

EDUC 1300 – Academic Strategies

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Lubbock Downton Center Office: 2020 ~ Office Hours or By Appointment

Monday	Tuesday	Wednesday	Thursday	Friday By Appointment
~	10:30am-12:30pm	~	10:30am-12:30pm	11am-12pm
12:30pm-2:30pm	~	12:30pm-2:30pm	~	~

Course Description:

This course is designed to help you create greater success in college and in life. This is achieved by helping students explore who they are, understand where they come from, and decide where they are going. By applying the strategies of active learning, self-motivation, self-management, self-awareness, and interdependence you will create greater academic, professional, and personal success. The most important part of this course, however, is learning more about yourself. You will learn who you are as a college student and human being, and you will learn what it takes for you to keep yourself balanced and on course for success.

This course is 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 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 draw continually from the theoretical models they have learned. This course is recommended for all students, especially nontraditional students and students on academic probation and is required for students returning to college after academic suspension or by placement by the Admissions Committee.

Course Purpose:

The purpose of this course is to prepare students for college and life success, equipped with knowledge, skills, strategies and tools to apply to accomplish a variety of tasks in varying contexts.

Student Learning Objectives

<p>Construct a personal learning system informed by the research and theory in the science and psychology of learning, cognition, and motivation.</p>	<p>Students will read about how learning works, metacognition, victim/creator mindsets, the growth mindset, and complete associated homework assignments, and discussion/journal reflections. Students will identify their personal strengths and weaknesses as a strategic learner and apply their knowledge to classroom learning through discussion and journal posts. Students will demonstrate the use of learning strategies and study skills by taking notes and applying reading and study strategies and completing associated homework assignments and digital exercises. Students will learn cognitive and metacognitive strategies to increase college academic success.</p>
<p>Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.</p>	<p>Students will take a variety of assessments to identify and understand what motivates their learning (e.g., eLASSI, MBTI, VARK, multiple intelligences), as well as the unique ways in which they learn. Students will reflect on these measures in discussion/journal prompts, homework assignments, and the final reflection success paper. Students will also complete homework assignments relevant to financial, personal, academic, and career goals, culminating in a final reflection paper.</p>
<p>Develop an educational and career plan based on individual assessments and exploration of options.</p>	<p>Students will work throughout the semester to develop education and career plans, including setting up advising sessions, taking career assessments, planning their academic semester, conducting career research, completing relevant homework, reflecting in discussion posts, and completing a final and reflecting on the connections between career and academic goals. Additionally, students will identify and file the appropriate degree plan with proper advisement, write and prioritize short-term and long-term goals related to their time at South Plains College, and explore career options incorporating the use of related assessments and tools.</p>
<p>Identify and understand how soft skills are directly correlated to personal, academic, and career success.</p>	<p>Students will read and learn about important soft skills, including how to accept personal responsibility, discover self-motivation, master self-management, employ interdependence, gain self-awareness, and develop emotional intelligence. This will be done through homework assignments, digital exercises, discussion posts, journal reflections, and the final reflection paper.</p>

Required Texts and Supplies:

Access to a computer with Internet access

An active SPC email account

Grading of Coursework:

Weekly Journals 20%

Weekly Discussion Videos 15%

Weekly Learning Activities and Video Assignments 25%

Weekly Perusall Reading 15%

Career Research Project 25%

Grading Scale:

A- 100-90%

B- 89-80%

C- 79-70%

D- 69-60%

F – 59-0%

Format of Assignments: As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers.

- All assignments need to conform to MLA standards.
- All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font.
- All assignments should have 1" margins on the sides, top, and bottom.
- Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages.
- Drafts should be clearly labeled as to 1st or final.
- Assignments with multiple pages must be stapled.
- Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment.
- Remember also that all electronically-submitted assignments may be processed through Turnitin.Com to verify originality.

Late Work: Except in special circumstances, late work will **not** be accepted, so the assignment must be turned in on time. Like in the world of work, the job must be done right the first time, and completed on time, or no credit is given.

Attendance: Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this

syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

Absence Policy: Any student who misses more than four class sessions shall be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F”. In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must immediately notify the instructor of the attendance difficulty and submit proof of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should be withdrawn from the course" (SPC General Catalog, p. 20). Students should consult the General Catalog on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and/or an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Using Artificial Intelligence websites or apps to generate all or part of a paper or other assignment;
2. Turning in a paper that has been purchased, borrowed, or downloaded from another writer or from an online site;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
5. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, texting, internet, Quizlet, etc.) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

Cell Phones, Ipods, Blackberries, Laptops, etc.: Please silence all electronics prior to entering the classroom and remember the following 2 guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

Learning Accommodations: Students should speak with each instructor **privately** during the first week of class or as soon as possible after accommodations are approved to discuss accommodations in their course and make specific plans for their implementation. Should your accommodations need to be altered or updated contact the Office of Student Disability Services be prepared to discuss justifications and scenarios for this adjustment. These accommodations will be forwarded after approval and will take effect from that date forward, not retroactively. Communicate Your Concerns. Keep in mind that communication between the student, instructor, and Student Disability Services Staff is critical to making the accommodation process work. If conflicts occur in the accommodations process, students are asked to inform the Office of Student Disability Services right away. Test accommodations should be discussed well in advance of the test date. Accommodated exams may be proctored by the instructor, the instructor's designee or by Testing Center staff members. Students with test accommodations are strongly encouraged to review and be familiar with the Testing Center Guidelines and be sure to make appointments at the Testing Center at least three to five days in advance. Make Requests in Advance. Some accommodations require more time to implement and, therefore, require more advanced notice. This includes sign language interpreters, and conversion of textbooks to alternate formats.

Students are expected to:

- Voluntarily identify disability-related needs to the Office of Student Disability Services Staff.
- Provide current and complete documentation of disability to the ODS. Formally request needed accommodations and services in a timely manner.
- Notify the ODS of any changes or concerns in needed services or accommodations.
- Abide by the student code of conduct set by the college.
- Attend class and maintain the academic standards set by the college, and the department.

Use services responsibly and treat service providers and faculty with respect and courtesy.

<https://www.southplainscollege.edu/health/disabilitystudenthandbook2018.pdf>

For information regarding Intellectual Exchange, Disabilities, Non-Discrimination, Title IX Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, and Campus Concealed Carry, please use the following link:

<https://www.southplainscollege.edu/syllabusstatements/>

Campus Resources

Tutoring: Dr. Gail Malone or Dalila Gonzales, 806-716-2241 or dgonzales@southplainscollege.edu. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students.

*****We have WRITING CENTERS on the Levelland, Reese, and Lubbock campuses. Please make use of this resource.**

Health & Wellness Center

The counselors at the Health & Wellness center can advise you confidentially. They can also help you access other resources on campus and in the local community. You can schedule an appointment with a counselor by calling 716-2529.

Advising & Testing

Latha Tucker, 806-716-4606, ltucker@southplainscollege.edu. Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.