

**Clarendon College  
Department of Education**

**EDUC 1100 Learning Frameworks – Section 195  
Fall 2023**

**Course Syllabus**

**Instructor:** Mark James

**Office Location:** Bulldog Gym

**Email:** [mark.james@clarendoncollege.edu](mailto:mark.james@clarendoncollege.edu) *Preferred method*

**Phone:** 806-874-4833

**Office Hours:** 9:00am to 10:00am & 11:00am to 1:00pm Monday/Wednesday/Friday

**Recommended Textbook:**

<https://openstax.org/details/books/college-success>

**Course Description:**

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 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.

**Course Purpose:**

This course provides incoming students opportunities to demonstrate all aspects of critical thinking. Students will be able to identify and interpret their personal learning style by constructing a flow chart of relevant strategies/concepts pertaining to their learning modalities. Cognition and the psychology of learning will be identified through presentations and assessments while motivation will be appraised with daily journaling analyzing student behavior.

**Methods of Instruction:**

This course is centered upon class participation, completing daily work, responding to seminars, class presentations, and completing tests.

**Core Objectives**

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

In accordance with recommendations from the Texas Higher Education Coordinating Board, all Psychology courses at Clarendon College will address the following 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 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 competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Learning Outcomes

Upon successful completion of this course, students will:

1. Students will examine various motivational strategies and apply them to their success in college, in their career and in their life. (Assesses **EQ Skills** through data provided of success rates of college graduates. Assesses **CT Skills** by analysis, evaluation, and synthesis of information. Assesses **SR Skills** by applying data to being responsible and effective in their communities.)
2. Students will analyze their learning style and multiple intelligences and list learning strategies that will help them to be productive in school, on the job and in their personal life. They will be encouraged to set up an effective study environment based on his or her learning style through personality type assessment with matching majors. (Assesses **CT Skills** through the completion of the Myers Briggs Type Indicator. **EQ** skills by analysis of data and forming a conclusion. Assesses **SR Skills** by applying data to being responsible and effective in their communities.)
3. Students will explore their personality types and related careers to decide on an appropriate major and career. They will also explain how personality type affects communication style. (Assesses **CT Skills** by analysis of communication styles. **COM Skills** will be assessed by oral presentations of their findings.)
4. Students will practice strategies for test preparation, taking tests and coping with test anxiety. Students will practice strategies for effective note taking, writing, and speaking in college. Students will apply memory techniques to improve college reading skills. (Assesses **CT and COM Skills** through a writing assignment for Test & Note Taking Skills. Assesses **EQ Skills** through students analysis of data and making informed conclusions)
5. Students will identify fallacies in reasoning, levels of moral reasoning, and creative thinking techniques and apply these thinking techniques to practical situations. Discussion will contain crime and punishment in America. (Assesses **CT Skills** by analyzing and evaluating data. Assesses **Com Skills** by doing group presentations of the findings. Assesses **SR Skills** through evaluating civic responsibility.

6. Examine the benefits of a balanced lifestyle (work/study, leisure, social) Increase awareness of addictions to smoking, alcohol and illegal drugs. (Assesses **SR Skills** through lecture and class discussion. Assesses **Com Skills** through written assignment.)
7. Discussion about balancing their lifestyle/time management and compared to one that is successful. Students will increase awareness of health habits that affect longevity. Health habits include nutrition, exercise, and avoiding addictions, getting enough sleep and dealing with stress. Students will complete a one page writing assignment discussing their findings. (Assesses **Com Skills** through written and verbal assignments. Assesses **SR Skills** regarding civic and personal responsibilities.)
8. Analyze the value of personal finance and the perils of credit card debt. (Assessed **SR Skills** through participating in a seminar provided by Herring Bank.)
9. Identify the different STDs and the various means for contact. (Assessed **SR Skills** through participating in a seminar provided by Anna Howard from Clarendon EMS Services.)
10. Student will demonstrate their understanding of career planning by analyzing the data from their assessments and research and as it relates to their social culture. (Assesses **CT, COM, EQS, and SR Skills** through final research paper.)

Students will complete an educational plan to match their major and career goals and begin to develop job seeking skills.

### **Grading Policies:**

The final semester grades will be figured as set in the current catalog:

90-100 = A 80-89 = B 70-79 = C 60-69 = D 59 or Below = F

Grades will be calculated as follows:

Discussion Forums =	60% of final grade
Written Assignments =	30% of final grade
Journal =	10% of final grade

### **Student Expectations and Guidelines:**

In addition to the previously stated expectations and guidelines, students are expected to adhere to the following:

- Students are expected to log in to class regularly. This class has high class participation.
- Students are expected to turn assignments in on a timely manner.
- Communication with the instructor is necessary if there are questions or concerns that arise during the semester.

