

Instructor Name: Julia Cummings

Class Location: CIS 200

Office Location: CA 108

Office Hours: 11:00-12:00

Email: cummingsju@grayson.edu

Course Description

EDUC/PSYC 1300 Learning Framework (3 SCH version) A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and 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 the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as EDUC1300/PSYC 1300) (NOTE: While traditional study skills courses include some of the same learning strategies – e.g., note-taking, reading, test preparation etc. – as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level, and, therefore, are distinguishable from Learning Framework courses.)

There **are no** pre-requisites required for this course.

GRAYSON COLLEGE

EDUC/PSYC 1300

Master Syllabus

Course Information: LEARNING FRAMEWORKS EDUC/PSYC 1300

(Component Area Option Core Course)

Meets: Meeting Time and Days: 1:00-2:15 Tuesday and Thursday

Location: Classroom Number: CIS 200

Professor Contact Information

Name: Julie Cummings

Office: CA 108 Tuesday and Thursday 11:00-12:00

Email: cummingsju@grayson.edu

Please communicate by email, Canvas messages, or by appointment.

** I will be online regularly throughout the week and periodically on the weekend to check on my courses and our progress throughout the semester.*

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Reading and Writing Intensive

Course Description

A study of 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 will 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 will be able to develop skills and draw from the theoretical models they have learned.

Student Learning Outcomes

- Students will identify and recognize how they become successful and self-regulated learners.
- Students will identify and recognize personal responsibility, goal setting and motivation as a component of learning.
- Students will identify resources—develop time-management strategies and examine their weekly schedule, study environment, faculty and peer relationships, health and overall negative and positive behaviors that impact learning.
- Students will identify and apply concepts and components of critical thinking.
- Students will interpret and express concepts of self-regulated learning through communication skills.
- Students will identify and apply concepts and components of social responsibility.

Required Textbooks (ISBN # included) and Materials

Downing, S. (2014). On Course: Strategies for Creating Success in College and in Life. 7th edition: Learning Frameworks Boston, MA: Wadsworth, Cengage Learning. ISBN: 978-1-133-30973-4

Suggested Course Materials

3-Ring Binder with pockets, calendar (paper or electronic), access to a computer with Microsoft Office, flash drive, small stapler, highlighters, note cards, access to printer, and the Internet. Campus computers are available during specified hours.

Required Assignments & Academic Calendar

Semester Timeline: Introduced in the following order:

Week	Chapters/Pages
1	Chapter #1: Self-Regulated Learning
2	Chapter #1 continued
3	Chapter #2: Personal Responsibility
4	PDF Pages A9-A22 Metacognition
5	Chapter #3 Self-Motivation
6	Chapter #3 continued
7	Chapter #4: Self-Management
8	MIDTERM

	SPRING BREAK
9	Chapter #5: Interdependence
10	Chapter #6: Self-Awareness & PDF Pages A23-A28 Memory & Information Processing
11	Pages A29-A34 Problem Solving & Critical Thinking & Chapter #7: Lifelong Learning
12	Chapter #8: Emotional Intelligence
13	Chapter #9: Your Success
14	Course Wrap-Up
15	Project Presentations
16	Final Exam

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Methods of Evaluation

Grades will be determined as follows:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Grades are posted online within Canvas.

Grading

Self-Assessments	2 X 50	100
Scavenger Hunt		50
Upload Profile Picture		10
Journals	7 X 25	175
Vark Survey		25
Blog Reflection		25
Service Learning Project Location		10
Service Learning Project		100
Letter to Future Class		100
Financial Literacy Quiz		30
Mid-Course Check Assignment		25
Portfolio Project		200
Class Participation/Professionalism		300
Midterm		100
Final		100

- In class-activities and quizzes cannot be made-up. It is the student's responsibility to ask a classmate for the missed material.
- Assignments that are assigned outside of class will result in a one letter grade decrease for each day the assignment is late.
- Plagiarism will result in the grade of "F" on an assignment.

Major Assignments:

- On Course Self-Assessment must be completed at the beginning and end of the course.
- One journal from each chapter must be completed.
- Scavenger Hunt/Tour of Student Resources on Campus will be completed within the second week.
- Financial Literacy Module
- Service Learning Project
- Letter to the Next Class

Methods of Instruction

In class lecture, group activities and discussions, and online activities, etc.

