
Course Description
This interdisciplinary course is both informative and fun; one that requires self-assessment for personal improvement. This 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 hours) It's more than an academic course; it's a life skills course too! Coordinating Board Academic Approval Number 4203015125

Course Prerequisites
One of the following must be met: (1) Developmental Reading 0093; (2) English as a Second Language (ESOL) 0044, or (3) Texas Success Initiative (TSI) Standard in Reading.

Course Drop Date
The official drop date for this course to still receive a 'W' is **Saturday, April 29, 2017**.

Learning Activities
As we progress through learning pathways, we can experience excitement from acquiring new knowledge, enhancing our motivation to continue learning. Together, we can create a learning experience that can result in a high evaluation of your knowledge through these learning activities:

1. Participation in collaborative course content activities and related discussions/reflections about the course content (text and eCampus) always engaging in personal application;
2. Reading the text and demonstration of understanding through two (2) tests and unannounced quizzes;
3. Prezi Teamwork Presentation on a Marketable Skill;
4. Completion of 4 assignments in response to course learning outcomes; and
5. Creation of a Prezi with 5 sections as evidence of your learning.

Quality Enhancement Plan (QEP)
Richland College is implementing its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu/qep/](http://www.richlandcollege.edu/qep/).

This is a Developing Learning Power class and part of Richland College’s *Learning to Learn: Developing Learning Power* Quality Enhancement Plan (QEP) in which your professor uses specific Thinking Routines to help you develop your learning power, become an even more engaged, successful learner, and master course content. Participating in Thinking Routines provides you a greater understanding of how you best learn and offers you techniques to boost your capacity to change and learn through effort and the intentional practice of thinking. Developing Learning Power shapes an exceptional learning experience, helps you advance in your academic career, and fosters traits in you of an effective lifelong learner. At the end of the course, you will be asked to reflect on your experience through an assignment about how you have changed as a learner.
Course Objectives/Key Learning Outcomes – Under each of the following areas, students will be able to:

1. **Critical Thinking** – Construct a personal learning system appropriate to academic tasks by analyzing and evaluating course theories, concepts, and strategies.
2. **Communication** – Use critical thinking to develop and interpret ideas and express different perspectives through written, oral, or visual communication.
3. **Information Literacy** – Use a variety of library tools and resources to find, analyze, and evaluate empirical data to address needs.
4. **Teamwork** – Consider different points of view and work effectively with others to support a shared purpose or goal.
5. **Social Responsibility** – Introduce intercultural competence, knowledge of civic responsibility, and ways to effectively engage with others to support a shared purpose or goal.
6. **Personal Responsibility** – Identify and weigh relevant factors which connect choices and actions to ethical decision-making.
7. **Self-Management** – Apply and assess metacognitive strategies as well as behavior-management techniques in order to build constructive habits for success in college.
8. **Evidence Based Learning** – Use shared electronic platforms to reflect on and showcase selected artifacts, making thinking and learning visible.
9. **Career Exploration** – Explore academic and career choices and opportunities through self-assessment.

Evaluation & Grading Grid

Final course grades are determined by completing the following requirements according to the timeliness, depth and quality of work submitted. Exams may not be made up. Grades are posted on eCampus to facilitate self-evaluation.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>Student must…</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Attend regularly; dialogue with professor regarding challenges that may arise of extreme emergencies. <em>Work will be made-up only for excused absences (serious illnesses), with prior approval from instructor and in timely manner.</em></td>
<td>200</td>
</tr>
<tr>
<td>Prezi Teamwork Presentation</td>
<td>Group work to research, create and present a Marketable Skills PREZI presentation.</td>
<td>100</td>
</tr>
<tr>
<td>TESTS</td>
<td>Take two (2) 100-point tests: Test 1 (Ch. 1-11), Test 2 (Ch.12-22)</td>
<td>200</td>
</tr>
<tr>
<td>QUIZZES</td>
<td>Take two (2) 25–point unannounced quizzes over textbook content.</td>
<td>50</td>
</tr>
<tr>
<td>4 Assignments</td>
<td>Critical Thinking and Teamwork (100 pts.); Growth Mindset Reflection (100 pts.); and Information Literacy (100 pts.)</td>
<td>300</td>
</tr>
<tr>
<td>Video Assignments</td>
<td>Cengage Video Assignment Reflections</td>
<td>50</td>
</tr>
<tr>
<td>Prezi Portfolio (P)</td>
<td>Five (5) 20-point assignments: About Me, Quality World, Creativity, Workforce 2020 and Creativity Academic Path</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

