

## **CLARENDON COLLEGE**

*Division of Liberal Arts*

*Psychology Department*

**Course Name:** PSYC 1100 Learning Frameworks

**Credit Hours:** 1 Credit Hour

**Semester:** Fall 2024

### **Faculty Information:**

Karolyn Brown, MS, LPC Associate

Adjunct Instructor of Psychology

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### **Course Description:**

Learning Frameworks explores essential strategies for academic success in college, delving into learning styles, effective study techniques, communication skills, and stress management.

### **Required Instructional Materials:**

No required student textbook for this course.

Instructor text: Baldwin, A. (2020). College Success. Houston, TX: OpenStax Rice University.

### **Other Relevant Materials:**

Paper for note taking, and a writing utensil (provided by instructor).

### **Student Requirements**

To be successful in this course, you will need to come to class prepared to learn and with your assignments completed.

Attend each week's class, participate in the discussion, and plan for 1-2 hours each week in reading, studying, and preparation for this course.

### **Core Objectives**

- \* **Critical Thinking Skills**-to include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.
- \* **Communication Skills**-to include effective written, oral, and visual communication.
- \* **Empirical and Quantitative Skills**-to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- \* **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. Identify different learning styles and how they affect how we retain information.  
Exam 1-3, Classroom Activities, CTS, COMM, EQS, SR
2. Describe how to manage time and priorities effectively. Exam 1-3, Classroom Activities, CTS, COMM, EQS, SR
3. Engage in effective reading and note-taking for learning. Exam 1-3, Classroom Activities, CTS, COMM, EQS, SR
4. Describe how thinking, memory, and communication affect college success.  
Exam 1-3, Classroom Activities, CTS, COMM, EQS, SR

## **Grading Policies:**

The final grade in this course will be determined by the following:

Exams=	50%
Classroom Activities=	25%
<u>Class Participation=</u>	<u>25%</u>
Total:	100%

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

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

Your assignments grades and official final grade will be made available through your Student Portal at Clarendon College's website.

## **Personal Policies**

### **Due Dates, Attendance, and Make-Up Policy:**

Daily attendance will be taken. Due dates will be given in plenty of time to allow students to adequately complete the work. If, due to unforeseen circumstances, you are unable to attend or complete work, it will be decided if late work will be accepted on a case-by-case basis. **Otherwise, no late assignments will be accepted.**

### **Attendance Policy:**

For this course, I will take weekly attendance. Students can be placed on academic probation or lose financial aid for chronic non-attendance or failure to progress through the course assignments.

### **Respectful Behavior Policy:**

My classroom is a place of professionalism and respect. As such, you will address one another and myself professionally. You will conduct yourself with utmost professionalism

by sitting up straight, engaging in the classroom discussion with your hands clasped together and resting on top of your desk. Disrespectful behavior toward myself or another member of the class will not be tolerated.

## **College Policies**

### **Academic Integrity Policy**

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) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) 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.

### **Grievance/Appeals**

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

### **Withdrawing from (Dropping) the Course**

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 your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) 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 whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law 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> dropped class, he/she will no longer be able to withdraw from any classes.

### **Accommodations Statement**

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Dean of

Student Services. We will work with you to make whatever accommodations we need to make.

### **Student Rights and Responsibilities**

Student Rights and Responsibilities are listed on the College website at:  
<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>.

### **Tentative Course Schedule:**

August 29, 2024	Syllabus Review Lecture: The Truth About Learning Styles (Part 1)
September 5, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: The Truth About Learning Styles (Part 2)
September 12, 2023	Discussion–Q&A Classroom Worksheet Activity Lecture: Managing Your time and Priorities (Part 1)
September 19, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Managing Your Time and Priorities (Part 2)  Homework: STUDY for Exam #1
September 26, 2024	Discussion–Q&A  <b><u>Exam #1–Learning Styles and Managing Your Time</u></b>
October 3, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Reading and Note Taking (Part 1)
October 10, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Reading and Note Taking (Part 2)
October 17, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Studying, Memory, and Test Taking (Part 1)
October 24, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Studying, Memory, and Test Taking (Part 2)

	Homework: STUDY for Exam #2
October 31, 2024	Discussion–Q&A  <b><u>Exam #2–Reading, Note Taking, Studying, and Test Taking</u></b>
November 7, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Types of Thinking (Part 1)
November 14, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Types of Thinking (Part 2)
November 21, 2024	Discussion–Q&A Classroom Worksheet Activity Lecture: Types of Communication  Homework: STUDY for Exam #3
November 28, 2024	<b>Thanksgiving Holiday</b>
April 30, 2024	<b><u>EXAM #3–Thinking and Communication</u></b>