GENERAL INFORMATION
College Name: Mt. View College
Division: Communications and Social Sciences
Semester/Term & Year: Fall 2012

INSTRUCTOR INFORMATION
Name: Daven Salmi, Ph.D. LPC
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Telephone: 214-860-8847 Division Office 972-860-8831
Office Number: W195A
Office Hours: M-Th 2pm-3pm; F 12:30-1:30pm

COURSE INFORMATION
Course Number: EDUC 1300 Learning Framework (Learning Community Course Version)
Section Number: 6017
Credit Hours: 3
Class Meeting Time: (Tuesday and Thursday) 11:00-12:20pm (in combination with DMAT 0099-066 at 9:30am)
Classroom: W173
Required Materials:
- MUST Purchase MVC Custom Version of Textbook (Orange cover)
- ISBN – 1256715662
- Access to a computer and Internet – ecampus.dcccd.edu

Course Description:
Prerequisite: 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. This course is cross-listed as PSYC 1300. The student may register for either EDUC 1300 or PSYC 1300, but may receive credit for only one of the two. (3 Lec.)

Effective Fall semester 2010, students with less than 12 college level hours will be required to take and complete EDUC 1300. Please talk to your academic advisor regarding possible exemptions from this course.
Learning Goals

Instructors intend that students will:

1. Become reflective, autonomous learners
2. Understand the factors that affect learning and use that knowledge to improve their own.
3. Set goals and align thought, behavior and emotion to achieve them; Reflect on their thinking in order to improve their performance and achieve their goals.
4. Use behavior management techniques to achieve personal, academic and career success.
5. Collect, select, reflect and connect artifacts of learning to outcomes
6. Develop habits of critical thinking.
7. Recognize when they need information and know how to find it, evaluate it, and use it appropriately.
8. Develop the capacity to make ethical judgments and take responsibility for their actions.

Learning Outcomes

At the completion of the course, Learning Framework students will be able to:

1. Construct a personal learning system informed by the concepts, theories, strategies and techniques learned in the course.
2. Select and use learning strategies appropriate to tasks.
3. Apply metacognition to support rather than sabotage learning
4. Apply behavior management techniques to build constructive habits and eliminate unproductive habits.
5. Articulate why an artifact matters and how it demonstrates learning in two or more contexts.
6. Use the elements of critical thinking to analyze a position on an issue, whether their own or someone else’s.
7. Use a variety of library tools and resources to find information and evaluate its relevance and quality in relation to the need.
8. Identify and weigh relevant factors that influence ethical choices; Use a rational process to arrive at ethical decisions.

EEO’s (Exemplary Educational Objectives)

**EEO #1** – To employ the appropriate methods, technologies and data that social and behavioral scientists use to investigate the human condition

**EEO #3** – To use and critique alternative explanatory systems or theories

**EEO #4** – To develop and communicate alternative explanations or solutions for contemporary social issues

**EEO #11** – 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.

**EEO #12** – To identify and understand differences and commonalities within diverse cultures
Core Curriculum Intellectual Competencies

This course begins the reinforcement of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by Human Development are as follows:

1. **READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

2. **WRITING:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

3. **SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.

4. **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

5. **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.

6. **COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

Course Outline

Attendance

There is a strong correlation between class attendance and college success. Your class involvement enables you to learn more actively and effectively; therefore, class attendance is essential. I do not distinguish between excused and unexcused absences even if you become ill or have family emergencies. To encourage your consistent attendance, **15% of your grade is based on on-time, full-class attendance.**

*Attendance is taken at the beginning of the class (please be on time)

Non-Graded Learning Activities

This class will use a variety of learning activities and you are expected to fully participate in all the class activities (whether or not they are graded). These will include, but are not limited to, lectures, reading, journal writing, group experiential learning exercises, class discussions, written assignments, case studies, student presentations, literature review and critique, internet resources, PowerPoint/video presentations, simulations and games.
**Quizzes**
There will be weekly online chapter quizzes for +15 points (one quiz each week over the reading). Please note that the due dates for the quizzes are on Mondays of each week (the Monday after it was assigned). The quizzes are to be completed after reading the textbook as assigned. They are open book, but timed at 60 minutes. Use eCampus for the quizzes.

