

## EDUC 1300

Fall 2021

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

### Office Hours or By Appointment

Monday (Lubbock)	Tuesday (Reese)	Wednesday (Lubbock)	Thursday (Reese)	Friday By Appointment
~	~	~	9am-11am	9am-11am
2:30pm-4pm	4pm-5:30pm	2:30pm-4pm	~	2pm-4pm

### 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

Learning outcomes are observable, measurable, and performed by students.

Construct a personal learning system informed by the research and theory in the science and psychology of learning, cognition, and motivation.	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.
Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.	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.
Develop an educational and career plan based on individual assessments and exploration of options.	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.
Identify and understand how soft skills are directly correlated to personal, academic, and career success.	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.

### Required Texts and Supplies:

Access to a computer with Internet access

An active SPC email account

**Grading of Course work:**

Assignments & Projects 50%

Attendance and Participation 50%

**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.

**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.