Student Success Resources on campus:

- *Math hub (SC-114, Michelle Burt, 8663)
- *I-lab (SC-107, Stella Thompson, 8679)
- *Individual tutoring (1 on 1, Jeffri Hodge, 8751)
- *Disability services (Jeffri Hodge, 8751)
- *Writing center (1st floor of Library)
- *Testing center (SC-115, Mark Taylor, 8724)
- *Counseling services (Administration building, Barbara Malone, 8730)
- *Admissions and Registrar (Administration Building, Christy Klemiuk, 8650)
- *Financial aid (Administration Building, 8735)
- *Student Life (Student Life Building 2nd floor, Gregg Miles, 8693)
- *Cafeteria (Student Life Building 1st floor)
- *Bookstore (Student Life Building 1st floor)
- *Campus Police (8778)
- *Fitness Center (Student Recreation Center)
- *Career Services (Gretchen Huff, 2544)
- *Online orientation (Module is in each course shell)

*Library (Lisa Hebert, 8651)

On Course's Three Success Rules:

RULE 1: I SHOW UP...Commit to attending every class from beginning to end.

RULE 2: I DO MY BEST WORK...Commit to doing your best work on all assignments.

RULE 3: I PARTICIPATE ACTIVELY...Commit to getting involved. College, like life, isn't a spectator sport.

(Three Success Rules taken from On Course Text pg. 202)

Course & Instructor Policies

- Punctuality is extremely important for success, so if you are chronically late or fifteen minutes late or more, then you will be counted absent.
- Make-up exams will be on a case-by-case basis at the discretion of the instructor.
- Please text or talk on the phone before and after class, **NOT** It is extremely distracting for me, your classmates and most importantly for yourself if you are on your phone instead of engaging in the class.
- Laptops are acceptable as long as they contribute to the learning environment for you and those around you; however if they become a distraction I will ask you to put them away.
- Students may contact each other or the professor through Canvas messages.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation.

All successful students, whether on campus or online, are expected to be highly self-motivated.

All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester timeframes such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Student Conduct & Discipline

- *Do not leave class after it starts. If you need to leave early, please let me know ahead of time. Leaving class early may count as an absence.*
- *Students are expected to maintain classroom decorum both online and inside the classroom, that includes respect for other students and the instructor.*
- *Use of profanity, harassing behavior, and/ or obscene language/gestures is strictly prohibited.*

- *Students are expected to maintain prompt and regular attendance online and in the classroom, as well as a positive attitude conducive to the learning environment.*
- *The professor reserves the right to dismiss any student that is disrupting the learning environment.*
- *If a student is caught with their cellphone in class, it may result in a pop quiz that will be included as part of the Participation/Professionalism category.*

Netiquette: Rules of Behavior on the Internet

- **Identify yourself:**
 - Begin messages with a salutation and end them with your name.
 - Use a signature (a footer with your identifying information) at the end of a message
- **Include a subject line.**
 - Give a descriptive phrase in the subject line of the message header that tells the topic of the message (not just "Hi, there!").
- **Avoid sarcasm.**
 - People who don't know you may misinterpret its meaning.
- **Respect others' privacy.**
 - Do not quote or forward personal email without the original author's permission.
- **Acknowledge and return messages promptly.**
- **Copy with caution.**
 - Don't copy everyone you know on each message.
- **No spam (a.k.a. junk mail).**
 - Don't contribute to worthless information on the Internet by sending or responding to mass postings of chain letters, rumors, etc.
- **Use appropriate language:**
 - Avoid coarse, rough, or rude language.
 - Observe good grammar and spelling.
- **Use appropriate intensifiers to help convey meaning.**
 - Avoid "flaming" (online "screaming") or sentences typed in all caps.

(Adapted from <http://www.education.com/reference/article/netiquette-rules-behavior-internet/>)

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

Plagiarism will result in the grade of "F" on an assignment.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

Title IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Regina Organ, Title IX Coordinator (903) 463-8714
- Dava Washburn, Title IX Coordinator (903) 463-8634
- Kim Williams, Title IX Deputy Coordinator- South Campus (903) 415-2506
- Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777-Main Campus; (903) 415-2501-South Campus
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>