### **Checking Your Grades:**

Go to the left hand side of the course screen and select Grades from the Settings block. Scroll down to the grade you wish to view. At the VERY bottom of the screen you will also find the current course average. Do not assume the current course average is correct. For instance, if you

did not complete a graded activity, the course average will not calculate correctly until I replace those uncompleted activities with zeroes.

### **College Policies:**

#### **Online Attendance Policy**

Regular attendance is mandatory in all online courses. Specific activities will be identified each week or during each chapter that must be completed in order for students to be considered “in attendance.” Failure to complete these assignments can result in forfeiture of Financial Aid and failure of the class.

#### **My personal attendance policy:**

For this course, I will submit an attendance report each Monday morning and on the census date. Students who are following the online attendance policy are marked "present."

#### **Withdrawal:**

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a “W” on our transcript instead. Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive a grade of “F” on your transcript. A student is permitted to drop a course if he/she obtains an official drop slip from the office and has the instructor sign the slip before the 12<sup>th</sup> class week.

Remember, a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6<sup>th</sup> course, he/she will no longer be able to withdraw from any classes.

#### **Clarendon College Campus Carry Policy:**

Please click the following link to become informed about our campus carry policy:

<http://www.clarendoncollege.edu/CampusCarry>

#### **Student Rights and Responsibilities**

listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

#### **Academic Integrity and Dishonest Behavior:**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense. Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (4) entering an office,

classroom, laboratory, or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (9) plagiarism. Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student. Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken. Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

### **Dropping the Course:**

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

**Withdrawal from College:**

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

**Accommodations Statement:** Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687- 9737). We will work with you to make whatever accommodations we need to make.

This online course uses Moodle as its online course management program. All instruction, tutorials, exams, and assignments are provided at the course website. All assignments will be submitted there. Due dates for all assignments are listed on the "Course Schedule" at the end of the syllabus. Most communication between you and your instructor and fellow classmates will be handled in Moodle through the "messages" feature and discussion forums. You will be able to log into the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available to you by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend between 6-9 hours per week on the course.

The information explaining how to log into your course website can be obtained by going to Clarendon College's home page, and clicking the Online Classes button. If you have any difficulty logging in, email our help desk at: [administrator@clarendoncollege.edu](mailto:administrator@clarendoncollege.edu)

**Course Schedule:****Unit:**

Class Orientation

Syllabus Agreement EVA

Practice your Open LMS skills

Ice Breaker Discussion Forum – Used for Attendance

Check grades and instructor's comments

What to do after completing the Class Orientation section

Due Date:

**08/18/23 by 1:00pm CST****Chapter One**

Graded Forum: What do you want from college?

Graded Forum: Ten Habits of a Successful College Student

Graded Forum: How is the First Week of Class – Used for Weekly Attendance**08/18/23 by 1:00pm CST****Chapter Two**Graded Forum: Exploring Your Personality and Major – Used for Weekly Attendance**08/25/23 by 1:00pm CST**

**Chapter Three** 08/25/23 by 1:00pm CST  
Graded Journal: Chapter 3 Journal Entry

**Chapter Five** 09/01/23 by 1:00pm CST  
Graded Forum: Employment Trends and Your Future Plans – Used for Weekly Attendance  
Graded Written Assignments: Internship Research Project

**Chapter Six** 09/01/23 by 1:00pm CST  
Graded Written Assignment: Creating a Schedule or To-Do List

**Chapter Eight** 09/08/23 by 1:00pm CST  
Graded Forum: Note taking Scenario – Used for Weekly Attendance

**MidTerm Exam & Evaluation** 09/08/23 by 1:00pm CST  
Graded Forum: Midterm course evaluation

**Chapter Nine** 09/15/23 by 1:00pm CST  
Graded Forum: Test Taking Discussion – Used for Weekly Attendance

**Chapter Ten** 09/15/23 by 1:00pm CST  
Graded Written Assignment: Effective Communication

**Chapter Eleven** 09/22/23 by 1:00pm CST  
Graded Forum: Crime and Punishment – Used for Weekly Attendance

**Chapter Twelve** 09/22/23 by 1:00pm CST  
Graded Forum: Crime and Punishment

**Chapter Fourteen** 09/29/23 by 1:00pm CST  
Graded Written Assignment: Understanding Your Plan for the Future – Used for Weekly Attendance

**Final Exam** 10/02/23 by 1:00pm CST

**Instructor Evaluation – Used for Weekly Attendance** 10/02/23 by 1:00pm CST  
\*\*\*All Units deadlines are at 1:00pm CST on Due Date\*\*\*