Instructor Information:
Tuesday S. Hambric, PhD
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Office Hours: By Appointment Only
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Course Information:
Learning Frameworks Syllabus
PSYC 1300 / EDUC 1300
Sections: 414xx, 424xx, 434xx, 474xx, and 494xx Lecture Series
Semester: Fall, Spring, Summer
Meeting Times: Check eConnect or eCampus

Start Date: January 21, 2020
End Date: March 12, 2020
Certification Date: Check My Class Roster on eConnect for date
Last Day to Withdraw: Check My Class Roster on eConnect for date

Course Prerequisites:
Course prerequisites: None.

Course Description:
This is a Texas Common Course Number.
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. (3 Lec.)

Coordinating Board Academic Approval Number 4227015152

Student Learning Outcomes:
At the completion of this course, Learning Framework’s students should be able to:

- **Critical Thinking** - Practice a systematic method of inquiry and analysis to evaluate a position on an issue before forming an opinion or drawing a conclusion.

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

- **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:

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
- **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:**

- **eBook COST: Free eBook w/paid tuition**
  - Pick up code at the Eastfield College Follett Bookstore; Contact Information is 972-279-3660; *ISBN 978-1-7924-2014-6*

- **PRINT VERSION Up Charge: Click Here to Order from Kendall Hunt**
  - This is the BEST OPTION for Hands on Learners. It’s Useful & Hands on!

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:**
See Online Gradebook in the Learning Framework class.

**Summary of Graded Work:**
See Online Gradebook in the Learning Framework classroom for the most up-to-date information.

- Graded work may include but is not limited to –
  - Discussion Threads
  - In class work
  - Homework
  - Quizzes
  - Tests

**Final Grade Calculations:**
See Online Gradebook in the Learning Framework class.
Description of Graded Work:

<table>
<thead>
<tr>
<th>CRITICAL THINKING:</th>
<th>OBJECTIVES:</th>
<th>EVALUATIONS:</th>
<th>Core Competency: Critical Thinking</th>
</tr>
</thead>
</table>
| To construct a personal learning system appropriate to academic tasks via analyzing and evaluating theories, concepts and strategies learned in the course. | 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. | 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. | 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, and acquiring information. |

Attendance and Your Final Grade:
Attendance = 100 points are assigned for attendance. -10 points for each missed class. -10 points for every two times you are tardy. After a total of -40 points, attendance is equal to zero (0) points. Framework class. Final grade = See Online Gradebook in the Learning Framework class.
Late Work Policy:
Late work is not accepted except at the discretion of the instructor. Examples of valid reasons work may be late:

- The student, himself or herself, is admitted into the hospital within three days prior to the assignment deadline.
- Death of an immediate family member within three days prior to an assignment deadline.

Other Course Policies:

Instructor Expectations

- Each chapter and Ticket-In Quiz (if applicable) 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.

Learning Framework Course Objectives

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.

Workforce Skills

Abilities or talents that bring forth or contribute to significant economic value. Critical Reasoning, information Discernment, Analysis, Planning, Development, & Implementation, Effective Communication, Quantitative Reasoning, Self-Motivation, Self-Regulation, & Goal Orientation, Teamwork, Problem-Solving, and Humility.

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 accurate information pertaining to this class whenever he or she (the student) is absent.

Course Calendar Outline

- 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 & Tests” button. Each folder displays the week the work is due and each folder labeled Monday, Wednesday, Tuesday, or Thursday indicate that the work is due that day for that week.

Posting Guidelines—How to earn points for each of your posts!

**Plagiarism**
ANY work taken from another student's work is plagiarism. The penalty for plagiarism is a failing grade for the class. I repeat, the PENALTY for PLAGIARISM is an F for the ENTIRE CLASS. I do not waiver or bend on this!

Instructor's Feedback:
All instructor feedback will be conducted in the grade book. It is located next to the grade and looks like a thought bubble. Click it for my comments. If you receive less than full credit for any work, the rationale will be in the grade book.

Types of Post: “Response” and “Reply”:

**Each Discussion post has two parts:**
1. You're “Response” post to my original question(s)
   a. **Response post** is a post written by you in response to the instructor’s original discussion board assignment or discussion board test preparation/assignment. This is worth 10 out of 20 points or 5 out of 10 points. To earn these points, you must write a substantial “response” post.
2. You're “Reply” post to a classmate’s “Response”
   a. **Reply post** is a post written by you as a reply to one of your peers’ response post. This is worth the remaining 10 out of 20 points or 5 out of 10 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 or 10 out of 10 points (see below for the grading rubric):

**Discussion Formatting: An Example of How You're Work Should Look When Posted:**
Your work should follow the below pattern. Each time you respond to a discussion question/request, you should do the following:

- **You are to type or copy my exact question (not a variation) and paste it first. Be sure my question is in bold.**
- Then you are to place, underneath my question, your answer to my question. your answer should appear un-bolded (see the next three examples):
1. **What is your name? (My discussion question is bold and used as a header)**
   a. My name is Dr. Tuesday S. Hambric. (Underneath my question, place you're answer to my question. It should be like the example, un-bolded and beneath my question.)

2. **What is your short-term goal and the steps you plan to take to reach your goal? (My discussion question is bold and used as a header)**
   a. My short-term goal is to make an A in this class. (Underneath my question, place you're answer to my question. It should be like the example, un-bolded and beneath my question.)

