

EDUC1300 Academic Strategies (based on Learning Frameworks)

The Teaching & Learning Center

South Plains College

Hi! My name is Kristi Barker. Welcome to my 10-week, online EDUC 1300 class. If you need to contact me during the semester, you may call me at 806.716.4651 or email me at kbarker@southplainscollege.edu

Office Hours

Please feel free to reach out to me during my office hours! These hours are specifically designated to provide you with the opportunity to discuss the class or any questions you may have. I will be available for virtual or telephone appointments on **Tuesdays throughout the summer session from 1:00 PM to 3:00 PM.**

For virtual appointments, kindly send me an email and I will provide you with a link to a video call via MS Teams.

Required Materials:

1. A computer with a reliable internet connection for daily online work.
2. College Success from OpenStax, a free online textbook with ISBN 978-1951693183 and URL www.openstax.org/deatils/college-success.
3. Microsoft Office 365, free for SPC students, for email, file storage, and MS Office applications. Use your SPC credentials to sign up at <https://office.com>. Contact the help desk at 806.716.2600 or HelpDesk@SouthPlainsCollege.edu for login assistance.

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...learning who you are as a college student and human being, and learning 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 satisfies a Core Curriculum Requirement: Institutional Foundational Component Area (090)

Core Curriculum Objectives addressed:

- Communication skills – to include effective written, oral, and visual communication
- Critical thinking skills – to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
- Social Responsibility – to include the demonstrated knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Format:

(3:3:0) Online: access all online coursework through **Blackboard** which is linked directly on the SPC website

Student Learning Outcomes: 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 Capstone project/presentation.

Student Learning Outcomes Assessment: A pre- and post-test and a project rubric will be used to determine the extent of improvement that the students have gained during the semester.

Course Evaluation:

Grades are assigned based on the following scale:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

Grades are based on the following percentages:

Participation Grades (Discussion Board participation, Journal Entries, Reflection Pages, Viewer Response Guides)	50%
Student Success Assignments (Weekly Assignments, Quizzes, Capstone Project, Presentations)	50%
TOTAL <i>*The lowest participation <u>and</u> assignment grade will be automatically dropped from each total which should boost your average slightly.</i>	*100%

Missed or late assignments:

Each weekly module will open on Friday @ 9 am and close the following Thursday @ 11:59 pm. You may work on your weekly assignments *anytime* during the 7 days it remains open and available, but **the deadline is firm**. If you miss the original deadline, you will incur a 10-point per day penalty for late submissions.

Attendance policy:

*Students must actively engage and participate in the online environment to reach a measure of success. This means regularly logging in to the course (**daily during summer school**), communicating, completing tasks, and submitting work.*

Going more than 7 days without logging in and participating will affect your grade in this course. You may be dropped from the course with an ‘X’ or an ‘F’ if I believe the objectives of the course cannot be met due to your lack of participation and attendance. If you fail to log in and participate, I will try to contact you. If you do not respond to my attempts to contact you, you may receive an F in the course.

- Students are expected to log in frequently (daily during the summer) to stay up to date with assignments, due dates, and email messages.
- If a student goes 7 days (summer school) without logging in to Blackboard and/or responding to messages and assignments, they may be dropped from the class.

What my students can expect from me (Mrs. Barker):

1. Availability – I’m available during office hours and I will answer emails/texts promptly; most often within 24 hours.
2. Grading - Grades will be posted on Blackboard within 1 week of being submitted; most often within 24 hours.
3. Communication – I strive for clear, effective communication in all areas of the class. I welcome communication from students if you are confused or need help with anything.

Dropping a Course:

Students may drop courses through Texan Connect, the Admissions and Records Office, or Advising and Testing Center through the late registration period. After late registration has closed, a student must complete the online [Student Initiated Drop Request](#) to drop a course. A mark of “W” will be given for student-initiated drops that occur prior to and through the last day to drop as indicated in the online Academic Calendar found here: <https://www.southplainscollege.edu/academiccalendar/index.php>.

Syllabus Statements: For information about Artificial Intelligence, Disabilities, Non-Discrimination, Intellectual Exchange, Title IX Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry, and COVID-19, please use this link: <https://www.southplainscollege.edu/syllabusstatements/>.

Course Calendar

Week	Topic/Readings (LASSI topic)
Week 1 <i>June 3-6</i>	Getting Organized for Success (UAR)
Week 2 <i>June 7-13</i>	The Human Brain and Learning (CON, ANX) <i>Learn Like a Pro</i>
Week 3 <i>June 14-20</i>	Mindset, Motivation, & GRIT (MOT, ATT) <i>The Learning Myth</i>
Week 4 <i>June 21-27</i>	Time & Self-Management (TMT) <i>College Success 3</i>
Week 5 <i>June 28 – July 4</i>	Information Processing (SMI, INP) <i>College Success 5</i>
Week 6 <i>July 5-11</i>	Studying and Testing (SFT, TST) <i>College Success 6</i>
Week 7 <i>July 12-18</i>	Academic Integrity; Information & Digital Literacy <i>University of Arizona Library</i>
Week 8 <i>July 19-25</i>	Career Planning <i>College Success 12</i>
Week 9 <i>July 26-Aug 1</i>	Financial Literacy <i>How Money Works</i> <i>College Success 10</i>
Week 10 <i>Aug 2 – 5</i>	Final Self & Course Evaluation

A detailed assignment checklist (including specific required readings, assignments, videos, reflections, etc.) will be posted on Blackboard weekly, and are due on Thursdays unless otherwise specified.

This outline of topics/readings is subject to change if necessary to meet learning outcomes for EDUC1300; you will be informed of any changes.