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:

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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 [Critical Thinking] self-assessment instruments 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)

TEXTBOOK INFORMATION:

- $14.99 eBook Download: www.HOTInstitute.org/students-textbooks
- Printed Textbook: Available at the EFC Bookstore; Contact Information is 972-279-3660; ISBN 9780692940532 Best Option for Hands on Learners. It’s Convenient, Engaging, & Hands on!

Figure 1Book cover entitled: Unlock Your Mind to Academic and Life Success
Class Type: 3 Week Hybrid

Start Date: December 16, 2019

End Date: January 10, 2019

Last Day to withdraw from your classes with a grade of “W” is January 06, 2020

CERTIFICATION DATE: December 20, 2019

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):**
(Prescribe 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.

**Course Calendar Outline**
(Enter topics of discussion here. If outline is too long, use it as an appendix and insert later in the document.)

• All coursework is displayed and explained in class and in the online classroom respectively.

Also, **ALL DISCUSSION POSTINGS and OTHER WORK are all due by a specific deadline and always before 11:59PM the day of the deadline!**

• For each specific due date, click on the “All Coursework & Test” button.
Course Outline Below: An Accumulative 1380 Points  
(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 worth 100 points
- 01 Google Calendar Assignment and Introduction Post worth 20 points each.
- 01 Career Exploration “Optimized” worth 100 points
- 08 Unit Discussion Thread for Quiz Preparations 20 points each for completion
- 08 Unit Quizzes worth 100 points each.
- Pre-test worth Bonus 20 Points if completed with the first three days of class.
- Post-test worth 200 points

Posting Guidelines—How to Earn 20 out of 20 points for each of your posts!

Each post has two parts, 1) Your response to my original question(s), and 2) Your reply to a classmate.

A response post is a post written by you in response to the instructor’s original discussion question. This is worth 10 out of 20 points. To earn these points, you must write a substantial “response post”.

A reply post is a post written by you as a reply to one of your peers’ post. This is worth the remaining 10 out of 20 points. To earn these points, you must write a substantial “reply post”.

Again, both the response post and the reply post are required in order to earn the full 20 out of 20 points (see below for the grading rubric):

1st) When you respond to the instructor's question, you shall demonstrate understanding and application (According to Bloom’s Taxonomy). In order to achieve the first ten (10) of the twenty (20) possible points, you must do all of the following:

(a) Copy and paste EACH question and/or its part(s), and then answer them. Do this by placing my EXACT question(s) or part of the question(s) you are answering at the beginning of your answer(s)—Not a variation, but the EXACT question or part of the question that you are answering. In other words, use the question that you are answering as an EXACT heading for each of your answers.

(b) Then you must demonstrate understanding by appropriately and accurately answering each whole question and their PARTS in your own words—4pts.

(c) You must demonstrate application by showing how the information presented in your “response post/answer” has been applied to a current personal experience or can be applied to future experiences.

You must follow your response post up by giving/illustrating a specific example that shows how you used the different parts of the theory being used or if there is not a theory simply give a specific example. Labels the different parts of your answer OR clearly demonstrate how key components of your answer/post is demonstrated or illustrated in your specific example ---6pts.

2nd) In order to receive the remaining ten (10) points out of the possible twenty (20) points, you must reply to one of your peer’s post.
When you respond, you shall demonstrate "understanding and thoughtfulness". In order to demonstrate understanding and thoughtfulness you must do all of the following:

(a) Your reply post must demonstrate that you understand your peer's answer by restating it in your own words to demonstrate thoughtfulness you will attempt to add to your peers’ knowledge. In other words, share something insightful as it relates to the subject matter—-4pts.

(b) Your post must demonstrate an analysis that address one or more parts of your peers post or you can give a suggestion as it relates to your peers post for future improvements---6pts.

How to Start a Response and Reply Post:

(a) When posting to the discussion questions (i.e. starting your "response thread"), you will click the "start a thread" button.

(b) When posting to one of your peers (i.e. doing a "reply post"), click on that student's post, read it, and then click the "reply button" in order to craft an intelligent and substantial reply.

(c) For all assignments, DO NOT ATTACH A WORD DOCUMENT. Simply craft your work in MS Word, save it, and then copy and paste it under the corresponding assigned button.

(d) To copy in the online class you may have to click ctrl-v.

(e) To paste in the online class you may have to click ctrl-p.

Means of Assessment of Course Learning Outcomes and Evaluation Procedures

(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 via 1380 total possible points via the following assignments:

- Attendance worth 100 points
- 01 Google Calendar Assignment and Introduction Post worth 20 points each
- 01 Career Exploration “Optimized” worth 100 points
- 08 Unit Discussion Thread for Quiz Preparations 20 points each for completion
- 08 Unit Quizzes worth 100 points each
- Pre-test worth Bonus 20 Points if completed with the first three days of class.
- Post-test worth 200 points
- ePortfolio Essay worth 100

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).

- There will be no make-up work granted except at the discretion of the Instructor of Record.

Exams and Assignments

(See above)
Grading Scale--Total Points-----1380

Attendance 100  A = 90% ↑ of the total possible points
Google Calendar Assign & Intro 20  B = 80-89% of the total possible points
Unit Discussions 160  C = 70-79% of the total possible points
Quizzes 800  D = 60-69% of the total possible points
Career Exploration Optimized 100  *Note: F = 59% ↓ of the total possible points
Final Exam 200

Instructor Expectations

- Each chapter and Tickent-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.)

<table>
<thead>
<tr>
<th>CRITICAL THINKING</th>
<th>OBJECTIVES:</th>
<th>EVALUATIONS:</th>
<th>Core Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To construct a personal learning system appropriate to academic tasks via analyzing and evaluating theories, concepts and strategies learned in the course.</td>
<td>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.</td>
<td>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.</td>
<td>• Critical Thinking - To include creative thinking, innovation inquiry, analysis, evaluation and synthesis of information.</td>
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CCIC

• READING: Reading at the college level means the ability to analyze and interpret a variety of printed
The instructor will assign a grade from 0-100.

- 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, and acquiring information.

### 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.