3. **What Steps do you plan to take to reach your goal? (My discussion question is bold and used as a header)**
   a. I plan to use my google calendar to help with time management and that will help me earn my A. For example, I have a post due on Tuesdays and Thursdays by 11:59pm, on each of those nights. Well, I have set up a reminder for 2pm on each of those days to stop what I am doing and to complete the required reading and work. This reminder will help me complete both the “Response” post and the “Reply” post. Also, I do this at two o’clock, so that if I have no internet connection, I still have plenty of time to find a solution to the problem. Finally, as a final back up plan, I have a second reminder set at 3:30pm just in case something goes wrong at 2pm (This is an example of your answer explained and it again demonstrates how you're answer should be un-bolded and placed beneath my question.)

And so on, and so on… Keep reading below for more posting specifics regarding the expected points and quality for your posts.

**How to Earn Posting Points:** (20) out of (20) points for each of your Discussion Board Assignments OR (10) out of (10) for your Discussion Board Test Preparation/Assignments, etc.

**Response Post Specifics:**
First, 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 or five (5) of the ten (10) points, you must do all of the following:

1. Copy and paste each question and/or it's part(s), and then place you're answer(s) beneath 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. In other words, use the question that you are answering as an EXACT heading for each of your answers.
2. Next, you must demonstrate **understanding** by appropriately and accurately answering each question and its PARTS in your own words—**4pts or 2pts.**
3. You must demonstrate **application** (where it applies) by showing how the information presented in you're “response post/answer” has been **applied to** a current personal experience or can be applied to future experiences.
   a. Where applicable, you must follow your response post up by giving or illustrating a specific example that shows how you used the different parts of the discussed theory. If there is not a theory, simply give a specific example. Finally, be sure to label 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 or 3pts.**

Next is an example of the answer given to the above example question "What steps would you take..." (see above third bullet).
All this information or something similar to it, is needed to demonstrate comprehension and application. See Illustration below:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2pm reminder copy discussion thread and complete it and the peer reply.</td>
<td>2pm reminder copy discussion thread and complete it and the peer reply.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30pm IF YOU MISSED, then copy discussion thread and complete it and the peer reply.</td>
<td>3:30pm IF YOU MISSED, then copy discussion thread and complete it and the peer reply.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reply Post Specifics:

Once you “Respond” to my discussion question, you must “Reply” to one of your peers’ post in order to receive the remaining ten (10) points out of the possible twenty (20) points or five (5) of the possible ten (10) points. When you reply, you shall demonstrate "understanding, thoughtfulness, and an analysis". In order to demonstrate understanding and thoughtfulness you must do all or close to all of the following (at the instructor’s discretion):

a. To demonstrate understanding in your “Reply” post, you must restate your peer’s “Response” post or the part you wish to address. This must be done in your own words. To demonstrate thoughtfulness, you will attempt to add to your peers’ knowledge. In other words, share something insightful by relating your peer’s response to a different part of the class subject matter or to another context (situation) altogether—[4pts or 2pts].

b. To demonstrate an analysis in your “Reply” post, you must clearly explain or demonstrate an analysis, using one or more parts of your peer’s post. You are to do this by using one or more of the Bloom’s Taxonomy verb types: “Compare and Contrast,” “Categorize,” “Cause and Effect,” “Hypothetical Thinking ‘if this…than, what?’” “Inferences,” “Examination,” “Prioritizations,” or “Correlations.” Or, you can give a suggestion as it relates to your peer’s post for future improvements using analytical thinking as laid out above—[6pts or 3pts].

For example—An understanding and thoughtful post (i.e. substantial and significant Post):

I expect to earn and A in this class and I plan to read the course material. (This is a peer’s response post.)

(Your answer would be structured like so…)

Hi John,

I see you want an A in this class (You are showing knowledge here). I do too. I also noticed that you plan to read the course material, but you didn’t mention that you were going to learn from
reading your peers work. I know it is probably implied, but I figured I would add this just in case you had not thought about it (Here you are showing analysis by suggesting an inference or implication of work or lack thereof).

You might want to read your peers postings as well. I find that by reading our peer’s postings, of course after I have posted my own—again, I find that I may or may not have missed something. Also, everyone is so different, that I learn a lot from my peers as well. Anyway, well wishes in the class (Here you are giving an implied example as to benefits of learning from your peers through comparing and contrasting).

How to Start a Response and Reply Post:

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

1. When posting to one of your peers (i.e. doing a "reply post"), you will click on that student's post, read it, and then click the “reply button” in order to craft a peer reply that demonstrates understanding, thoughtfulness, and an analysis (i.e. significant and substantial).

2. For all assignments, cut and paste you're work into blackboard or attach you're work using MS Word or Google docs. I strongly advise you to craft you're work in MS Word, save it, then attach it. Again, or a copy and paste it under the corresponding assigned button. Cut and paste is preferred.

3. To copy in the online class, you may have to click ctrl-v.

4. To paste in the online class, you may have to click ctrl-p.

Subscribing to a Discussion or Individual Thread:

FYI – You can subscribe to the discussion thread, a peer’s thread, or to that of your own. By doing so, this will allow you to get an alert when posts are added.

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.

Eastfield Institutional Policies (http://www.eastfieldcollege.edu/syllabipolicies)

Financial Aid Certification Information:

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: Submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; participating in an online discussion board about academic matters relating to the course, or you initiating contact with your instructor to ask a questions about the academic subject studied in 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.

Course Schedule:

See Online Learning Framework class.

1/17/2020 Version