Education 1300, Learning Framework, Course Syllabus WINTER TERM 2017-18
Richland College, Learning Enrichment and Academic Development (LEAD)
Section: 82245 9:00-12:30 MON-FRI IN D117

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Office Hours: 8:30-9:00am Monday thru Friday or by appointment


Although this is an on-campus class, we will use eCampus as a helpful resource. This syllabus, our class assignments, the course Calendar/Due Dates, and all of your grades will be available through eCampus. You may also submit some written work through eCampus or by eMail. *(Prior to the first class please buy the textbook if you possible can and bring it to class the first day of class: DEC 11, 2017)*

Course Description, Focus, and Assumptions

The catalogue description of this course is as follows: "This interdisciplinary course addresses 1) research and theory in learning, cognition, and motivation, 2) factors that impact learning, and 3) applications of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction to 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 learned theoretical models. Critical thinking serves as the foundation for different thematic approaches using a variety of academic disciplines."

You might ask, "why a course in learning about learning?" That is a perfectly good question. The answer is just as good. The answer is that when you become an autonomous learner, the adventure of life opens up for you in marvelous ways. There is convincing evidence available showing that courses that help us to learn pay off in big ways. Students become much better college students, make better grades, and have more success in college. Obviously, this success in college leads to much more success in work and life. In short, this course is about helping you get what you are really after in the various arenas of your life. We shall, no doubt, discover that the issue of learning is one that is never far from any question regarding our relationships, work, service, and beliefs.

This course will be conducted primarily as a reading and activity class; therefore, your active participation is required for successful completion of the course. We will consider a wide range of issues relating to learning. In addition to our own responses to these critical issues, we will consider the ideas of scholars, thinkers, and others who have given their attention to the issue.
**Professor’s Aspirations for Students**

This course should have a direct connection to and influence on your life - certainly your life as a student learner; however, even more important, your life beyond the walls of the college. My primary aspiration is that when you complete this course, you will walk the earth in a way that is at least somewhat different from the day you began. In short, the hope is that when you complete this course, you are a changed person; that is, a person who is better able to achieve important learning goals throughout your education and in your personal life. My aspiration in planning and teaching this course is for us to have a learning adventure together. You and the other students who have curious, active minds and who are eager to engage the topic and material are encouraged to join in this adventure.

**Learning Goals** Instructor intends that students will:

1. Become reflective, autonomous learners
2. Understand the factors that affect learning and use that knowledge to improve their own.
3. Set goals and align thought, behavior and emotion to achieve them; 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 techniques 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.

**Learning Outcomes** At the completion of the course, Learning Framework students will be able to:

1. Construct a personal learning system informed by the concepts, theories, strategies and techniques learned in the course.
2. Select and use learning strategies appropriate to tasks.
3. Apply metacognition (above or beyond knowing) to support rather than sabotage learning
4. Apply behavior management techniques to build constructive habits and eliminate unproductive habits.
5. Articulate why an artifact matters and how it demonstrates learning in two or more contexts.
6. Use the elements of critical thinking to analyze a position on an issue, whether their own or someone else’s.
7. Use a variety of library tools and resources to find information and evaluate its relevance and quality in relation to the need.
8. Identify and weigh relevant factors that influence ethical choices; Use a rational process to arrive at ethical decisions.
Learning Activities

Too often we limit the way we think about learning. First, real learning is something we all love to do and have loved to do since we were babies. Learning is exciting and fun, and that's part of the reason we love it. We are fortunate to be able to use technology to assist us in our learning together. As for the structured learning experiences that will lead to an evaluation of your work for this course, there are four main learning activities:

1. Participating in regular class activities and discussions with other students and the professor about ideas that emerge from the course material and how the material relates to your own experience;
2. Reading the text and other assigned materials about learning, then taking brief quizzes over the material covered in each unit of study (in addition, there will be a quiz over this syllabus);
3. Writing response/reflection journal response to course assignments and activities (you will be provided specific instructions and guidance regarding the journal reflections); and
4. Preparing and presenting the beginning stages of a personal online portfolio.

Attendance Policy:

Each student is expected to attend all sessions. In the event of illness, or other unavoidable circumstances, the student will be expected to make an appointment with the instructor (prior to the missed class if possible) to discuss what can be done to make up the work. If you are unable to complete this course you must withdraw yourself. To drop a class or withdraw from Richland College, students must follow the prescribed procedure. It is the student's responsibility to drop or withdraw. Failure to do so will result in receiving a performance grade, usually a grade of "F". STUDENTS WHO WITHDRAW FROM A MANDATED REMEDIATION COURSE (S) AS A RESULT OF TASP REQUIREMENTS MUST ALSO WITHDRAW FROM ALL COLLEGE-LEVEL COURSES. If for some reason you are unable to complete this course, YOU MUST WITHDRAW YOURSELF by Friday, Dec 22, 2017. If you stop attending and do not withdraw, you will receive a performance grade, usually an F.

