



## **Learning Frameworks (EDUC 1100) Online**

**Credit:** 1 semester credit hour (1 hour lecture)

**Course Description** 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 PSYC 1100) This course is time-bound, structured, and completed totally online.

## **Required Textbook and Materials**

1. Many resources will be available through Internet access and/or provided by the Instructor.
2. Strong-Campbell Interest Inventory or Self-Directed Search 3. Suggested but not required:
  - a. Make It Stick by Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel ISBN 978-0-674-72901-8
  - b. How We Learn by Benedict Carey ISBN 978-0-8129-9388-2

## **Course Objectives**

Upon completion of this course, the student will be able to:

1. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.
2. Use technological tools and library resources to acquire information, solve problems and communicate effectively.
3. Develop an educational and career plan based on individual assessments and exploration of options as evidenced by the appropriate degree plan on file.

## **Core Objectives**

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. **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

## **Course Outline**

### **I. Module I**

- A. Making the Right Choice for Majors and Careers
- B. Exploring your Purpose for Attending College
- C. Nepris College and Careers Presentations
- D. Exploring Self-determination
- E. Discovering Your Mindset

### **II. Module II**

- A. Emotional Intelligence
- B. Mindfulness and Time Management
- C. The Neuroscience of Learning
- D. Learning to Exhibit Critical Thinking
- E. Improving your performance on Exams and Tests

### **III. Module III**

- A. Writing and Speaking Effectively
- B. Managing Your Money
- C. Stress Management
- D. Maintaining Health and Wellness

### **IV. Module IV**

- A. Elementary Data Analysis
- B. Exploring and Understanding Diversity
- C. Civic Responsibility: Becoming Engaged in Community Organizations

## Grading Scale

Range	Alpha Grade
A: 90-100	<b>A</b>
B: 80-89	<b>B</b>
C: 75-79	<b>C</b>
D: 70-74	<b>D</b>
F: 0-69	<b>F</b>

**Course Evaluation** Final grades will be calculated according to the following criteria:

1. Discussions and Feedback 20%
2. Weekly Assignments 20%
3. Mid-Term Portfolio Project 30%
4. Final Assignment Portfolio 30%

<http://www.adlit.org/strategies/19803/>



## Syllabus Addendum EDUC 1100, Fall, 2020

Delcie Thomas, MS

Beaumont Early College High School

Room 201 [dfthomas@lit.edu](mailto:dfthomas@lit.edu)

Office hours: M-F 2:40-3:30 PM, appointments recommended

Blackboard support: 409-951-5701

LIT IT Help Desk: 409-839-2074

### PURPOSE

Addendums supplement the college's requirements with the instructor's expectations. Students are responsible for reading the document in full as they are expected to understand and execute the expectations of the class.

### BLACKBOARD AND LATEWORK

Blackboard will be the primary vehicle for turning in major assignments and others as noted. Any assignment to be submitted through Blackboard will be late if submitted more than 30 minutes after the deadline. After 30 minutes, the penalty will be 25 points. After 24 hours, submissions will not be accepted through Blackboard or in-person.

In-class work, assignments outside of those submitted through Blackboard, will be accepted up to five days late. Each school day counts as a day, no matter the day/time of your class. Ten points will be deducted after assignments are

turned in and each subsequent day. After five days, work will not be accepted.

#### COMMUNICATION

Email **my** LIT address from **your** LIT address. Only LIT addresses should be used for email communication. Contact the LIT IT Help Desk for a password reset.

#### PLAGIARISM AND ACADEMIC DISHONESTY

Original work that has not been submitted for any other class must be submitted. Copying from other students or the internet, or allowing others to copy from you, is unacceptable. In all cases, if you are pulling three or more words from any other source, you must quote and cite. In some cases, pulling one or two words requires quoting and citing. Plagiarism will result in a zero, referral, and/or other penalties and punishments per campus and BISD policies.

#### GENERAL RULES, PROCEDURES, AND EXPECTATIONS

Students must:

- Daily: check Blackboard for information and updates about assignments, due dates, and submissions
- always create your own original work for each class assignment
- use your LIT email to communicate concerning LIT business