



3737 Motley Dr. Mesquite, Texas 75038-3899

**EDUC 1300 Learning Frameworks
Syllabus (Course Information Document)**

Social Sciences Division

Office Location: Lakeview Centennial College & Career Magnet 1118 (Dual Credit students only)

Office Hours: W/Th 2:45-3:15

Instructor's Rights

This course syllabus is intended as a set of guidelines for EDUC1300 (Learning Frameworks). The Eastfield College (EFC) and your high school instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course. It is the student's sole responsibility for contacting the instructor or other students for any information pertaining to this class whenever he or she (the student) is absent. Teacher reserves the right to alter syllabus as needed.

Instructor Information: Erica Berry Gondran, M. Ed email: ejberryg@garlandisd.net

Text: Send the message **@dcberry** to **81010** to set up text account.

**Mrs. Berry Gondran will be able to send text reminders to you via the Remind App, but she will not have your actual cell phone number.*

Course Information

Course Title: Learning Frameworks/Dual Credit MAPS (A2721S)

Course #: EDUC 1300

Section Number: 41304, 41305, 41306, 41307

Credit hours: 3 SCHs

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

Course Description

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. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners.

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Students are ultimately expected to integrate and apply the learning skills discussed. (*This course is listed as PSYC 1300 or EDUC 1300*). Students may register for either EDUC 1300 or PSYC 1300 but may receive credit for only one of the two (3 SCHs) designated under the **Texas Higher Education Coordinating Board Academic Approval Number 4203015125**.

Last day to withdraw from your classes with a grade of "W" is Wednesday, November 15, 2017.

Required Textbook: OnCourse: The Remix: Plotting your academic and life success through purposeful critical thinking 8th edition — ISBN-13: 978-1-285-87717-4 by Skip Downing & Tuesday Hambric

Required Materials: Dedicated Spiral for this class, iPad, writing utensils, method of organization (binder, folder, etc.)

Learning Goals

To emphasize the use of “Critical Thinking” as a foundation while “Integrating and Applying” the following research and theories “Across Disciplines”

- ❖ Reflective Autonomous Learners—To become **reflective autonomous** learners
- ❖ Meta-Cognitions—To apply **meta-cognitive** theory to foster academic success
- ❖ Behavioral Theory: The Applications of Change—To interpret **behaviors** and to systematically change
- ❖ The Theory of Motivation—To assess and apply different elements of **motivation** to his or her drive
- ❖ Learning Theories—To integrate and apply various **learning paradigms**
- ❖ Logic & Ethics—To recognize and develop the capacity to **reason ethically**
- ❖ Moral Development Theory and the Impact of Values—To create value driven life guidelines
- ❖ Information Literacy—To cultivate **information literacy** and utilize **technology**

More specifically, it is the goal of this course to help students to:

- ❖ Demonstrate the ability to think and problem solve at four of Bloom’s Taxonomy six levels using: Knowledge, Comprehension, Application, and Analysis (**EEO 3, 4, 11, 12**)
- ❖ Integrate and apply various learning paradigms (**EEO 1, 3**)
- ❖ Identify and evaluate the value of a college education
- ❖ Apply different theoretical models of strategic learning
- ❖ Apply meta-cognitive theories to foster academic success
- ❖ Identify and exhibit the characteristics of a reflective autonomous learner
- ❖ The ability to develop self-management strategies to ensure success (**EEO 4**)
- ❖ The ability to understand and apply motivational theory (**EEO 1, 3, 4**)
- ❖ The ability to demonstrate deductive and inductive reasoning (general information to specific conclusions; and specific information to general)
- ❖ The ability to interact constructively with diverse populations
- ❖ The ability to locate and fully utilize available campus resources and technology

SLOs = Student Learning Outcomes (Task)

(*Prescribe what students must demonstrate to successfully complete an assignment/course.*)

At the completion of this course, Learning Frameworks students should be able to:

- ❖ Apply meta-cognition to support learning.
- ❖ Use at least one behavior management theory to assess and improve a hypothetical situation.
- ❖ Use elements of Bloom's taxonomy to analyze a position on a hypothetical issue.

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- ❖ To construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts and strategies learned in the course (Critical Thinking).
- ❖ To use critical thinking to develop and interpret ideas and express different perspectives through written, oral or visual communications (Communications).
- ❖ To explore academic and career choices and opportunities informed by self-assessment (Career Exploration).

