

## EDUC1300 Academic Strategies (based on Learning Frameworks)

The Teaching & Learning Center  
South Plains College

### Start Here!

Hi! My name is Emily Gilbert. Welcome to my 8 week, online EDUC 1300 class. If you need to contact me during the semester, use the remind app or email me at [egilbert@southplainscollege.edu](mailto:egilbert@southplainscollege.edu).

### Office Hours

Please come by and see me, or chat online, during office hours! Office hours are required to provide you the time to come by and chat about the class or any questions you may have. I'll be at the Lubbock Downtown Center from 9-9:30, 12:15-1, 3:45-4:15, and on zoom Fridays from 1-4:30 or by appt.

### Required Materials:

- **Consistent and reliable access to a computer with internet access** for daily online work related to this course. (Important news: This is a critical component of any class, especially in Online format courses like this one!)
- **College Success from OpenStax** (This is a free online textbook and it's linked in your blackboard course), ISBN: 978-1951693183, [www.openstax.org/deatils/college-success](http://www.openstax.org/deatils/college-success)
- **Learn Like a Pro** (This book can be purchased at any major book retailer for around \$10; order now so you can start reading no later than Week 2 of the semester), ISBN: 978-1250799371
- **Microsoft Office 365** (Free to SPC students) for email, file storage, and MS Office applications: Word, Excel, PowerPoint, Outlook, OneDrive, etc. Visit <https://office.com> to sign up using your SPC login credentials. Contact the help desk for assistance logging in for the first time: 806.716.2600 or email [HelpDesk@SouthPlainsCollege.edu](mailto:HelpDesk@SouthPlainsCollege.edu)
- **Miseducated by** Brandon Fleming (This book can be purchased at any major book retailer for around \$10; order now so you can start reading no later than Week 2 of the semester), ISBN: 978-1948836852

### 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 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.

### **Course location:**

**Online:** access all online coursework through **Blackboard** which is linked directly on the SPC website via your MySPC/Texan Connect page

### **Course frequency & design:**

Weekly assignments/lectures/due dates TBA; Instructional methods to be used in this course will include Discussion Boards; PowerPoints; Digital Homework; Articles and other resources; and Videos.

### **Student Learning Outcomes:**

By the completion of this course, successful students will:

1. **Accept Personal Responsibility**, seeing themselves as the primary cause of their outcomes and experiences
2. **Discover Self-Motivation**, finding purpose in their lives by discovering personally meaningful goals and dreams
3. **Master Self-Management**, consistently planning and taking purposeful actions in pursuit of their goals and dreams
4. **Employ Interdependence**, building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same.)
5. **Gain Self-Awareness**, consciously employing behaviors, beliefs, and attitudes that keep them on course
6. **Adopt Lifelong Learning**, finding valuable lessons and wisdom in nearly every experience they have
7. **Develop Emotional Intelligence**, effectively managing their emotions in support of their goals and dreams
8. **Think Critically**, employ creative thinking, innovation, inquiry and analysis, synthesis and evaluation of information, including cognitive and metacognitive strategies leading to improved academic performance

## **Course Evaluation:**

Grades are based on the following scale:

90 to 100 = A    80 to 89 = B                      70 to 79 = C                      60 to 69 = D                      0 to 59 = F

## **Your Grades will be based on the following percentages:**

<b>Participation Grades</b> (Discussion Board participation, Journal Entries, Reflection Pages, Viewer Response Guides)	50%
<b>Student Success Assignments</b> (Weekly Assignments; Exams & Projects count twice as much as weekly assignments)	50%
<b>TOTAL</b>	100%

**The grades you receive on your assignments, discussion board, journal entries, etc. are indicators of your progress in this class. It is each student's responsibility to continually monitor academic progress on My Grades in Blackboard.**

## **What my students can expect from me (Mrs. Gilbert):**

1. Availability – I'm available during office hours, and I will also answer emails/texts within 24 hours Monday-Saturday. I will not answer email/texts on Sunday.
2. Grading - You will receive all papers back within 3 weeks. Grades will be posted on Blackboard within 1 week of being passed back.
3. Announcements – Homework is available on Blackboard. Last minute announcements will be made through Remind.
4. No late work accepted

## **Assignments:**

Each weekly module will open on Monday morning, and the assignments will be due by the following Monday night @ 11:59pm. You may work on your weekly assignments *anytime* during the 7 days it remains open and available.