**Journal:**
There will be a journal assignment in this class (due one week after assigned). Each short essay question will be worth 10 points. You’ll use the "green book" for this assignment. Here’s some thoughts about the journal assignment (8 entries total):

1. The weekly journal is intended as a reflective rather than an academic exercise. You should respond to the questions based on what you have been learning from the readings, class activities and group work. Outside research on these questions is fine, but not necessary. Answers to questions should be in complete sentences and demonstrate a degree of thought; there is NO "right" answer in the journal. Share your cognitive (what I'm thinking), affective (what I'm feeling), and behavioral (how I'm acting and changing) sides in your journal work.

2. I know you will ask, so I'll just give a ball park response that each weekly journal should be at least 200-350 words (per question). Plan to get full credit unless you fall short on this minimum or you are WAY off topic in your responses. I typically grade the journal assignments within about 1 to 7 days after the due date.

3. The grade you receive for the journal will count twice (points within each instructor's course grading system) "two birds one journal"

**Mid-Term and Final Exam**
The mid-term will cover Weeks 1-7 and there will be one final comprehensive exam in the course that will consist of multiple choice, short answer, and essay questions. The exams are worth 20% of your grade and will take place on-line through e-Campus.

**Essays:** There are 5 (2-3 page) essays in the class: Quality World, Personal Profile Project, Learning, Behavioral Change, and a final Course Reflection. Information on the essays will be given in class. (+50 each)

**ePortfolio**
FolioTek is an online system for saving assignments, demonstrating learning and reflecting on your work as you progress at MVC. You have a three year subscription to use the portfolio system. Please view the FolioTek handouts to learn more about this ePortfolio System. Use of this software online is required for this class as all assignments will go into your ePortfolio. During the last week of class, you will present your ePortfolio to the class articulating what you have learned in the course and sharing your personal vision, learning/personality profile, and other content from your ePortfolio. The ePortfolio is worth 20% of your grade.

[www.foliotek.com](http://www.foliotek.com) is the website to register your account (card inside new wrapped version of the book)
**Grading System:**
You will accumulate 1000 course points for work done as follows:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Maximum Points</th>
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</thead>
<tbody>
<tr>
<td>Course Journal and Team Project *</td>
<td>150</td>
</tr>
<tr>
<td>(*joint assignments with DMAT 0099-6006)</td>
<td></td>
</tr>
<tr>
<td>15 Quizzes</td>
<td>150</td>
</tr>
<tr>
<td>5 Essays + One Library Assignment</td>
<td>300</td>
</tr>
<tr>
<td>Mid-term and Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>ePortfolio and Class Presentation</td>
<td>200</td>
</tr>
</tbody>
</table>

Your final course grade will be determined as shown:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>899-800</td>
<td>B</td>
</tr>
<tr>
<td>799-700</td>
<td>C</td>
</tr>
<tr>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>559-0</td>
<td>F</td>
</tr>
</tbody>
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**INSTITUTIONAL POLICIES**

**ADA Statement**
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 214-860-8691.

**Religious Holidays**
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

**Academic Honesty**
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student
Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. The instructor reserves the right to discipline academic dishonest (plagiarism) as a grade reduction, referral to dean, and/or class failure.

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. More information is available at https://www1.dcccd.edu/cat1011/cattoc.cfm

Withdrawal Policy
Students enrolled in EDUC 1300 will only be allowed to withdraw from this course under limited circumstances and with permission from the academic dean of Communications and Teacher Education, program coordinator or registrar. Acceptable reasons for withdrawal include a prolonged illness, being called to military duty, a catastrophic event or change in work schedule. Students will not be given the opportunity to withdraw due to dissatisfaction with instruction or a desire to maintain a high grade point average. Students that desire to petition for withdrawal must do so by the dropdate listed on your registration receipt. This semester the drop date is November 15th.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedops

Repeating this Course
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/catalog/ss/oepthird_attempt.cfm