Discipline/ Course/ Department/Policies/Instructor Expectations

- ❖ Each chapter **MUST** be read **before** the assigned due date for that chapter. This will ensure a rich and knowledgeable class discussion.
- ❖ Independent assignments and pop quizzes may be given at the discretion of the instructor.
- ❖ There will be no make-up assignments for any unexcused missed classes, homework or exams, except at the discretion of the instructor.
- ❖ **Any work not submitted by an assigned due date is considered late work.** This includes work which was assigned a make-up date due to absences. Late work may be penalized 10 points per day the class meets up to a maximum of 30 points. Work will not be accepted on the fourth class day and thereafter.
- ❖ **Technology:** Assignments are DUE as outlined in the course calendar. Waiting until the last minute can be problematic as issues *may* arise with computers. **Experiencing technological difficulties or not having access to a computer are not acceptable reasons for missing assignment deadlines.** Students should plan in advance to complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab.
- ❖ Cell phones must be turned completely off during all classes.
- ❖ Students will always respect each other and their differences in opinion.
- ❖ See Eastfield College's discipline, policy, and procedures manual for all others rules or guidelines.

Institutional Policies of Academic Dishonesty

Academic Honesty Statement:

Scholastic dishonesty is a violation of the Code of Student Conduct. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at <http://www1.dcccd.edu/cat0506/ss/code.cfm>

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student's test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author's sentences, words. For such an offense, a student will receive a **zero** on the assignment and can receive an **F** for the course. You cannot mix the author's words with your own or

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“plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension. **If you summarize, paraphrase or directly quote from an author, you must use the appropriate documentation because the ‘idea(s)’ still belong to the author.**

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this **EDUC 1300** class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document, student “Responsibility”) will receive one or more of the following penalties:

- ❖ The grade of **zero (0)** on that particular assignment.
- ❖ A course grade of **F** (depending on the severity of the student’s dishonesty or plagiarism).
- ❖ The professor may request that the student be withdrawn the class.

Garland ISD Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and/or collusion. (Collusion is unauthorized collaboration between students.) The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. [Board Policy EIA (Local)] [Board Policy EIA (Local)] Definition of Plagiarism: To plagiarize is defined as “to steal and pass off as one’s own (the ideas or words of another); use (a created production) without crediting the sources; to commit literary theft; present as new and original idea or product derived from an existing source” (Babcock, Philip, Ed. “Plagiarize.” Webster’s Third New International Dictionary of the English Language Unabridged. Springfield: G. & C. Merriam Co., 1976, 1728.)

Plagiarism may include, but is not limited to:

- ❖ presenting someone else’s work or ideas as an original work (such as a story, essay, poem, song, research paper, project, etc.)
- ❖ copying and pasting words or ideas from digital sources without citing the source or using quotation marks

Institutional Policies can be found on the website at:

<https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx>

Notification of Absence Due To Religious Holy Day(s)

Requirements of The Americans with Disabilities Act (ADA)

Drop Policy

<http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/> .

Stop Before You Drop

For more information, you may access: <https://www1.dcccd.edu/coursedrops>

Financial Aid Statement

Family Educational Rights and Privacy of 1974 (FERPA)

Academic Skills Centers—Writing Lab (Located in the Eastfield Library)

The Writing Center supports and supplements classroom instruction by providing focused, individualized writing instruction in response to the specific needs of the student. Its services are available to all Eastfield College students, not just those enrolled in English classes. The tutors are skilled writing specialists who can help students clarify writing tasks, understand instructors' requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" students' papers, the Writing Center staff focuses on helping students develop and improve their writing skills. Located in the Eastfield Library, the Writing Center is open 8:00 AM to 6:00 PM Monday through Thursday and 8:00 AM to 5:00 PM on Friday during the Fall and Spring semesters. Hours will vary during other sessions. Students who have scheduled an appointment in advance will have a tutor available to work with them at their scheduled time. Walk-ins are welcome, but they may have to wait for an opening or make an appointment for a later time, perhaps a later day.

Printing On Eastfield Campus

Printing in the Computer Lab (L108), Library (L201), and ASC will cost 10 cents a page. You must bring a one, five, ten, or twenty dollars to the lab to create a print account **before** you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it). Computer Lab Hours: Mon-Thur 7:00a.m.-10:00 p.m.; Fri 7:00a.m.-9:00p.m.; Sat 9:00a.m.-4:00p.m. Library Hours Mon-Thur 7:30 a.m.-10 p.m.; Fri 7:30 a.m.-5 p.m. Sat 9 a.m.-2 p.m.

