EDUC 1300 Syllabus
Cedar Valley College

Instructor Information
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Office Hours: By appointment
Division Office and Phone: Liberal Arts, 972-860-2997

Course Information
Course Title: Learning Frameworks
Course Number: EDUC 1300
Section Number: 33971
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: 1:20pm – 2:40pm/Skyline High School
Certification Date: 02/03/20
Last Day to Withdraw: 4/16/20

Course Prerequisites
One of the following must be met: (1) Developmental Reading 093; (2) English as a Second Language (ESOL) 0044; or (3) have met Texas Success Initiative (TSI) standard in Reading

Course Description
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.

Student Learning Outcomes

**Critical Thinking** - to construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts, and strategies learned in the course.

**Learning Theories** - Apply the most current research on the science of learning to select and use learning strategies appropriate to academic tasks.

**Information Literacy** - To use a variety of library tools and resources to find, analyze and evaluate empirical data in relation to the need.

**Self-Management** - To apply and assess metacognitive strategies as well as behavior-management techniques in order to build constructive habits for success in college.

**Self-Discovery** – Identify and connect personal values to career and life decisions, as well as, healthy relationships

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Required Course Materials**

**Title:** Academic Transformation: The Road to College Success,  
**Edition:** Fourth Edition for Dallas County Community College District  
**Authors:** by Sellers, Dochen, and Hodges, published by Pearson  
**ISBN:** 1269876902 This is a custom book published especially for DCCCD

**Foliotek ePortfolio Access Card:** Book will include a one year license for the use of the Foliotek ePortfolio online system, which will be used for preparation and presentation of a personal learning portfolio. Do not purchase a copy of the text other than the approved custom text created for DCCCD students

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ePortfolio Assignments</td>
<td>12 @ 25 points each</td>
<td>300 points</td>
</tr>
<tr>
<td>Career Paper</td>
<td>1 @ 100 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Exams</td>
<td>4 @ 100 points each</td>
<td>400 points</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>1 @ 100 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Group Chapter Presentation</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**TOTAL: 1,000 points**
### Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

### Description of Graded Work

The final grade for the course reflects evaluation of the student’s work on the following assignments that are calculated as follows:

**Exams:** The exams each have 25 multiple-choice questions you must answer within a 1 hour time-limit. You will be allowed 2 attempts at the exam and your highest score will be counted towards your final course grade.

**Career Paper:** The career paper is a two-page paper where you should compare and contrast two personal career choices. The paper should be typed in MLA style and include 3 references from reliable sources.

**Group Chapter Presentation:** You will each present a chapter in the textbook. You will include a formal presentation (i.e. PowerPoint presentation or Prezi Presentation) a video that is less than 10 minutes related to your content and create an activity (i.e. exercises from book, Jeopardy, bingo) for the class to participate in. Your chapter presentation should be a minimum of 50 minutes.

**ePortfolio Assignments:** Your textbook will come packaged with a license for participation in an online system for developing and electronic portfolio called Foliotek. Throughout the semester you will store artifacts (i.e. assignments, homework) within your ePortfolio. 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. (A reflection is self-assessment and analysis of your learning. You will describe the connection of what you learned to your life and academic experiences.) A rubric will be provided with a listing of all ePortfolio assignments.
Attendance and Your Final Grade

In general, daily class attendance enhances student achievement of an A, B or C in the course. Students should advise instructors of illness, work or family situations that may require absence from a class. Class attendance is very important. You are expected to attend every class. Occasionally, however, life may prevent you from attending class. You will be allowed 3 absences without receiving any penalty. When you miss your Fourth (4th) class your final letter grade will be lowered by one letter grade due to excessive absences. If you are unable to attend class:

1. contact your classmates to determine homework or assignments you have missed.
2. You are responsible for informing the instructor regarding your absence. To inform the instructor you may choose to email or call and leave a voice message regarding your absence.

You must be present to participate. Once you are present, you must be active in all discussions and activities. Regular and punctual attendance is expected of all students. Roll will be taken during each class session. You should always arrive on time and stay for the entire session. Your attendance is directly linked to participation. If you attend, you will participate.

Late Work Policy

All assignments are due on time and on the date that the instructor indicates. Occasionally, however, life prevents you from keeping deadlines. If you are unable to complete and submit work by the deadline you are responsible for communicating with the instructor via email or face-to-face. While the preference is that you submit work on time, you will be allowed to submit late work. Please note that points will be deducted for late work. Work received late will receive a reduction in letter grade.

Other Course Policies

Makeup Exam Policy:
You will be given four exams. If you are unable to take the exam by the required deadlines, please contact me as soon as you know you will miss the exam. If you miss an exam you will be required to type a one page paper (double spaced, size 12 font) explaining why you have missed the exam. Then you will arrange a time to complete the exam. There will be no makeup exam for the final exam because the final exam is administered during the last day of class and grades will be calculated and submitted to your transcripts after the last class.

Electronic Devices:
Cell phone usage for personal use is not allowed during class time. Please be sure to silence your device or turn it off during class time. Laptops and chromebooks may be used for note taking during class.
Emailing Professor:
When contacting your professor by email be sure to use the following format:

- Greeting (e.g. Hello Dr. Johnson)
- Identify who you are, course number and section (e.g. My name is Jon Doe. I am a student in your EDUC 1300-30001 class that meets on MW 8-9:20am…….)
- Communicate question or need (e.g. What sources can be used as references for the library assignment paper?)
- End email with closing

Institutional Policies
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Cedar Valley Institutional Policies (http://www.cedarvalleycollege.edu/syllabipolicies)

Course Schedule

Listing of Topics by Week

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 0</td>
<td>PACKING THE ESSENTIALS</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1</td>
<td>THE ROAD TO AUTONOMOUS LEARNING</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 10</td>
<td>MANAGING STRESS AND ANXIETY</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 7</td>
<td>ESTABLISHING DIRECTION IN YOUR LIFE</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 8</td>
<td>WILLPOWER</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 2</td>
<td>THINKING AND INTELLECTUAL PERFORMANCE</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 3</td>
<td>LEARNING IN CLASS</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 4</td>
<td>LEARNING OUTSIDE OF CLASS</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 5</td>
<td>THE BRAIN, THE MIND AND ACADEMICS</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 6</td>
<td>PREPARING FOR PERFORMANCE</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 9</td>
<td>MAKING EFFECTIVE CHOICES</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 11</td>
<td>PATTERNS IN HUMAN DEVELOPMENT</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
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<td>------</td>
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<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>Chapter 12</td>
<td>INDIVIDUALALITY</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 13</td>
<td>MAKING ETHICAL DECISIONS</td>
</tr>
<tr>
<td>15</td>
<td>Chapter 14 &amp; 15</td>
<td>UNDERSTANDING AND AVOIDING PLAGIARISM/READING AND EVALUATING SOURCES</td>
</tr>
</tbody>
</table>