

Education 1300.273

Fall 2019 MW 11:00am-12:15pm

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Reese Center Office: 307C ~ Lubbock Center Office: 125K

Office Hours or By Appointment

Monday	Tuesday	Wednesday	Thursday	Friday
10am-11am (LB)	10am-11am (RC)	10am-11am (LB)	10am-11am (RC)	9am-10am (LB)
6pm- 7pm (RC)		6pm-7pm (RC)		10:30am-11:30am (RC)

Departmental Course Description: 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.

Note: 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.

Scope/Purpose: The purpose of this course is to provide students with the opportunity to explore, identify, and develop skills and attitudes that will lead to academic and life success.

Student Learning Objectives:: In this course, students will learn

- **Critical Thinking Skills** – creative thinking, innovation, inquiry and analysis, synthesis and evaluation of information, including cognitive and metacognitive strategies leading to improved academic performance;
- **Communication Skills** – effective development, interpretation and expression of ideas through written, oral and visual communication, including papers and presentation;
- **Teamwork** – ability to consider different points of view and to work effectively with others to support a shared purpose or goal, including working on team projects and presentations;

- **Social Responsibility** – intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities;
- **Personal Responsibility** – ability to connect choices, actions and consequences to ethical decision-making, such as assuming responsibility for choices made, decisions derived and actions taken, including ownership of their college education, and developing an attitude of success towards tasks and challenges in college and in life along with behaviors of regular classroom attendance and participation, with identification of personal strengths and weaknesses resulting in a plan to transform weaknesses into areas of competence and manage college stressors;
- **Resource Utilization** – ability to utilize campus resources including the library and the Teaching and Learning Center and to know how to contact a major advisor and develop a degree plan.

Required Texts and Supplies:

- A current South Plains College catalog
- A current South Plains College Student Guide

(Catalogs and Student Guides are accessible online at the college website <http://www.southplainscollege.edu/>).

Access to a computer with Internet access

An active SPC email account

Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage

Grading of Course work:

Assignments 50%

Attendance and Participation 50%

Grading Scale:

A- 100-90 points

B- 89-80 points

C- 79-70 points

D- 69-60 points

F – 59-0 points

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.

Methods of Evaluation: Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only.

All assignments must be completed and turned in on the date due before a student will receive credit for the assignment.

Essays and writing assignments will be evaluated according to the following criteria:

1. Use of the conventions of standard grammar;
2. Use of the appropriate method of development for the assignment;
3. Use of the principles of unity and coherence; and
4. Use of logical, factual arguments to advance the thesis of the assignment.

Superior Essays (A) These essays meet all the conventions listed for Good Essays, but the work is more original, more inspired, and more maturely presented. To receive an "A", an essay cannot contain more than one major grammatical error.

Good Essays (B) Central Idea: presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail.

Organization/Development: handled so that the essay conveys a sense of controlling purpose and orderly progression; the thought moves—clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful. Sentence Structure: skillfully constructed and displaying fluency, economy, and effective variety; together with diction,

sentence structure is the best evidence of style, the distinctive, natural display of a good mind at work. Diction: everywhere appropriate to the writer's subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of General English. Mechanics: notable for the consistent use of conventional General English grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a "B" with two major grammatical errors.

Average Essays (C) Central Idea: is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy. Organization/Development: plan and method of the essay apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, and usually effective in development; transitions between paragraphs clear but sometimes abrupt, mechanical, or monotonous. Sentence Structure: most sentences correctly structured but lacking in variety, economy, or forcefulness. Diction: appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur. Mechanics: clarity and effectiveness of expression are weakened by occasional lapses from conventional General English grammar, punctuation, and spelling. An essay cannot get above a "C" if it contains three major grammatical errors.

Poor Essays (D) Central Idea: is vague or confused or too large or general; unsupported by specific, concrete, relevant detail. Organization/Development: plan and purpose of the essay are not apparent; either the generalizations are left undeveloped, or they are developed by detail that is irrelevant, or inconsistent; paragraphs lack unity, coherence, or support; if there are any transitions between paragraphs, they may be unclear, misleading, or ineffective; thought and planning may display illogic or insufficient effort. Sentence Structure: sentences lacking in unity or coherence; run-ons, comma splices, or fragments may exist; expression is generally marked by serious and/or frequent awkwardness, incompleteness, ambiguity, redundancy, or immaturity; coordination may be excessive with a subsequent lack of appropriate subordination. Diction: inappropriate expression in being vague, imprecise, unidiomatic, immature, too colloquial, or substandard. Mechanics: clarity of meaning is obscured by frequent or serious departures from conventional General English grammar, punctuation, and spelling. Under no circumstances will a paper with more than four major grammatical errors receive more than a "D".

Unacceptable Essays (F) An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of her or his ability. An essay may also fail when it exhibits a total inability to develop its central idea or when it demonstrates incompetence in the use of conventional General English. Under no circumstances will an essay receive higher than an "F" if it contains five or more major grammatical errors, and an essay may receive an "F" with three major errors if the content and development are not particularly strong.

No Essays (0) Any essay, or other assignment, not written and turned in receives a Zero and is averaged.

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.

Academic Integrity—Plagiarism and Cheating: “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers" (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

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).

Students with Disabilities: Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

Statement of Nondiscrimination: It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

Statement of Diversity: In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction.

Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Class Schedule

All assignments are to be completed before the day they are listed. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

Week 1:

August 26th – 28th Course Introduction, Syllabus

Week 2:

September 2nd **No Class Labor Day Holiday**

September 4th - Money and College

Homework: Complete financial plan handout

Week 3:

September 9th- 11th Culture of Higher Education

Homework: Journal Entry #1 on Blackboard due September 12th

Week 4:

September 16th – 18th What does Success mean?

Homework: Complete Self - Assessment before class September 18th; Journal Entry #2 due September 19th

Week 5:

September 23rd – 25th Personal Responsibility

Homework: Journal Entry #3 due September 26th

Week 6:

September 30th - October 2nd Decision Making

Homework: Journal Entry #4 due October 3rd

Week 7:

October 7th -9th Self - Motivation

Homework: Journal Entry #5 due October 10th

Week 8:

October 14th – 16th Self-Management

Homework: Journal Entry #6 due October 17th

Week 9:

October 21st – 23rd Employing Interdependence

Homework: Journal Entry #7 due October 24th

Week 10:

October 28th – 30th Self Awareness

Homework: Journal Entry #8 due October 31st

Week 11:

November 4th -6th Lifelong Learning

Homework: Journal Entry #9 due November 7th

Week 12:

November 11th – 13th Self-Respect

Homework: Journal Entry #10 due November 14th

Week 13:

November 18th - 20th Emotional Intelligence

Homework: Journal Entry #11 due November 21st

Week 14:

November 25th Grit

November 27th **No Class Thanksgiving Break**

Week 15:

December 2nd – 4th TBD

Week 16:

Finals: December 9th – 12th