

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page

at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Academic Integrity:

It is the aim of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present assignments which he or she has not honestly performed is regarded as a serious offense. If another student has provided the work, that student is equally at fault. Offenders are liable to the consequences for cheating and plagiarism as described in the SPC catalog in sections, "Academic Integrity" and "Student Conduct." Consequences can range from an F in the course to suspension from the college.

Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as their own. Both situations are representative of academic dishonesty and will be treated as such.

EDUC 1300 LEARNING FRAMEWORKS

Course Syllabus Spring 2019

Course Title: EDUC1300.271, ACADEMIC STRATEGIES (BASED ON LEARNING FRAMEWORKS)
Location & Time: Lubbock Center – 131, M 6:00-8:50
Credit: 3 lecture, 0 lab
Prerequisites: None.
Available Formats: conventional
Campuses: Levelland, Reese Center, Plainview Center, Lubbock Center

Textbook: *On Course Study Skills Plus w/ MindTap Access, 9th Edition, by Skip Downing*

Instructor: Cody Thackerson, MS

Contact Info: cthackerson@southplainscollege.edu, (806) 716-2538. Email is the best form of communication to reach me. If you do call me, please leave your name, number, and what you are calling concerning. **Meetings must be scheduled in advance and are by appointment only.** Professor's office is located at the Library in Levelland, 3rd floor, Office 329. I will be emailing you via your **SPC student email**, so please check your email frequently. It takes 28 second to check your email. If you can spend hours on Snapchat, Facebook, Instagram, YouTube, Tinder, etc., you have time to check your SPC STUDENT email.

Course Description: This course is a study of the 1) research and theory in the psychology of 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. Note: Students are expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to draw continually from the theoretical models they have learned. This course is recommended for all students, especially nontraditional students and students on academic probation and is required for students returning to college after academic suspension or by placement by the Admissions Committee.

Course Purpose: The purpose of this course is to prepare students for college and life success, equipping them with knowledge, skills, strategies, and tools to apply to accomplish a variety of tasks in varying contexts.

Student Learning Outcome: Upon successful completion of this course, students should be able to:

- Demonstrate understanding and become part of the “college-going culture.”
- Achieve ownership of their educational process.
- Recognize the essential need of conscientious effort and regular attendance in college courses.
- Identify areas of personal and academic strengths and weaknesses.
- Create and implement a behavior modification plan to address weaknesses while building on strengths.
- Learn relaxation, coping mechanisms and stress management techniques.
- Learn cognitive and metacognitive strategies to increase college academic success.
- Develop awareness of campus resources to support college success.
- Have contacted an advisor to develop a written degree plan/college success plan.

Course Requirements: The student should attend all classes and complete all assignments, examinations, and all class projects. Students are expected to participate in group discussions and come to class prepared to answer questions concerning the reading assigned for that class. It is expected the student has completed all assigned reading for the class day prior to showing up to class.

Grading:

Grades will be based on the following scale:

90 to 100 = A
80 to 89 = B
70 to 79 = C
60 to 69 = D
0 to 59 = F

Grades are determined by the following types and percentages:

MindTap Assignments = 40%
Class Assignments = 30%
Reflection Papers (2) = 20%
Final Presentation = 10%

MindTap and Class Assignments:

Students will need to complete assignments through MindTap throughout the course. There will also be Class Assignments assigned during the course. All of these can be seen on the course schedule that will be in the course syllabus, and will be listed on Blackboard.

All MindTap Assignments will open on the first day of class and must be completed by 11:59pm on the assigned due by per the class schedule and as listed in Blackboard.

All Class Assignments will be turned in on the assigned due date listed on the class schedule. All Class Assignments may be turned in prior to the due date as an email attachment from the student's SPC student email with their name and course section as the subject of the email, or in person. Class assignments and completion instructions will be discussed during class at least one week prior to their due date. Instructions for the class assignments will not be handed out earlier.

Any changes to the class schedule will be made in class, via email, and/or via a Blackboard announcement.

Missing or Late Assignments:

No late or missed assignments will be accepted unless prior approval is given by the professor. Students who are absent must submit assignments to the professor as an email attachment from the student's SPC student email with their name and course section as the subject of the email prior to the due date, or turn in the assignment in person prior to the due date. Submission of assignments per these guidelines will be counted, but the absence will be counted. Students are responsible for obtaining assignments when they are absent.

Reflection Papers:

There will be no exams in this class. In lieu of exams, there will be two reflection papers. Prompts, formatting instructions, and a grading rubric will be posted on Blackboard and discussed in class. Missing or late reflection papers will be handled in the same manner as missing or late assignments (see the paragraph above). Reflection papers may also be turned in during class, via email, or in person prior to the submission date.