**GRADING GRID**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
<th>YOU can succeed by completing all assignments on time; submitting high quality work; and being in class to learn through discussions, presentations and cooperative learning activities. Keep up with your grade averages! To obtain an A, all assignments must be submitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
<td>90-100%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>80-89%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
<td>70-79%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
<td>60-69%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 599</td>
<td>0-59%</td>
<td></td>
</tr>
</tbody>
</table>
Personal Cell Phone, Computer Use in Class

Cell phones MAY NOT BE USED DURING CLASS TIME. Computers are valuable, especially when working on collaborative group activities; however, checking non-class related e-mail/materials, Facebook, Twitter, earphones for music, etc. IS NEVER APPROPRIATE. Failure to follow these guidelines will definitely affect in-class participation grade and may greatly affect your final grade.

Academic Dishonesty

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, copying others’ work and collusion. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct, published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm (Click on "Purpose")

Withdrawal Policy

If you are unable to complete this course, it is your responsibility to withdraw formally. (The Course Drop Date: Saturday, April 29, 2017). Failure to do so will result in your receiving a performance grade, usually an "F." If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Student Records office at Richland in Thunderduck Hall Room T170, or contact the division office.

Repeating a Course

Beginning in the Fall Semester 2005, the Dallas County Community Colleges began charging additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/.

Obtaining Final Course Grades Using eConnect

Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Use your identification number when you log onto eConnect (www.econnect.dcccd.edu), an online system developed by the DCCCD to provide you with timely information regarding your college records. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

ADA (American Disabilities Act) Statement

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972-238-6180 (Voice/TTY), visit Thunderduck Hall, suite T120, or go to http://www.richlandcollege.edu/dso/.

Attendance

To learn and have fun, we must be present. Be sure to have a class buddy that you can call when you miss class so you can pick-up handouts, etc. for each other. Six or more absences result in an automatic drop of one full letter grade! And, be a great team member by coming to class on time. Continuous tardiness or leaving early may add up to absences. Communication with the instructor and/or your buddy/cooperative group is a must!

Excused Absences...Religious Holidays

The college policy is, "Absences for observance of a religious holy day are excused if you inform the instructor at the beginning of the course in order to contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence." Absences due to serious illness and serious family emergencies may also be excused but immediate communication with the instructor is required.

Campus Emergency Operation Plan

To familiarize yourself with campus emergency procedures, please take time to watch the overview video: http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv. The complete Emergency Operations Plan can be viewed and printed at the following website: http://www.rlc.dcccd.edu/emergency. If you have questions or concerns, please contact the Richland College Office of Emergency Management. This office can be reached by phone (972/238-3794) or by e-mail (rloem@dccc.edu).
Privacy Restrictions: Posting of Grades/Distribution of Papers (FERPA, 1974)
In compliance with the Family Education Rights and Privacy Act of 1974, the college may release information classified only 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 number, (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 request that all or any part of the directory information be withheld from the public by giving written notice to the Registrar’s Office during the first 12 class days of a fall or spring semester or the first four class days of a summer session. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged; all requests must be made in person. No transcript or academic record is released without written consent from the student, except as specified by law.

Title IX/Sexual Misconduct Information
Richland’s policy regarding sexual misconduct is included in https://richlandcollege.edu/human-resources/title-ix-sexual-misconduct/

Academic Progress
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

It's not just about racing to finish your work. It's about pedaling with great RIGOR, EFFORT AND QUALITY OUTCOMES to finish at the top. * All possible points will be awarded when assignments meet high caliber standards. To get an A, ALL assignments must be submitted. PLAN to do your best. It's all about MAKING IT
EDUC 1300-83203 Course: Learning Framework Calendar (Spring 2017)

