Learning Frameworks Syllabus—Lecture
PSYC 1300 / EDUC 1300
Sections: 410 Fall & 434 Spring Lecture Series
Social Sciences
Office: G237; Phone: 972.860.7156
Hours: 8:00AM-5:00pm M-F; Meeting Times: Check eConnect or eCampus

Instructor Information:
Tuesday S. Hambric, PhD
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Office Telephone Number: 972.391.1069
Office Location: G135
Office Hours: By Appointment Only

Course Information
Course title: Learning Framework
Course number: Psyc 1300 / Educ 1300
Section number and Class meeting times: See above
Credit hours: 3--Transferrable hours as an elective depending on the receiving college policy and rules.
Course prerequisites: One of the following must be met: (1) Developmental Reading and Writing 0310; (2) English as a Second Language (ESOL) 0044; or (3) have met Texas Success Initiative (TSI) standard in Reading.

Course Description:
This interdisciplinary course is an in-depth analysis and synthesis of research and theory in meta-cognition, behaviors, emotional intelligence, values, and motivation as they impact academic learning across disciplines. Theoretical models of strategic learning, cognition, behaviors, emotional intelligence, values, and motivation serve as the conceptual basis for the introduction of college-level student academic perceptions and 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 the learning skills discussed. Students developing these skills should be able to continually draw from the theoretical models, by using critical thinking, as the foundation for different thematic approaches across academic disciplines (Cross-listed as PSYC 1300)

Required Textbook Information—choose the interactive option that BEST fits you—

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Class Type: 8 Week Hybrid

Start Date: December 11 2017

End Date: January 05, 2018

Last Day to withdraw from your classes with a grade of “W” is October 08, 2016

CERTIFICATION DATE: December 12, 2017

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 to receive financial aid. You must participate in an academic related activity pertaining to the course. Examples are equal to but not limited to: You initiating contact with your instructor to ask a questions 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 and Services


Learning Framework Course Objectives:
(Often global in scope, indicates for learners what knowledge, skills, and attitude will be addressed in the course.)
The goal of Learning Framework is to introduce Student Learning Outcomes (SLOs) CORE Competencies (CC), and Workforce Skills (WS) needed to address the DCCCD CORE Objectives and to learn tasks that are specific to students’ overall academic and workforce success.

EFC Learning Framework’s, Course Goals and 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.

**Workforce Skills:**

Abilities or talents that bring forth or contribute to significant economic value.

Critical Reasoning, Information Discernment, Analysis, Planning, Development, & Implementation, Effective Communication, Creativity and Multitasking, Quantitative Reasoning, Self-Motivation, Self-Regulation, & Goal Oriented, Teamwork & Interpersonal, Problem-Solving, and Humility.

**Student Learning Outcomes Measured (Tasks):**

(Describe what students must demonstrate to successfully complete an assignment/course.)

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.

**Instructor’s Rights**

This syllabus is intended as a set of tentative guidelines for Psyc 1300 / Educ 1300. I, The Instructor of Record, reserve the right to modify at any time, through verbal or written communication, this syllabus, class instruction, class schedule, class content, and the requirements as seen necessary to promote the best education possible. It is the student’s sole responsibility for contacting the instructor and other students for any information pertaining to this class whenever he or she (the student) is absent.

**Means of Assessment of Course Learning Outcomes**

(Enter the means by which the Course Learning Outcomes will be assessed, e.g., Group Work, Written papers, Quizzes, Exams, Presentations, etc.)

Your final grade will be assessed by using the following assignments:

• Attendance/Participation
• Ticket-In Quizzes
• Ticket-In Assignments
• Ticket-In Discussion Analysis
• In-Class Exercises and Uploads
• Homework: Discussion Analysis
• Presentations
• Career Advising/Mathways Assignment
• Comprehensive final—which is the Post-Test
Evaluation Procedures
(Enter the appropriate information here; i.e., the weighting of assignments, exams, etc.)

The student’s final grade is calculated on a straight point system (i.e. The number of points earned divided by the number of possible points to equal the student’s final grade). This evaluation rubric serves as a tentative guide. The number of course assignments may vary due to students’ learning abilities, course speed, etc.

- **Pre-Test/Survey:**
  This does not count as a graded assignment. However, may be used to assign bonus points at the instructor’s discretion.

- **100 Ticket-In “Mottos Assignment Upload/Presentation”**
- **450 Ticket-In Quizzes**
- **125 In-Class Exercises and Uploads**
- **140 Homework: Discussion Analysis**
- **200 Comprehensive final exam/Post-Test.**
- **100 Attendance** worth 100 points.
  - For each unexcused absence, the student will lose 10 points. **Perfect attendance (0) absence = 100pts; One (1) absence = 90pts; Two (2) absences = 80 points; Three (3) absences = 70pts; Four (4) or more absences = 0 pts. Attendance/Class Participation is vital for success. YOUR perspective is IMPORTANT!**

- **Take note:** Homework and Classroom Assignments are worth varying points. Homework and Classroom Assignments will be given in class or online as the instructor see fit. Each assignment will be worth nothing less than 25pts and not more than 100pts each.

- **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.)

Exams and Assignments
(See above)

**Grading Scale--Total Points---about 915**
A = 90% \(\uparrow\) of the total possible points
B = 80-89% of the total possible points
C = 70-79% of the total possible points
D = 60-69% of the total possible points
*Note: F = 59% \(\downarrow\) of the total possible points

Discipline/Instructor Expectations
- Each chapter and **Ticket-In Quiz MUST** be read and completed before the assigned due date for that chapter and quiz. This will ensure a rich and knowledgeable class discussion.
- AGAIN, All Ticket-ins must be completed before the start of the assigned class.
- Homework and classroom assignments and pop quizzes may be given at the discretion of the instructor.
- There will be no make-up assignments for any missed classes, homework or exams, except at the discretion of the instructor.
- No ringing cell phones. Do not verbally answer or engage in conversation on the cell phone during class.
- Students will always respect each other and their differences in opinion.
- Plagiarism is not tolerated. Discussion posted times will be considered in this matter.
- Violation of any of these expectations can result in the following, but is not limited to the following. The student:
- Being asked to leave the class for the day
- Being asked to leave the class permanently
- Failing an assignment
- Failing the class

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

**Specific Learning Activities**

*(Specific Learning Activities, Learning Outcomes, Assessment Methods, etc. may follow the CLASSROOM POLICIES at the end of the syllabus in a table or chart or other format you may choose. This may make it easier to revise, replace, or add to the existing list of activities, etc. without the necessity of reformatting your entire syllabus.)*

| CRITICAL THINKING - To construct a personal learning system appropriate to academic tasks via analyzing and evaluating theories, concepts and strategies learned in the course. |
| OBJECTIVES: 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. |
| EVALUATIONS: 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. |

**Core Competency:**

- Critical Thinking - To include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.

**CCIC**

- READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
- SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
- COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems.
Core Curriculum Intellectual Competencies:
This course reinforces 5 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 (5 out of 6) CCIC’s. List only those for this course.)

- **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.
- **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.