Final Project Presentation:

There will not be a final exam/test in this class. The final will consist of one 4-6 minute presentation on the scheduled day of our final exam. A grading rubric will be made available via Blackboard before the project is due. Each student will select one skill discussed in the class material and present it in front of the class. Students may use PowerPoint, Excel, Word, Prezi, or any type of computerized visual aid other than a movie or video file. Students may create their own visual aids and bring them or may use the dry erase board to present. Students will be required to present on four different subjects:

1. Why did you chose this subject to present over?
2. What is the importance of this subject in the academic and work lives of people?
3. A presentation and example of the skill selected to present over.
4. Where can your peers go to find more resources on this subject (must give at least two resources other than your book)?

Extra Credit:

Extra credit is not guaranteed. If extra credit is provided, it will be provided to the entire class, will be the same for every student, and will be optional.

Attendance and Participation Policy:

Students may be dropped on the third absence, regardless of reason for the absence. The professor may drop the student with a grade of an "X" or an "F", if the professor believes the objectives of the course cannot be met due to lack of attendance and participation. A student may be dropped on his/her 3rd absence.

Because class meetings may involve in-class activities, missing class may result in missing coursework that cannot be made up. Presence is needed in the class, as is participation. Presence means, but is not limited to, that the student is attentive, not sleeping, not talking or being disruptive, not using his or her computer, tablet, or cellphone for non-class related activities. Violation of any of these will result in the student being counted as absent for the day. Violation of these may also result in the student being asked to leave the class and being counted absent.

Absences will affect the grade in this course. At the end of the class, students who have accumulated more than **2 (two) absences** will have 10 points removed from his or her final grade for each absence, beginning with the 3rd absence (i.e., 3 total absences will result in 10 points being deducted; 4 will result in 20 points being deducted, etc.). This absence total will reflect the total absences, with two tardies counting as one absence, minus one absence or two tardies from the PTO form usage.

Every student in EDUC1300 – Academic Strategies with Instructor Thackerson will accrue 1 class period of paid time off (PTO) for the semester. This PTO will be allowed for any student to use at his/her discretion. This form will allow you remove one absence or two total tardies and will be available on Blackboard. The student will still be responsible for turning in any assignment or meeting with the professor concerning any due assignments to receive credit for those assignments, as stated above.

Tardiness:

Students who arrive more than **10 minutes** after class begins will be counted tardy, unless prior approval is given by the professor. **Two (2) tardies** will be counted as one absence.

Technology:

The majority of assignments for this class will require using a computer with Internet access to complete online. FREE computer labs and/or access are available at Levelland, Reese Center, Lubbock Center, and Plainview. Times vary by location, so be sure to plan ahead before coming to the lab to complete an assignment. Also, many public libraries offer free use of their computers. Make sure that you have your computer charged and have reliable internet access when accessing your MindTap assignments. Excuses of "My computer died," "my internet sucks and cut out," "I was trying to take the quiz on my phone, and _____," etc. etc. etc. yadda yadda will not be accepted.

Week 1 (Aug 26- Sept 1) Set up week

Week 2 (Sept 2-8) Read Chapter 1; **Email Assignment** due Sept 8

Week 3 (Sept 9-15) **CSFI, Soft Skills Assessment, Study Skills Assessment, Chapter 1 assignments** due Sept 15

Week 4 (Sept 16-22) Read Chapter 2; **Chapter 2 assignments** due Sept 22

Week 5 (Sept 23-29) Read Chapter 3; **Chapter 3 assignments; Goal Worksheet** due Sept 29

Week 6 (Sept 30- Oct 6) Read Chapter 4; **Chapter 4 assignments; Time Tracker** due Oct 6

Week 7 (Oct 7-13) **First Reflection Paper** due Oct 7

Week 8 (Oct 14-20)

Week 9 (Oct 21-27) Read Chapter 5; **Chapter 5 assignments; Typology** due Oct 27

Week 10 (Oct 28- Nov 3) Read Chapter 6; **Chapter 6 assignments; Enneagram** due Nov 3

Week 11 (Nov 4-10) Read Chapter 7; **Chapter 7 assignments** due Nov 10

Week 12 (Nov 11-17) Read Chapters 8 & 9

Week 13 (Nov 18-24) **Chapters 8 & 9 assignments** due Nov 24

Week 14 (Nov 25-Dec 1)

Week 15 (Dec 2-8) **Second Reflection Paper; Letter to a Future Student** due Dec 2

Week 16 (Dec 9-12) Finals