Instructor: Erin Kinard, MSSW, LCSW  
E-Mail: emerek@gmail.com or EKinard@dcccd.edu  
Phone: 972-822-3316 (Cell)  
Adjunct Faculty Office: A-110  
972-238-6140

Courses/Class Times:  
HDEV 0100-83001 1/16/18-2/15/18  
HDEV 0100-83002 2/20/18-4/3/18  
HDEV 0100-83003 4/5/18-5/10/18  
Also: HDEZ-1000-82001; 82002; 82003  
Tuesday and Thursday  
09:30-10:50  
Room Number: N119

COURSE DESCRIPTION: A Learning Community Class of the Richland College:  
Emotional and Cognitive Growth and Development  
TRI Program

Prerequisite: None.

This is a 3 credit hour human development course in which students are introduced to Emotional and Cognitive growth and development skills. Students will explore some academic and personal goals as well as learn skills that will enhance their chances for educational and personal success. Students will learn how to: 1) improve their emotional health with a focus on emotional intelligence, emotional regulation, and mindfulness and 2) improve their cognitive skills with particular emphasis on memory, problem solving, concentration/attention, communication, and critical thinking. Throughout the course, students will engage in various interactive activities for self-exploration aimed to help increase adaptive coping skills, improve self-esteem, engage in more positive thinking and manage stress more appropriately. In addition, students will participate in cognitive skill building activities focused on improving memory, attention span, concentration ability, problem solving skills, and critical thinking. These interactive activities will help the students in their personal and academic progress. This course supports students enrolling in other appropriate remediation courses.

REQUIRED TEXT  
Various articles, work-sheets, and handouts will be provided by the instructor throughout the course. Completion of this material will be a part of the participation and/or homework grade

NATURE OF THE COURSE  
The TRI course focuses on helping you become a more successful person, both in your personal and academic life. This course specifically provides an opportunity for you to learn, practice and adopt strategies to support your success in college and in personal life with a focus on your emotional and cognitive development. Topics include but are not limited to: emotional intelligence/health, emotional regulation, mindfulness, enhancing stress reduction, development and implementation of effective coping skills, self-care, memory enhancement, problem solving, attention/concentration improvement, communication skills, and critical thinking.
COURSE OBJECTIVES:
- To help students improve their emotional health.
  o To help students learn how to identify, express and regulate emotions.
  o To help students to learn how to identify stress and how to adaptively cope with stress.
  o To help students develop and implement mindfulness practices.
  o To help students develop and implement positive thinking strategies.
  o To help students develop and implement self-care practices.
- To help students improve their cognitive skills.
  o To help students improve/enhance memory.
  o To help students improve attention span.
  o To help students improve concentration skills.
  o To help students improve problem solving skills.
  o To help students improve communication skills.
  o To help students improve critical thinking skills.
- To help students utilize the tools learned in the classroom in their personal and academic lives.
- To create and foster an atmosphere for personal growth and development in the classroom.

TEACHING METHODS
A variety of teaching methods will be used to enhance learning. Class discussions, mini-lectures and participant interaction are the primary methods. Additionally, short videos, role-plays, movies, guest speakers, simulation/games, assignments, group activities and in-class exercises will be used when appropriate.

CLASS MATERIALS
- 3-ring binder (a part of your course grade)
- Pens, crayons and color markers (please bring to every class)
- Highlighter
- 3 hole punched, lined binder paper to insert in your binder for note-taking
- Journal
- Monthly/Weekly Planner (any kind; you can use the Richland College Calendar/Planner)

EVALUATION OF STUDENT PERFORMANCE
Grades will be computed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>330</td>
</tr>
<tr>
<td>Assignments / Tests / Projects</td>
<td>330</td>
</tr>
<tr>
<td>Class Binder and Journal</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>330</td>
</tr>
</tbody>
</table>

Note: Attendance and Participation in Class are vital for successful completion.
NOTE: THIS COURSE IS NOT ONLY TEACHES YOU HOW TO LEARN BUT OFFERS FUN, CREATIVE, AND PLEASANT ENVIRONMENT TO DO SO.

NOTE: *BONUS POINTS AND EXTRA CREDIT ASSIGNMENTS CAN BE GIVEN IF NEED IS DETERMINED AND ARRANGEMENTS ARE MADE.*

eCAMPUS
You can view class information, i.e. course assignments, due dates, grades and e-mail other classmates by using E-CAMPUS accessible via the following web address:
http://ecampus.dcccd.edu/

Grading Breakdown:

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>599 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

1. **Attendance (330 Possible Points)**
Regular class attendance is necessary to successfully pass this course. Many activities will take place in class and cannot be made up. Arriving late or leaving class early will affect your attendance grade. Your grade can easily go from a B to a C based on absences alone. If you are late to class and the roll has been taken, you must notify me at the end of class period that you are present but late.

*Whenever an absence is unavoidable, it is your responsibility to find out about and complete all assignments missed while absent.* If you are absent on the day an assignment is given you are still required to turn in that assignment on time. While you may e-mail me, I also recommend exchanging phone numbers with at least one other student in class so that you can find out about any missed assignments.

