

EDUC 1300 – Learning Frameworks

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Lubbock Downtown Center Office: 2020

Office Hours: Monday 2 pm-4 pm; Tuesday/Thursday 3 pm-5:30 pm;

Friday 10 am-11 am(By Appointment)

Course Description:

This course is designed to help you create greater success in college and in life. This is achieved by helping students explore who they are, understand where they come from, and decide where they are going. By applying the strategies of active learning, self-motivation, self-management, self-awareness, and interdependence you will create greater academic, professional, and personal success. The most important part of this course, however, is learning more about yourself. You will learn who you are as a college student and human being, and you will learn what it takes for you to keep yourself balanced and on course for success.

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. 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, equipped with knowledge, skills, strategies and tools to apply to accomplish a variety of tasks in varying contexts.

Student Learning Objectives

- Construct a personal learning system informed by the research and theory in the science and psychology of learning, cognition, and motivation.
- Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.
- Develop an educational and career plan based on individual assessments and exploration of options.
- Identify and understand how soft skills are directly correlated to personal, academic, and career success.

Required Texts and Supplies:

Access to a computer with Internet access, an active SPC email account

Grading of Coursework:

Weekly Journals 20%

Participation/Daily Activities 15%

Weekly Learning Activities and Video Assignments 25%

Weekly Reading Quizzes 15%

Career Research Project 25%

Grading Scale: (Grades will not be rounded)

A- 100-90%

B- 89-80%

C- 79-70%

D- 69-60%

F – 59-0%

Late Work: Except in special circumstances, late work will **not** be accepted, so the assignment must be turned in on time. Like in the world of work, the job must be done right the first time, and completed on time, or no credit is given.

Failure to complete any coursework for a period of two consecutive weeks will result in automatic expulsion from the course.

Extra Credit: To allow all students the opportunity for extra credit, the lowest grade in each grading category will be dropped week 14 of the semester.

Attendance: Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

Absence Policy: Any student who misses more than four class sessions shall be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F”. In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must immediately notify the instructor of the attendance difficulty and submit proof of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should be withdrawn from the course" (SPC General Catalog, p. 20). Students should consult the General Catalog on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

Class Disruptions:

Interruptions or distractions that impede students' learning will not be tolerated. Students will remain seated unless directed to move around the room for a specific class activity or prior approval from the instructor. Students will remain quiet to allow others to hear the course instruction unless the instructor asks a question and directs students to respond. Students will work respectfully in small groups by staying on task, only discussing the material in class, and keeping voices at a low volume level. Failure to follow these behavior expectations will result in the student being asked to leave the class for the day with a warning the first time and expulsion from the course the second time.

Laptops and Phones:

Students are expected to be present in class. Use of laptops and phones is allowed for learning purposes. Students using laptops for personal purposes (online gambling, social media, etc.) or work for other courses will be asked to put the technology away for the first offense. For the second offense, the student will be asked to leave the class and expelled from the course. If a student receives a phone call they have to take, they will step out of the class to take the call to ensure other students learning is not interrupted.

Please silence all electronics prior to entering the classroom and remember the following 2 guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

For information regarding Intellectual Exchange, Disabilities, Non-Discrimination, Title IX Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, and Campus Concealed Carry, please use the following link:

<https://www.southplainscollege.edu/syllabusstatements/>

Campus Resources

Tutoring: Dr. Gail Malone or Dalila Gonzales, 806-716-2241 or dgonzales@southplainscollege.edu. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.