Printing on the LCHS Campus

Printing in the Library will cost 10 cents per page. You must bring your money before you can print, and will arrange with the librarians. Library Hours are Mon- Thurs 7:00 a.m. - 3:15 p.m. Friday 7:00 a.m. - 2:45 p.m. You must have a pass from a teacher to come to the library.

Student e-mail

Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must use your assigned GISD email.

Inclement Weather Statement

In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the [Dallas County Community College District](#) and [Eastfield College](#) web pages will display a notification of any closings or delays. **If there is no notice of changes or delays, then classes are in session as usual.** You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD Internet sites cannot be accessed. *Our class section follows GISD weather closures.*

Exemplary Educational Objectives

<http://www.dcccd.edu/Employees/Departments/EA/Academic+Programs/Core+Curriculum/Faculty+Resources/>

EDUC 1300 satisfies the following Exemplary Educational Objectives (EEO) defined by the Texas Higher Education Coordinating Board.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

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2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
7. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
8. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
9. To identify and understand differences and commonalities within diverse cultures.

Core Curriculum Intellectual Competencies

This course reinforces **six** of the six Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI's identified by the DCCCD which are reinforced by EDUC/PSYC 1300 are as follows:

- ❖ READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
- ❖ WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
- ❖ SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
- ❖ LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- ❖ CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
- ❖ COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

COURSE SCHEDULE

*To be modified at Instructor Discretion

Reading Notes – To be completed before the assigned class in your Notes Spiral, will be checked at the beginning of class, so work is required before entering classroom. Reflects topics for upcoming week.

Journals – To be completed online, on eCampus page, under “Assignments.” Reflects topics from previous week’s activities.

Quizzes – To be completed online, on eCampus page, under “Assignments.”

Discussion Board Reflections- must be completed online, in e-campus, under Discussion Board. Students must write their own original thought and respond to two others in a significant way. (ie. No one word or one sentence answers).

******This is only for the first two weeks. Instructor will provide completed Course Reading Schedule in the second week of school. Schedule is always tentative, and subject to changes by the instructor.**

Date	Due at Beginning of Class	Warm-Up	Discuss (The reading must be done BEFORE coming to class)	To Do In Class	Due at the End of class
8/28		Name Tent Letter to Myself	Syllabus Overview eCampus Overview How to DB How to Journal	Syllabus/eCampus Scavenger Hunt Get to Know You Bingo	
8/30	Letter from Mom	Watch How to Read Video Write three things you learned	Discuss Reading Strategies	Syllabus/eCampus Quiz	Syllabus Quiz
9/1		How to Take Notes Video Write three things you learned	How to take Notes overview How to Take Cornell Notes	Notes Modeling & Practice	
9/6	-Reading Notes- (Cornell Style)	Notes Quiz	Ch. 1: p.2-5, 10-11 “Taking the First Step”	Complete Self-Assessment Ted Talk- HS Training Ground Quick Write- How is college different than HS?	Self-Assessment
9/8	-Journal #1 – page 12 (Complete on eCampus) -Reading Notes (Cornell Style)	Complete Culture Shock Notecard	Ch. 1: p. 13-19 “Understanding the Culture of Higher Education”	-Culture Shock Activity -Cultural Values and Expectations	Culture Values and Expectations Handout

**** NOTE: In-class ‘pop’ quizzes (not indicated on this schedule) may still be administered.**

MODEL BEHAVIOR INSISTED

Students must respect the learning environment. Please avoid creating distractions: Cell phone use, inappropriate hairstyle/clothing, disruptive conversation, consumption of food/drinks (water excl.), improper computer use, and all other forms of interruption are strictly prohibited. *Your instructor reserves the right to excuse you from class and/or count an absence for the class day,* should your behavior be deemed inappropriate. The administration of these consequences will be up to the discretion of your instructor.