2. **Class Assignments (330 Possible Points):**
There will be at least 2 class projects/assignments throughout the semester:

1. Emotional Intelligence Project (Tentative due date March 6) – 110 Points
2. Cognitive Skills Project (Tentative due date April 17, 2018) – 110 points

There will also be smaller assignments/activities throughout the class that you are expected to complete and will be part of your grade. – 110 points total

Examples:
1. Ongoing Journal/Discussion
2. Anger Management Activity
3. Self-Care Activity
4. Mindfulness Activity
5. Gratitude Activity

3. **Class Binder and Journal (10 Possible Points)**
- PLEASE BRING YOUR BINDER (with all the handouts and materials) TO EVERY CLASS
- Please bring your daily/weekly planner and crayons to every class. (Each time you complete and file your graded tests, articles, projects, and class handouts in your course binder you take an important step toward your success in this course . . . and in life!)

4. Class participation (330 points)
Participation is extremely important in this class. You will not be able to successfully pass this course without some degree of class participation. Participation includes active involvement in all class activities, making relevant comments, asking questions, sharing experiences, and demonstrating that you have read assigned materials through class discussions and the completion of assigned text book exercises.

WITHDRAWAL DATE
If you are unable to complete this course, it is your responsibility to drop or withdraw formally. The withdrawal request must be received in the Registrar's Office by 2/7/18, 3/23/18, or 5/1/18 depending on Flex Course Term.

You can officially drop this class without the “W” in your records by the end of the second day after each course starts.
Failure to drop or withdraw officially will result in 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.
“W” will not affect your overall GPA average.

INSTITUTIONAL POLICY STATEMENTS
Please go to the following link to read Richland’s Institutional Policies: www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

Syllabus Change Disclaimer: The instructor reserves the right to amend a syllabus as necessary

<table>
<thead>
<tr>
<th>College Name</th>
<th>Richland College</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name &amp; Contact Info.</td>
<td>Learning Enrichment and Academic Development, Crockett Hall – Room C-243, 972-238-6230</td>
</tr>
<tr>
<td>Semester/Term &amp; Year</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Program Coordinator Information</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Keysha McCloud – Director, Disabilities Services Office</td>
</tr>
<tr>
<td>Telephone</td>
<td>972-238-6180</td>
</tr>
<tr>
<td>E-mail Address or Fax</td>
<td><a href="mailto:KMcloud@dcccd.edu">KMcloud@dcccd.edu</a></td>
</tr>
<tr>
<td>Office Number</td>
<td>Disability Services Office – Thunderduck Hall, Rm. T120</td>
</tr>
<tr>
<td>Office Hours (full-time faculty)</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>HDEV 0100</td>
</tr>
<tr>
<td>Section Number</td>
<td>83001, 83002, 83003</td>
</tr>
<tr>
<td>Course Credit Hours</td>
<td>1 cr hr each flex term</td>
</tr>
<tr>
<td>Class Meeting Time</td>
<td>9:30-10:50</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Development : the Total Re-Integration Program</td>
</tr>
<tr>
<td>Course Description</td>
<td>This is a 3 credit hour human development course in which students are introduced to Emotional and Cognitive development skills. Students will explore some academic and personal goals as well as learn skills that will enhance their chances for educational and personal success. Students will learn how to: 1) improve their emotional health with a focus on emotional intelligence, emotional regulation, and mindfulness and 2) improve their cognitive skills with particular emphasis on memory, problem solving,</td>
</tr>
</tbody>
</table>
concentration/attention, communication, and critical thinking. Throughout the course, students will engage in various interactive activities for self-exploration aimed to help increase adaptive coping skills, improve self-esteem, engage in more positive thinking and manage stress more appropriately. In addition, students will participate in cognitive skill building activities focused on improving memory, attention span, concentration ability, problem solving skills, and critical thinking. These interactive activities will help the students in their personal and academic progress. This course supports students enrolling in other appropriate remediation courses. This course may be repeated for credit. (1 Lec.)

Coordinating Board Academic Approval Number 3201015212

<table>
<thead>
<tr>
<th>Course Prerequisites</th>
<th>Student must meet entrance guidelines for TRI Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Objectives/ Learning Outcomes</th>
<th>Through the use of class discussions, group participation, the use of video and real life experiences, the Instructor will facilitate contextualization and socialization. The transference of learning to real life experiences will be enhanced. Group cohesiveness and the sense of belonging are developed among the students. With a sense of membership in a learning group, students’ motivation to learn and grow is further developed. The TRI course focuses on helping you become a more successful person, both in your personal and academic life. This course specifically provides an opportunity for you to learn, practice and adopt strategies to support your success in college and in personal life with a focus on your emotional and cognitive development. Topics include but are not limited to: emotional intelligence/health, emotional regulation, mindfulness, enhancing stress reduction, development and implementation of effective coping skills, self-care, memory enhancement, problem solving, attention/concentration improvement, communication skills, and critical thinking. A list of specific objectives is as follows:</th>
</tr>
</thead>
</table>

**COURSE OBJECTIVES:**

- To help students improve their emotional health.
  - To help students learn how to identify, express and regulate emotions.
  - To help students learn how to identify stress and how to adaptively cope with stress.
  - To help students develop and implement mindfulness practices.
  - To help students develop and implement positive thinking strategies.
  - To help students develop and implement self-care practices.