<table>
<thead>
<tr>
<th>DATES</th>
<th>ASSIGNMENTS, CLASS &amp; GROUP ACTIVITIES</th>
</tr>
</thead>
</table>
| Week 1        | **Welcome...Introductions: Getting to Know Each Other**<br>Course Syllabus: Requirements for Evaluation, Guidelines, etc.  
Intro. & Chapter 1 Discussion & Completion of Activities: The Perfect Storm (1-10)  
**Extra Credit: Reflection 1**  
Chapter 2 Discussion & Completion of Activities: Self-Directed Learning (11-22) & Chapter 3: Time Management – Peter Pan Never Had It So Good! (23-33)  
**Assignment 1 due - Critical Thinking and Teamwork** |
| Week 2        | **Chapter 4 Discussion & Completion of Activities: Is Thinking in Critical Condition? (35-45)** &  
Chapter 5 Don’t Read This...Just Google It! (47-53) **Video Assignment #1**  
**Portfolio Assignment – Prezi 1st Frame About Me due on eCampus**  
Chapter 6 Discussion & Completion of Activities: Note-Taking Ain’t Not-Taking (55-63) &  
Chapter 7 Motivation and Your Quality World (65-72)  
**Portfolio Assignment – Prezi 2nd Frame Quality World due on eCampus** |
| Week 3        | **Chapter 8 True Grit (74-80)**; Chapter 9 It’s All In Your Mind - Mindset and Mindfulness (82-89); and  
Chapter 10 Discussion & Completion of Activities: Single ISTJ Seeks Ambitious, Hot ENFJ! (91-100)  
**Assignment 2 due - Growth Mindset Assignment; Submit on eCampus Video #2**  
Complete Table/Figure 10.1, Determine Your Personality Type/Characteristics, (pp. 94, 97) and determine what occupational trends (Fig. 10.2) may best fit you & Chapter 11: EQ - It’s All About Marshmallows (101-111) Career Center Visit on Wednesday! |
| Week 4        | **Chapter 19-Discussion & Completion of Activities: “Hey Dr. Zoo Person! Will That Be on the Exam?” (189-199)**  
**Take Test 1 (Ch. 1-11): No test make-ups!!!**  
**Chapter 22 Discussion & Completion of Activities: Information Literacy in the Information Age (223-229)**  
**LIBRARY - Research for Teamwork Prezi Presentation**  
**Portfolio Assignment – Prezi 3rd Frame Creativity due on eCampus**  
**Assignment 3 due - Information Literacy Assignment; Submit on eCampus** |
| Week 5        | **Chapter 20 Discussion & Completion of Activities: You Must Be Dreaming! (202-209)**; Chapter 21  
Discuss Self-Regulation – Party of One Please (211-222); & Chapter 24: Fake It Until You Make It! – The Real Secret to College Success, 241-247  
**Portfolio Assignment – Prezi 4th Frame Workforce 2020 due on eCampus**  
Chapter 15 Discussion & Completion of Activities: The 5-3 Game Plan for Learning 9 (147-157) &  
Chapter 16: I’d Forget my Head if it Wasn’t Attached to my Shoulders (159-169)  
**Portfolio Assignment – Prezi 5th Academic Path due on eCampus Video Assignment #5** |
| Week 6        | **Chapter 14 Reading, Discussion & Completion of Activities: What a Brainiac! Nine Ways to be Smart (137-145), Gardner’s Multiple Intelligences (Ch. 14) Which are your three strongest? &  
Chapter 13: “That’s Not What it Said in the Book!” (125-135)**  
**Video Assignment #3** |
| Week 7        | **Portfolio Presentations**  
Chapter 12 Discussion & Completion of Activities: The New Science of Neuroscience (113-123)  
**Prezi Teamwork Presentations due for FINAL GRADE**  
Assignment 4 due – Developing Learning Power; Submit on eCampus  
**Video Assignment #4** |
| Week 8        | **Take Test 2 (Ch. 12-22) – No Test make-ups!!!**  
**Continue Prezi Teamwork Presentations for FINAL GRADE**  
FINAL- Prezi Teamwork Presentation counts as final grade - End of Course Conferences |

*Disclaimer - The instructor reserves the right to amend this syllabus as necessary. Keeping up with grade averages is YOUR RESPONSIBILITY. Chapters covered each class period must be read prior to class time. Late assignments...Ouch! Drop a full grade!*