

**Clarendon College**  
**Department of Education**  
**EDUC 1100 Section 195 (ONLINE) Learning Frameworks**  
**Fall 2024 Course Syllabus**

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**Recommended Textbook:** College Success <https://openstax.org/details/books/college-success>

### **Course Description**

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 ultimately 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 continually draw from the theoretical models they have learned.

### **Course Purpose**

This course provides incoming students opportunities to demonstrate all aspects of critical thinking. Students will be able to identify and interpret their personal learning style by constructing a flow chart of relevant strategies/concepts pertaining to their learning modalities. Cognition and the psychology of learning will be identified through presentations and assessments while motivation will be appraised with daily journaling analyzing student behavior.

### **Methods of Instruction**

This course is centered upon class participation in face-to-face instruction, online discussion forums, and completing journals and written assignments on LMS.

### **Core Objectives**

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

In accordance with recommendations from the Texas Higher Education Coordinating Board, all Psychology courses at Clarendon College will address the following core objectives:

1. **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** – to include effective written, oral, and visual communication
3. **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. **Social Responsibility** – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Learning Outcomes

Upon successful completion of this course, students will:

1. Examine various motivational strategies and apply them to their success in college, in their career and in their life. (Assesses EQ Skills through data provided of success rates of college graduates. Assesses CT Skills by analysis, evaluation, and synthesis of information. Assesses SR Skills by applying data to being responsible and effective in their communities.)
2. Analyze their learning style and multiple intelligences and list learning strategies that will help them to be productive in school, on the job and in their personal life. They will be encouraged to set up an effective study environment based on his or her learning style through personality type assessment with matching majors. (Assesses CT Skills through the completion of the Myers Briggs Type Indicator. EQ skills by analysis of data and forming a conclusion. Assesses SR Skills by applying data to being responsible and effective in their communities.)
3. Explore their personality types and related careers to decide on an appropriate major and career. They will also explain how personality type affects communication style. (Assesses CT Skills by analysis of communication styles. COM Skills will be assessed by oral presentations of their findings.)
4. Practice strategies for test preparation, taking tests and coping with test anxiety. Students will practice strategies for effective note taking, writing, and speaking in college. Students will apply memory techniques to improve college reading skills. (Assesses CT and COM Skills through a writing assignment for Test & Note Taking Skills. Assesses EQ Skills through students analysis of data and making informed conclusions)
5. Identify fallacies in reasoning, levels of moral reasoning, and creative thinking techniques and apply these thinking techniques to practical situations. Discussion will contain crime and punishment in America. (Assesses CT Skills by analyzing and evaluating data. Assesses Com Skills by doing group presentations of the findings. Assesses SR Skills through evaluating civic responsibility.)
6. Examine the benefits of a balanced lifestyle (work/study, leisure, social) Increase awareness of addictions to smoking, alcohol and illegal drugs. (Assesses SR Skills through lecture and class discussion. Assesses Com Skills through written assignment.)
7. Increase awareness of health habits that affect longevity. Health habits include nutrition, exercise, and avoiding addictions, getting enough sleep and dealing with stress. Students will complete a one page writing assignment discussing their findings. (Assesses Com Skills through written and verbal assignments. Assesses SR Skills regarding civic and personal responsibilities.)
8. Analyze the value of personal finance and the perils of credit card debt. (Assesses Com Skills through written and verbal assignments.)
9. Identify the different STDs and the various means for contact. (Assesses Com Skills through written and verbal assignments.)
10. Demonstrate their understanding of career planning by analyzing the data from their assessments and research and as it relates to their social culture. (Assesses CT, COM, EQS, and SR Skills through final research paper.)

11. Complete an educational plan to match their major and career goals and begin to develop job seeking skills.

### **Student Expectations and Guidelines**

In addition to the previously stated expectations and guidelines, students are expected to adhere to the following:

- Students are expected to attend class regularly. This class has high class participation.
- Students are expected to submit discussion postings and assignments in by the due dates.
- Communication with the instructor is necessary if there are questions or concerns that arise during the semester.

### **Make-Up Work**

If a student is absent, the student is responsible for meeting with the instructor about missed assignments before the next class period. Zeroes will be given for any incomplete assignments. Late assignments will not receive full credit.

### **Grading Policies**

The final semester grades will be figured as set in the current catalog:

90 to 100 = A    80 to 89 = B    70 to 79 = C    60 to 69 = D    Below 59 = F

### **Grades will be calculated as follows:**

Discussion Forums = 35% of final grade

Written Assignments/Journals = 30% of final grade

Participation = 35% of final grade

### **Student Conduct:**

- Any student who disrupts class or violates any behavior rule, regulation, or policy of Clarendon College during class will be subject to immediate removal from class followed by appropriate disciplinary action. Any student who is caught cheating will receive a grade of "0" on the respective exam, assignment, or quiz. This student may also be subject to further disciplinary action.
- Tobacco is not allowed in the classroom.
- Cell phones must be turned off and put away.
- Electronic devices including headphones are not allowed in the classroom unless approved by the instructor.
- If a student decides not to attend the class anymore, the student should drop the course to receive a "W." If the student does not drop the course, the student will receive the grade that is earned.

### **College Policies**

#### **Academic Integrity Policy**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the

work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate vice president, and/or the vice president. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the VP of Academic Affairs. The VP of Academic Affairs will maintain a file on all violations. If a faculty member prefers to report the case directly to the VP of Academic Affairs, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the VP of Academic Affairs. If the VP of Academic Affairs observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the VP of Academic Affairs is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The VP of Academic Affairs is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the VP of Academic Affairs.

### **Dropping a Course**

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6<sup>th</sup> dropped class, he/she will no longer be able to withdraw from any classes.

### **Withdrawal from College**

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

### **Grievance/Appeals**

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

### **Student Rights and Responsibilities**

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>.

### **Accommodation Statement**

#### **REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

### **Nondiscrimination Policy**

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.