# Course Information

<table>
<thead>
<tr>
<th>Learning Framework, EDUC 1300 Section 83434</th>
<th>Instructor Information</th>
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<tbody>
<tr>
<td>Spring, 2017</td>
<td>Michaelle O’Quin Norman</td>
</tr>
<tr>
<td>Number of Hours Three (3)</td>
<td><a href="mailto:mnorman@dccc.edu">mnorman@dccc.edu</a></td>
</tr>
<tr>
<td>ONLINE INSTRUCTION- 8- WKS</td>
<td>214.449.1429 Cell/ 972.238.6300 Office</td>
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<tr>
<td>3/20/17 to 5/11/17</td>
<td>WH 268 (By Appointment)</td>
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## Course Description/Prerequisites

### From the DCCCD Catalog:

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.

### Course Prerequisites

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.

### Disclaimer –

The instructor reserves the right to amend this syllabus as necessary.

## Learning Goals

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

STUDENT LEARNING OUTCOMES

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

QUALITY ENHANCEMENT PLAN

Richland College is piloting 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/. 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 POLICIES
**Exams** – The exams given will cover course assignments, chapter readings, and other information pertaining to the course. Generally, there are no make-up exams. You are expected to prepare and make appropriate efforts to take the exam on the designated date. If for some reason you are unable to take the exam by the required date, you will need to contact your instructor for alternate options such as FLEX assignments utilized to recover lost points.

**Guided Inquiry/Journal/Reflection Assignments** – In this course, you will also be given several Guided Inquiry Reflection Assignments. Each assignment includes a set of questions which you will be required to reflect upon and think deeply. Your assignments must be typed and in paragraph form (unless otherwise noted). You will upload these documents into eCampus or into your ePortfolio as directed by your instructor.
ePortfolio Project(s)/ Assignment(s) – In addition to your textbook, you are required to create an electronic portfolio. Throughout the semester, you will store artifacts (i.e. textbook exercises, reflections, etc.) within your e-Portfolio. You will learn to use the ePortfolio to select and collect work from this class and others. You will be required to connect this work to learning outcomes for the course, reflect on your accomplishments, and showcase your best work. To showcase your best work within your ePortfolio, you will be required to post:

- Guided Journal Reflections (see Course Outline)
- Artifacts that represent your learning in this course.
- Final Reflection of your e-Experience

**GRADING SCALE AND GRADING CRITERIA**

*Grading Scale:* You will have the opportunity to earn points and will be given grades according to the following scale:

<table>
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<tr>
<th>Grade Point Structure</th>
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<tbody>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>900-1000</td>
</tr>
<tr>
<td>800-899</td>
</tr>
<tr>
<td>700-799</td>
</tr>
<tr>
<td>600-699</td>
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<tr>
<td>0-599</td>
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**Note:** There are more than 1000 possible points which allow students to select certain assignments to recover lost points (MAX. 100 points)
Evaluation Procedures

Your assignments and exams will be scored and weighted as follows:

<table>
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<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>4 Exams</td>
<td>400</td>
</tr>
<tr>
<td>Module Assignments/Reflections</td>
<td>225</td>
</tr>
<tr>
<td>Final ePortfolio Project</td>
<td>200</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>175</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
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Please note that you will have ONE (1) week from the date the grade is posted to eCampus to challenge/dispute a grade you receive. It is YOUR responsibility to KEEP ALL WORK completed, graded and returned to you by your instructor for the duration of the semester. It is in your BEST interest to KEEP a copy of your submitted work either on a flash drive, electronically (in the cloud), or a hard copy.

Extra Credit:

In lieu of Extra Credit points, this course features FLEX Assignment for students to submit to recover lost points. The instructor will inform you of location and method of submission of these FLEX Assignments.

Withdrawal Policy

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by **Wednesday, April 12**. 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. See institutional policies for additional information on withdrawals.

**ATTENDANCE POLICY**

Attendance is a vital part of success in any class participate. In this online course, being present means that you are actively participating in all discussions and activities. I will provide feedback on your discussion postings. In order to receive full credit for your discussion question, you must post a response to your peers per discussion question. You will need to respond with a substantive posting that significantly contributes to the classroom discussion.

There are several in class assignments that will be given in class. There is NO MAKEUP for these points. If you miss these days, you will need to submit FLEX Assignments if you wish to recover missing points.
**Late Work Policy:**

It is in each student’s best interest to submit work in a timely fashion. Occasionally, however, life prevents one from keeping deadlines. While the preference is that you submit work on time, you will be expected to complete assignments for each module no later than the given due date. If you are unable to complete and submit work by the deadline you are responsible for communicating with the instructor in writing via email.