- To help students improve their cognitive skills.
  - To help students improve/enhance memory.
  - To help students improve attention span.
  - To help students improve concentration skills.
  - To help students improve problem solving skills.
  - To help students improve communication skills.
  - To help students improve critical thinking skills.

- To help students utilize the tools learned in the classroom in their personal and academic lives.

- To create and foster an atmosphere for personal growth and development in the classroom.

Richland College's Quality Enhancement Plan ~ Learning to Learn: Developing Learning Power

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/qep2013/.

Specific Course Learning Outcomes are determined by program coordinators and related faculty.

The following Cognitive functions will be increased in this class:

- Memory retention, decision-making, organizational skills, problem solving, self-monitoring, inter-personal and intra-personal skills, perceptual and interpretative skills, mindfulness, and re-establishing personal identity

Course Outline

Calendar with a tentative course outline will be provided to students on the first day.
Required/Recommended Materials

Three Ring Binder; Journal, markers, canyons; hole puncher – Some additional supplies may be necessary.

Evaluation Procedures

Discussions and classroom exercises/activities will be graded as Classroom Participation (33%), Tests &/or assigned Projects will be graded by the Instructor (33%), and attendance will be taken each class and accounts for 33% of the total grade.

Exams and Assignments

*Number and type of exams and major assignments will be determined by the Instructor.
*A calendar is provided to each student on the first day. A list of tentative assignments is as follows:

There will be at least 2 class projects/assignments throughout the semester:
1. Emotional Intelligence Project (Tentative due date March 6) – 110 points
2. Cognitive Skills Project (Tentative due date April 17) – 110 points

There will also be smaller assignments/activities throughout the class that you are expected to complete and will be part of your grade. – 110 points total

Examples:
1. Ongoing Journal and Regular Discussion
2. Anger Management Activity
3. Self-Care Activity
4. Mindfulness Activity
5. Gratitude Activity

Grading Scale

33% Attendance, 33% Participation and 33% tests and/or projects

Attendance Policy

Attendance will be taken at each class and each student present will be awarded points toward the Attendance grade. Absences will count as “0” points. If a student is absent, he/she should email the instructor (ecmerek@gmail.com). Due to the nature of the Total Re-Integration Program and the focus on a student’s re-entry into school and community, regular attendance is expected and is an essential element of the program.

Classroom Policies:

Food, drink, cell phones, etiquette, etc.

Food is not allowed in the classroom and beverages should be Water only. Cell phones should be turned “off” or to “silent.” All students will abide by the published Student Code of Conduct and exhibit appropriate classroom decorum.

Course Drop Date:

2/7/18, 3/23/18, 5/1/18 – Depending on Flex Course Term

Academic Progress:

TRI Students are encouraged to discuss academic goals and progression with Keysha McCloud, TRI Director. Advising is available throughout the semester.

Institution Policies

For Institution Policies, please refer students to www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

Syllabus Change Disclaimer

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

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

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 the official drop date for this course (see Course Drop Date mentioned earlier in this syllabus). 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 972-238-6100 or 6101 (Thunderduck Hall, T170), or contact the division office.

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/](http://www.dcccd.edu/thirdcourseattempt/)

### Financial Aid
If you are receiving any form of financial aid, you 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.

### Academic Honesty
Scholastic 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](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 Thunderduck Hall, suite T120, or go [http://richlandcollege.edu.dso](http://richlandcollege.edu.dso).

### Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence.
DISCLAIMER:
The instructor reserves the right to amend this syllabus as necessary.

“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’s instructor to limit the kinds of
foods/drinks I may bring into the classroom”.

__________________________
Student’s signature

Course Rules for Success

To create the very best environment for supporting your success and the success of your
classmates, this course has three important rules. The more challenging these rules are for you, the
more value you will experience by adopting them. By choosing to follow these three rules, you are
choosing to be successful not only in this course but in your life. These rules will support your
success in every goal you pursue!

1. **Show up!** To support my success, I choose to attend every scheduled class period in its entirety
and notify my instructor in cases of illness or emergency.

2. **Do the work!** To support my success, I choose to do my very best work in preparing all of my
assignments and hand them in on time.

3. **Participate actively!** To support my success, I choose to stay focused and involved in every
class, offering my best comments, questions, and answers when
appropriate.

4. **Cell Phones, Laptops and other Technologies will be OFF** during class (unless otherwise
specified by the instructor). IF I have an emergency and need to be available to loved ones, I will
have my phone on VIBRATE – and – will let my instructor know of my situation/ exit the room in
order to talk.

I, ________________________________, agree to follow this course rules for success in order to
remain in good standing in my human development course. I also agree that it will be at the
discretion of the course’s instructor to enforce the Richland code of conduct.

__________________________________________
Student’s signature _______________________________