Financial Aid
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Disclaimer
The instructor reserves the right to amend this syllabus as necessary.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 28, 30</td>
<td>Reading: Ch. 0, Ch. 1 (Quiz Ch. 0/1)</td>
<td>Start “Introduction” “About Me” pages to ePortfolio</td>
</tr>
<tr>
<td>2</td>
<td>September 6, 8</td>
<td>Reading: Ch. 7 (Quiz Ch. 7)</td>
<td>Start “Goals” page of ePortfolio “Quality World” Essay Assignment</td>
</tr>
<tr>
<td>3</td>
<td>September 11, 13</td>
<td>Reading: CT, Ch. 2 (Quiz CT/Ch. 2)</td>
<td>Start “Thinking” page of ePortfolio</td>
</tr>
<tr>
<td>4</td>
<td>September 18, 20</td>
<td>Reading Ch. 12 (Quiz MI)</td>
<td>Start “Personal Profile Project” of ePortfolio Smarter Measure &amp; Learning Styles</td>
</tr>
<tr>
<td>5</td>
<td>September 25, 27</td>
<td>Reading Ch. 12 (Quiz MBTI)</td>
<td>ePortfolio Parts 1-4 due next week Personal Profile Project Assigned</td>
</tr>
<tr>
<td>6</td>
<td>October 2, 4</td>
<td>Read Ch. 5 (Quiz Ch. 5)</td>
<td>ePortfolio Due Parts 1-4</td>
</tr>
<tr>
<td>7</td>
<td>October 9, 11</td>
<td>Read Ch. 3-4 (Quiz Ch. 3/4)</td>
<td>Start “Learning” page of ePortfolio Reflections on Learning Essay Assigned</td>
</tr>
<tr>
<td>8</td>
<td>October 16, 18</td>
<td>Read Ch. 6 Reviewing Ch. 0, 4 (Quiz Ch. 6)</td>
<td>Mid-Term Online DUE Oct. 15 Continue Thinking and Learning pages of ePortfolio</td>
</tr>
<tr>
<td>9</td>
<td>October 23, 25</td>
<td>Reading Ch. 11 (Quiz Ch. 11)</td>
<td>Continue Thinking and Learning pages of ePortfolio</td>
</tr>
<tr>
<td>10</td>
<td>October 30, Nov. 1</td>
<td>Reading Ch. 8 (Quiz Ch. 8)</td>
<td>ePortfolio “Research” Page Behavioral Change Project Assigned</td>
</tr>
<tr>
<td>11</td>
<td>November 6, 8</td>
<td>Reading Ch. 9-10 (Quiz Ch. 9/10)</td>
<td>ePortfolio “Research” Page Update ePortfolio for reflections</td>
</tr>
<tr>
<td>12</td>
<td>November 13, 15</td>
<td>Reading 15 (Quiz Ch. 15)</td>
<td>ePortfolio “Annotations” page Library Assignment</td>
</tr>
<tr>
<td>13</td>
<td>November 20</td>
<td>Reading 16 (Quiz Ch. 16)</td>
<td>Finish ePortfolio pages Class Reflection Assigned</td>
</tr>
<tr>
<td>14</td>
<td>November 27, 29</td>
<td>Reading 14 (Quiz Ch. 14)</td>
<td>ePortfolio Due Dec. 2 *Presentations next week.</td>
</tr>
<tr>
<td>15</td>
<td>December 4, 6</td>
<td>Reading Ch. 13 (Quiz Ch. 13)</td>
<td>ePortfolio “Reflection” page ePortfolio DUE Dec. 10</td>
</tr>
<tr>
<td>F</td>
<td>December 10-13</td>
<td>Comprehensive Final Exam</td>
<td>Take exam online DUE December 13</td>
</tr>
</tbody>
</table>

**Tentative Schedule:** Go to eCampus for up-to-date Schedule
**Units**

**Week #1-2:** “Quality World” Assignment

*How do I transform into an Autonomous Learner? What is my life purpose?*

**Week #3:** “Critical Thinking Frameworks” (Bloom’s Taxonomy, Elements of Thought, and Standards for Evaluating Thinking)

*What are some frameworks for understanding college thinking-learning that I can use every day!?*

Class assignments: Diagramming learning using frameworks

**Week #4-5:** “Personal Profile Project” (MI, MBTI, Holland’s Type., VARK, etc.)

*What are my (learning, personal) strengths and weaknesses? How can I “play to my strengths” and “empower my weaknesses”?

**Week #6-8:** Learning Theory/Metacognition – “Reflections on Learning” Assignment

*What are all the different ways I can learn?*

**Week #9-11:** Human Development, Motivation, Behavioral Change

“How Behavioral Change Project”

*How do I regulate myself (thinking, feeling, behavior) so that I can reach my academic, career, and life goals?*

**Week #12-13:** Information Literacy – *How do I use information wisely for college level work?*

Library Scavenger Hunt, Evaluating Resources, and Annontations Assignments

**Week #14:** Ethics – *How can I apply critical thinking to ethical issues?*

Class: Review of Critical Thinking in Group Debates on Ethical Issues

**Week #15:** Celebration of Learning (FOLIOTEK Presentations)

*How have I transformed this semester in my learning, thinking, and personal life? What’s next for me?*