You will have the opportunity to submit a FLEX Assignment in the event you miss the opportunity to submit your work. Once the exam for that module or chapter has been administered and closed, FLEX Assignments will NOT be accepted for assignments in that module. For example, Exam 1 closes in 2 days. A student has not completed Assignment #2. A FLEX Assignment must be turned in before Exam 1 closes to receive credit for that assignment. If you miss the Exam for that unit, you will have 2 Calendar Days (Weekends included) to submit a maximum of 2 FLEX Assignments to recover 50 points from the EXAM. Failure to do so, will result in a 0 recorded in the gradebook for that assignment. If there are no FLEX Assignments for that module, you may opt to select from any future module, but you may NOT move BACK to a previous module to recover points. This means you must choose your FLEX Assignments wisely.

**COMMUNICATING WITH YOUR INSTRUCTOR**

**Emails:** When communicating with me via email, the SUBJECT line must read: EDUC 1300 8XXXX (Section number), Last Name, First Name: Subject (Example: Subject: EDUC 1300-8XXX - DOE, JANE: MY GRADES).

Failure to include the above information could result in a significant delay in your email response. Please allow at least 24 hours for a response.

**Telephone:** Telephone calls will be accepted between the hours of 9AM and 11PM. You may feel free to call my cell phone at 214.449.1429

**Text Messaging:** Feel free to send me a text. Please be sure to sign it with your name at the end so that I will know with whom I am speaking. Text Messages will be accepted between the hours of 9AM and 11PM at 214.449.1429.

**INSTITUTIONAL POLICIES**

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>M=Monday; T=Tuesday; W=Wednesday; R= Thursday; F=Friday; S=Saturday; U=Sunday</th>
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<tbody>
<tr>
<td>January 17 (T)</td>
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<tr>
<td>January 30 (M)</td>
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<tr>
<td>March 13-17 (R)</td>
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<tr>
<td>April 12 (W)</td>
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<td>May 8-11 (M-R)</td>
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**Academic Honesty**

Academic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your
enrollment indicates acceptance of the DCCCD Code of Student Conduct
http://www.richlandcollege.edu/conduct.

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 972-238-6180 (Voice/TTY), visit Thunder Duck Hall, suite T120, or go to http://www.richlandcollege.edu/dso/.

Emergency Operation Plan
Campus Emergency Operation Plan: Richland College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus. To familiarize yourself with these 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.richlandcollege.edu/emergency. If you have questions or concerns, please contact the Richland College Office of Emergency management. This office can be reached by phone at (972) 238-3794 or by e-mail at (rlcoem@dcccd.edu).

Contingency Plan: Richland College has developed an Instructional Contingency Plan for Temporary College Closing for On-Campus courses. Please discuss this contingency plan with your instructor. For distance learning courses, your instructor will use email to contact students in the event of extended technology downtime. To assure work in the class continues, it is important for all students to have an accurate email address recorded in both eCampus and eConnect.

Financial Aid
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.

Repeating a Course:
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. 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/.

Final Course Grades:
Final Grade Reports are not mailed. Convenient access is available online at www.econnect.dcccd.edu or by telephone at (972) 613-1818. Just use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Religious Holidays:
Absences for observance of a religious holy day are excused if you inform your instructor at the beginning of the course. A student whose absence is excused to observe a religious holy day is allowed to contract with the professor to take a make-up examination or complete an assignment within a reasonable time after the absence.

**Stop Before You Drop!! 6Drop**

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/6drop.

**The Texas Success Initiative (TSI)**

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office in T170T or T170S (phone number 972-238-6115 or 972-238-3787) or at http://www.rlc.dcccd.edu/regi/resource/tsi.htm.

**Inclement Weather:**

In case of inclement weather, you may call (972) 238-6196 or visit the Richland College website to learn if the campus is closed. Call before coming to campus on days in question.

**Children in the Classroom**

Minors should not be brought to campus in lieu of appropriate childcare. A student will not be allowed to attend class when minors are accompanying the student. Minors should not be brought into classrooms, laboratories, the Test Center, Center for Tutoring and Learning Connections, Library, or Academic Computing areas because of disruption of instruction or study, exposure to material unsuitable for minors, and possible danger to minors.

**Privacy Restrictions:**
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.

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](http://www.richlandcollege.edu/admissions/process.php) for more details.

Disclaimer Reserving Right to Change Syllabus:

The instructor reserves the right to amend this syllabus as necessary. It is the student’s responsibility to stay up to date and aware of any such changes made once the professor indicates that amendments have been made.