Rules include, but are not limited to the following:

1. **Turn off cell phone** (NO vibrations, ringtones, texts, emails, calls!)
2. **Use iPads/laptops only at the time and in the manner instructed.** (No playing computer games, visiting websites unrelated to coursework, using email, etc.)
3. **Eat, sleep, and use restroom before class.** If necessary, personal breaks should be no longer than a few minutes, and may result in an absence should they exceed an acceptable length of time.
4. **Follow all LCHS and GISD school rules and code of conduct**

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

Grading Scale:

A= 90-100% (405-450 Pts)	C= 70-79% (315-359 Pts)	F= 0-59%, participating
B= 80-89% (360-404 Pts)	D= 60-69%	N=0-59%, not participating (N negatively affects your Financial Aid)

MY GRADE CHECKLIST

Assessment- 30%
Reading Responses – 30%
a) Discussion Board Reflections
b) Reading Notes
Writing/Projects – 20%
Classwork- 20%

****These weights are per six weeks**

**** In accordance to GISD final exam practices, there will be a cumulative project that counts for the Semester Final Exam. This accounts for 1/7 of the semester grade.**

Attendance*: Please pay attention to your attendance, as we follow GISD rules for 90% attendance. NOTE: Tardies DO count as partial absences; after 18 minutes, student is counted absent.

Grades: Generally speaking, for daily assignments like Journals, Discussion Board reflections, and Reading Notes, not writing enough words, or extremely poor spelling/grammar (that impedes reader comprehension) will cause you to lose points.

For major Class Projects, think about the quality of work you turned in; if it was late, incomplete, or otherwise not meeting standards, how many points do you think you received? In other words, *what grade would you give yourself?* Always remember, this is college credit and the work should be college level.

eCampus Submission Guidelines

Independent work assignments given in class to be completed during or after the given class period, is due the following class period, unless otherwise specified.

For all work, especially online submissions, be sure to turn in work on or before the date *and* time that it is due, even in the case of an absence. This work will be submitted to ecampus Assignments or the Discussion Board section.

When work is typed it must follow these guidelines.

- ✓ Font: Times New Roman
- ✓ Size: 12 pt.
- ✓ Margins: 1"
- ✓ Lines: Double-spaced

If you have been asked to bring a printed assignment to class, you may not email the assignment to Mrs. Berry Gondran (even before class) to receive full credit; this is because some of the assignments require in-class evaluation and/or collaboration, and without having a copy to share with other students, you will be unable to participate in certain class activities.

Technology Statement

Assignments are DUE as outlined in the course calendar. Waiting until the last minute can be problematic as issues may arise with computers. **Experiencing technological difficulties or not having access to a computer are not acceptable reasons for missing assignment deadlines.** Students should plan in advance to complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab.

If you experience any technological difficulties as a result of eCampus, please contact your instructor immediately via email (given at the top of this syllabus). Students are expected to ask for assistance via text on or before the day work is due.

Extra Credit

Some extra credit will be offered for this course. Criteria for completion is outlined on eCampus if offered. Students must complete work in exact accordance with course standards in order to receive points. All extra credit is optional, and can only be added to a grade, not its own grade.

Attendance Policy

Attendance and success in the course are related because class participation is part of the learning process and will affect your learning. You are expected to attend every class and be *ready and willing to work. Showing up is not sufficient. You must participate and be engaged to get the most out of this course, and be prepared for the rigorous courses following this one.*

An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or **immediately** after the absence, and make sure to inform the attendance office. You are required to complete any assignments or take any examinations missed as a result of the absence within the timeframe specified by GISD.

While contributing to class discussion: Please understand that your mere presence in class (either in person or on screen) does not automatically give you an “A” for Participation & Discussion. Also, disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect your Discussion grade. The instructor will respect you and your classmates; please have the courtesy to do the same.

Incomplete or grade of “I”

An incomplete grade of “I” may be given when an unforeseen emergency prevents you from completing the work in a course. The “I” must be converted to a performance grade (A-F) within 90 days after the first day of classes in the subsequent regular semester. If the work is not completed after 90 days, the “I” is converted to a performance grade, usually an “F”. An Incomplete Contract is used to assign an incomplete grade and states the requirements for the satisfactory completion of the course. The Incomplete Contract must be agreed upon and signed by the Instructor, the student, and the division dean and submitted with the final grade report. When an Incomplete Contract must be submitted without your signature, the instructor must include a statement indicating that you are aware of and agree with the contract.

Texas Success Initiative (TSI)

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

OBTAINING GRADES AT THE END OF THE SEMESTER

Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: <http://econnect.dcccd.edu/>. Telephone number: 972-613-1818.

Thank you,
Erica Berry Gondran, M. Ed
Adjunct Faculty, Eastfield College
EDUC 1300 Learning Frameworks/Dual Credit MAPS
Lakeview Centennial College & Career Magnet
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By signing this document (or form) you agree and understand the information provided on the syllabus.

Printed Student Name:

Student Signature:

Printed Parent Name:

Parent signature:

Parent Phone:

Parent email: