter 7</td>
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<tr>
<td>Week 8</td>
<td>Teamwork/Social Responsibility</td>
<td>Chapter 0 &amp; Chapter 5, &amp; Chapter 8</td>
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Note: this course outline serves as a tentative guide. Additional chapter readings may be assigned and/or the order of chapters may be changed to better suit the class needs.

**Technology**

Assignments are DUE as outlined in the course calendar. Waiting until the last minute can be problematic as issues may arise with computers. **Experiencing technological difficulties or not having access to a computer is not an acceptable reason for missing assignment deadlines.** Students should plan in advance to complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab (which are free and open evenings and weekends).
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