Evaluation

All grades will be posted on eCampus and you may check your grades at any time by logging on and clicking on "My Grades." Your final grade for the course will be based on my evaluation of the seven main learning activities, each worth a certain number of points.

Class Activities/Participation – Your participation in class activities and discussions is an essential aspect of success in this course. You will receive class participation points for each class that you attend. Class activities will continue throughout the course and there will be 14 classes. (14 classes @15 points each=Maximum of 210 points)

Quizzes – You will take 4 quizzes covering the reading assignments in the course coming mostly from the textbook. Some may be open book and you can use your notes. So always bring your textbook and notebook to every class. (4 quizzes @20 points=Maximum of 80 points)

Journal/Reflection Papers – You will keep an electronic journal in which you will reflect on each class, all activities, and work that you do related to the class readings, activities, and discussions. At the end of each day you will submit summary of your reflections for that day, Submit as an email. (13 daily Journal/Reflection papers @15 pts =Maximum of 195 points)

Personal Change Project – You will decide upon a Personal Change Project and complete the baseline and 5 day tracking, research and write up a report to put in a PREZI (100 points)
**Prezi**—Throughout the semester you will store artifacts from your class assignments in your PREZI. You will learn to use the portfolio 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, (115 points maximum for final completion)

- Complete all eight sections of the PREZI
- a brief description of your Personal Change Project (1 page and charts if applicable)
- a brief (3-5 min) presentation of your PREZI to the class

**Exams** -- Taken from the weekly quizzes, textbook, activities, and exercises we have done during the semester. There will be no makeup exams; however, the Final Exam may count twice if you have to miss an exam due to illness or extenuating circumstances. Three exams including the final (3 Exams @100 pts each=Maximum 300 points)

Your **final course grade** is based on the total number of points accumulated as applied to the following scale:

- 900 – 1000 points (90 – 100%) = A
- 800 – 899 points (80 – 89%) = B
- 700 – 799 points (70 – 79%) = C
- 600 – 699 points (60 – 69%) = D
- 0 – 599 points (0 – 59%) = F

**Special Information:** about college policies and helpful student services can be found at the following:

[https://richlandcollege.edu/employees/syllabus-institutional-policy-statements/](https://richlandcollege.edu/employees/syllabus-institutional-policy-statements/)

Beginning fall 2010, the "E" grade will not count as a completion grade. This means that a student receiving the "E" grade will not be making "Satisfactory Academic Progress" as defined by federal financial aid.
**Grade Check List – EDUC 1300**  The total number of points you can earn in this course is 1,000. Below is the list of required work you must complete by the assigned due dates. Use this as a way to track your scores and always be aware of how you’re doing in the course. You can always monitor how you’re doing by clicking on the ‘My Grades’ button in eCampus as well. Good luck!

The scoring of your grades will be as follows:

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<th>ASSIGNMENT</th>
<th>NUMBER OF ASSIGNMENTS</th>
<th>POSSIBLE TOTAL POINTS PER ASSIGNMENT</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>TOTAL POINTS EARNED (you add them up as you earn them)</th>
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<td>Quizzes</td>
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<td>20</td>
<td>80</td>
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<tr>
<td>Reflection Journals</td>
<td>13</td>
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<td>195</td>
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<td>Self-Change Project</td>
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<td>PREZI</td>
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<td>Exams</td>
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<td>Special Projects:</td>
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**GRAND TOTAL=**

**Grading Legend:**

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<th>Total Points Range</th>
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<td>900-1,000</td>
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<tr>
<td>800-899</td>
<td>B</td>
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<td>600-699</td>
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<td>500-599</td>
<td>E</td>
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<td>400-499</td>
<td>F</td>
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To determine your final course grade take your total number of points and multiply it by .10 and convert that number to a letter grade. For example, 840 total points earned X .10 = 84, which is a letter grade of ‘B’ for the course.
Confirmation of Receiving and Understanding Course Syllabus (Hand in Second Class)

I, ________________________________, have read this syllabus and understand the course requirements and grading criteria. I agree the instructor may change assignments and grading criteria depending upon class needs.

______________________________ Date: ________________________________
Student Signature

Food and Drink in Classrooms:

Statement of Responsibility

I ____________________________, the undersigned, understand that bringing drinks and food into the college classroom is a privilege and a responsibility. Out of respect for other members of the Richland College community, I agree to take full responsibility for my actions. This includes, but is not limited to removing cans, bottles, trash, etc. from the classroom when I leave and depositing my trash in appropriate receptacles outside the classroom. Also, I agree to clean up spills and, if special cleaning is needed, to contact appropriate college personnel immediately. I also agree that it will be at the discretion of the course instructor to limit the kinds of food/drinks I may bring into the classroom.

______________________________ Date: ________________________________
Student Signature

Impressions of first class and Feedback to Professor: Please make a few comments and ask any questions that you may have about this first class and tell me a little about your previous learning experiences and describe how you learn best:

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