Instructor Information
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972-761-6854
Office Location: WH-233
Office Hours: (By Appointment)

Course Information
Learning Framework
Course Number: 83884
Semester/Year: Spring, 2020
Credit Hours: 3 Hour Course
Class Meeting Time/Location: Online
Certification Date: February 3rd, 2020

Course Prerequisites
One of the following must be met: (1) Developmental Reading 0093, (2) English as Second Language (ESOL) 0044, or (3) have met the Texas Success Initiative (TSI) reading standard.

Course Description
From the DCCCD Catalog:
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.

**Learning Goals:**
Become reflective, autonomous learners. 2. Understand the factors that affect learning and use that knowledge to improve their own. 3. Reflect on their thinking in order to improve their performance and achieve their goals. 4. Use behavior management techniques to achieve personal, academic and career success. 5. Collect, select, reflect and connect artifacts of learning to outcomes. 6. Develop habits of critical thinking. 7. Recognize when they need information and know how to find it, evaluate it, and use it appropriately. 8. Develop the capacity to make ethical judgments and take responsibility for their actions.

**Student Learning Outcomes**

1. Practice a systematic method of inquiry and analysis to evaluate a position on an issue before forming an opinion or drawing a conclusion – Critical Thinking.
2. Apply the most current research on the science of learning to select and use learning strategies appropriate to academic tasks – Learning Theories.
3. Use a variety of library tools and resources to find, analyze, and evaluate scholarly information relevant to the need – Information Literacy.
4. Apply behavior management techniques to build constructive habits and eliminate unproductive ones – Self-Management.
5. Identify and connect personal values to career and life decisions, as well as, healthy relationships – Self-Discovery.

**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.

**Course Policies**

The instructor reserves the right to changes to the course syllabus when it needed. Every student in the course has the responsibility to stay up to date with the changes being made and complete the course work as expected. The instructor will announce such changes by sending emails, announcing it in class and posting the changes on ecampus.

**Required Course Materials**

MindTap for Stout’s Master Learning Master Life! (1- term access card) $58.35 ISBN: 9780357421291 Author: Stout, Ron Publisher: Cengage Learning

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
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<tbody>
<tr>
<td>Introductions</td>
<td>1 @ 10 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Discussion</td>
<td>7 @ 10 points each</td>
<td>70 points</td>
</tr>
<tr>
<td>Reflections</td>
<td>5 @ 10 points each</td>
<td>50 points</td>
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<tr>
<td>Cengage Mindtap-Quizzes, Videos and Reflections</td>
<td>44 @ 10 points each</td>
<td>440 points</td>
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<tr>
<td>Eportfolio Assignments</td>
<td>1 @ 30</td>
<td>30 points</td>
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<tr>
<td>Exams</td>
<td>4@100 points each</td>
<td>400</td>
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**TOTAL: 1,000 points**

**Final Grade**
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<th>Points</th>
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<th>Letter Grade</th>
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<tr>
<td>800-899</td>
<td>80-89%</td>
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<td>700-799</td>
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<td>0-599</td>
<td>0-59%</td>
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</tr>
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**Description of Graded Work**

**Exams/ Video/Statement Reflections**

The exams for the course will cover your assigned readings and course assignments and therefore it is your responsibility as a student in the course to prepare well for the exams. If any unexpected situation happens when exams are scheduled, it is the student’s responsibility to contact the instructor immediately to arrange an alternative plan to complete the exams. The reflections assignments in the course is given with the intention of getting each student to think critically and deeply about the material and how it applies to real-life situations. Document your reflections in a form of an essay because you will upload them into your portfolio during the end of the course when you write you final reflection paper. Extra credit are given when neccessary. You do have five reflections assignment which is a combination of video and concept reflection in the course.

**Discussion:** The discussion part of the course is an opportunity for students to interact and provide comments and respond intelligently to their peers in the course. The course is not face to face, so your participation is important and expected. Make sure you have two paragraphs in each of your initial responses and respect the views of your peers even if you disagree with their point of view. Responding to your classmate should be about two paragraphs and your goal is to respond with the intention of creating a learning environment where creativity is cultivated and natured. Moreover, make sure you respond to at least two of your peers to get the maximum point for the discussion.

**EPortfolio:** This assignment gives you the opportunity document and showcase your work in the course. You will be provided with questions that will help you to reflect and document relevant information through the course. The goal is for you to connect what you have gained in the course to the learning outcome of the course. From the beginning of the course to the end of the course, document any personal learning experiences, best papers, and discussion exchanges between you and your peers in the course.
Extra Credit: Instructor will provide two extra credit opportunities during the semester and the total point will be 40 points for two paper assignments.

Attendance/Withdrawal and Your Final Grade
This is an online class and therefore your participation is a mandatory requirement. Withdrawal Policy: If you are unable to complete this course, it is your responsibility as a student to withdraw formally from the course on April 16th, 2020. The withdrawal request must be received in the Registrar’s Office by (Thursday, April 16th). 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. See institutional policies for additional information on withdrawals.

Communication with your instructor: Sending an email with your name, course sections section number and the reasons for your contact is encouraged. The instructor will usually respond within 24 to 48 hours.

Late Work Policy
The instructor will accept late work after five days but the student will receive half of the point for that assignment unless a doctors note is submitted. All other reasons for turning in late work are not acceptable.

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.
Richland Institutional Policies (http://www.richlandcollege.edu/syllabipolicies)

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