## **Attendance policy:**

Students must actively attend and participate in the online environment to reach a measure of success.

**Absences/going more than a week 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 have excessive absences, I will try to contact you. If you have excessive absences and you do not respond to my attempts to contact you, you will receive an F in the course.

- Students are expected to log in frequently in order to stay up to date with assignments, due dates, and email messages.
- If a student goes 14 days without logging in to Blackboard and/or responding to messages and assignments, they may be dropped from the class.

**WITHDRAWAL POLICY:** The last day to withdraw/drop with a grade of “W” is **April 27<sup>th</sup>**. It is the student’s responsibility to withdraw from this course. Otherwise, students will be assigned their earned letter grade at the end of the course. Course averages will be updated twice each week, and guidance will be provided throughout the term to help students decide whether they need to drop the class or not. For more information regarding drops/withdrawals, please visit <https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php>.

**COVID-19:** For information and resources about COVID-19, please visit <https://www.southplainscollege.edu/emergency/covid19-faq.php>.

For information regarding official South Plains College statements about diversity, disabilities, non-discrimination, Title V Pregnancy Accommodations, and Campus Concealed Carry, please visit: <https://www.southplainscollege.edu/syllabusstatements/>.

### **Academic integrity:**

It is the aim of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present assignments which he or she has not honestly performed is regarded as a serious offense. If another student has provided the work, that student is equally at fault. Offenders are liable to the consequences for cheating and plagiarism as described in the SPC catalog in sections, “Academic Integrity” and “Student Conduct.” Consequences can range from an F in the course to suspension from the college.

### **Students with Disabilities Statement:**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in the class must notify the Special Services Office early in the semester so that the appropriate arrangements can be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office.

### **Non-Discrimination Statement:**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Stan DeMerritt, Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

### **Title IX Pregnancy Accommodations:**

If you are pregnant, or have given birth within six months, under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical information, to the Director of Health & Wellness. Once approved, notification will be sent to the student and instructors. It is the student’s responsibility to work with the instructor to arrange accommodations. Contact Director of Health & Wellness @ 806-716-2362

## Tentative Agenda/Course of Study

This course of study is outline and is subject to change. Your assignments (including required readings) will be posted on Blackboard weekly, and are due on Mondays unless otherwise specified. This isn't a comprehensive list of assignments because there will be other weekly assignments due through Blackboard. Be sure to check Blackboard daily to see what will be due for your class. These weeks correspond to the weeks posted in Blackboard. Revised 5/2022.

<b>Week</b>	<b>Chapters/Objectives/Readings</b>	<b>Assignments due</b>
<b>Week 1</b> Jan. 16-20	<b>Attention and Motivation</b>	LASSI Assessment Goals
<b>Week 2</b> Jan. 23-27	<b>Anxiety</b> Ch. 1-2 <i>Learn Like a Pro</i> Ch. 1-2 <i>Miseducated</i>	Journal Quiz
<b>Week 3</b> Jan. 30-Feb. 3	<b>Time Management and Personality</b> Ch. 3-4 <i>Learn Like a Pro</i> Ch. 3-4 <i>Miseducated</i>	Quiz Big 5 Personality Test Work Values Assessment Time Log Reflection
<b>Week 4</b> Feb. 6-10	<b>Concentration (Brain-Based Learning)</b> Ch. 5-6 <i>Learn Like a Pro</i> Ch. 5 <i>Miseducated</i>	Journal Quizzes
<b>Week 5</b> Feb. 13-17	<b>Information Processing and Selecting Main Ideas</b> Ch. 7-8 <i>Learn Like a Pro</i> Ch. 7-8 <i>Miseducated</i>	Critical Reading Note Taking Strategy Journal Quizzes
<b>Week 6</b> Feb. 20-24	<b>Self-Testing and Test Strategies</b> Ch. 4, 12 <i>College Success</i> Ch. 9-10 <i>Learn Like a Pro</i> Ch. 9-12 <i>Miseducated</i>	Test Taking Strategy Journal Quizzes
<b>Week 7</b> Feb. 27-March 3	<b>Using Academic Resources and Budgeting</b>	Career Coach Assessment Career Research page Advising Assignment Budget Reflection
<b>Week 8</b> March 6-10	<b>Final Project, Post-test and Evaluations</b>	LASSI Post-test LASSI Reflection Evaluations