



**RANGER COLLEGE**

**Ranger, TEXAS**

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**COURSE SYLLABUS**

**LEARNING FRAMEWORK**

**EDU 1100**

**EDUC 1100**

**1 credit hour**

**INSTRUCTOR:**

**Donald W Hughes**

## EDUC 1100

**INSTRUCTOR:** Donald W. Hughes  
**EMAIL:** dhughes@rangercollege.edu  
**OFFICE:** by appointment  
**PHONE:** 254-631-1824  
**HOURS:** by appointment

### I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### II. Course Description

A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and 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. A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and 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.

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### III. Background Prerequisite

There are no prerequisites required for the course but taking the course first semester is required.

### IV. Required Textbook and Course Materials

All materials are included in Blackboard. There is no textbook needed.

### V. Course Purpose

This course has been designed to give you a roadmap and tools for overall success in college.

Course topics covered include orientation to Ranger College, learning styles, reading strategies, goal setting, effective time management, note-taking strategies, your personal interests, future direction, test-taking strategies, collaboration, research, building a community, and more.

### VI. Learning Outcomes

By the end of this semester, through class lectures, videos, discussions, in-class activities, and a variety of written and other assignments, you will increase your written and oral communication skills, critical thinking abilities, and toolbox of study strategies.

### VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- X **Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- X **Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication

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- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

### VIII. Methods of Instruction

Learning Frameworks is a hybrid course housed on Blackboard. It includes lectures, assigned readings, discussions, and group projects.

### IX. Methods of Assessment

Each of these assessments addresses one or more of the Core Objectives: Critical Thinking Skills (CT), Communication Skills (COM), Teamwork (TW), Personal Responsibility (PR). (CT) Students will demonstrate critical thinking skills by exploring diverse topics including: educational objectives for academic success, study skills, motivation, goal setting, and educational planning for the future. (COM) Students develop, interpret and express ideas in journal entries, discussion posts, in pairs, in groups, in electronic feedback in class, and in class presentations. (TW) Students work cohesively as a team doing academic research, preparing an annotated bibliography, and developing good communication (presentation) skills. They also give and receive feedback to other student presenters about their presentations. Students work effectively with their groups to present their research over various topics regarding student success in college. (PR) Students complete a career project which draws on all the activities and resources they have completed in class—visiting the Career Center, talking with academic advisors and career counselors, thinking about the impact they want to make on the world, and life goals. Students take an interest inventory, research a career field, analyze data about that field, and develop an action plan for achieving their goal.

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Grading scale: A = 90-100%   B = 80-89   C = 70-79   D = 60-69   F = Below 60

**Attendance 20%**  
**Homework 20%**  
**Action Plan 20%**  
**Group Project 20%**  
**Final Exam 20%**

### X. Classroom Policies

1. Arrive on time, come prepared, have all assignments/materials with you. As a future educator, you should appreciate how important it is come ready to learn and participate.
2. Turn in assignments on time. By accepting this syllabus, you agree to accept a score of zero on any late work
3. Make-up for Mid-term. If you miss the mid-term, you have two weeks from the original date of the exam to make it up. There is no make for missing the final.
4. DO NOT CHEAT. Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College's Vice President of Instruction. The consequences of this report can be quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at [www.rangercollege.edu/catalog.pdf](http://www.rangercollege.edu/catalog.pdf)), titled "Student Misconduct," subsection "Academic Dishonesty."
5. Six absences = Dropped from class with a failing grade. I expect you to attend class

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regularly. If you will be unable to attend, notify me. As per Ranger College's stated absence policy in the general college catalog (see pages 25-26 at <http://rangercollege.edu/catalog.pdf>), the only absences that will be excused are "official" ones, defined as those that occur due to authorized Ranger College activities (such as sporting events). Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of your registration

6. NO ELECTRONIC DEVICES. No phones, laptops, tablets, headphones, music/audio video playing or recording devices. These interfere with educational process in the classroom.

7. Email: I am happy to communicate with you by email and will do my best to respond within 24 hours. Please include your name and your course

### XI. Course Outline/Schedule

#### LEARNING FRAMEWORKS FALL 2017 COURSE CALENDAR

<b>Dates</b>	<b>Lesson Title</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>	<b>Assignment</b>
WK1	Building the Foundation for Our Success	<b>My Story:</b> Include fears, apprehensions about college, choosing major/minor AND process of choosing career.	Letting go of fears and anxiety about math for success	Syllabus introduction	Study Skills Assessment Survey <b>Pre-Test</b>	<ul style="list-style-type: none"><li>• Student information form (if not collected in class)</li><li>• Syllabus quiz (due WK2)</li></ul>

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WK2	Finding the Support to Be Successful	Continuing to get to know one another	More about Learning Framework course aligned with MATH + NMP objectives	Tackling Technology Fears & Frustrations	Introduction to the Scavenger Hunt	<ul style="list-style-type: none"> <li>• Complete scavenger hunt (due WK3)</li> </ul>
WK3	Introduction to Career Project*	Introduce Career Project	Give instructions for the O*Net Interest Profiler.	Take the O*Net Interest Profiler and explore opportunities based on Interests and Job Zones. Select 5 Career Branches to explore further.	Discuss <i>Possible Selves/Possible Lives Map</i> and Reflection Paper	<ul style="list-style-type: none"> <li>• <i>Possible Selves/Possible Lives Map</i> - Expand assignment to include <b>top 5 career branches</b></li> <li>• Reflection Paper</li> <li>• <i>Possible Selves/Possible Lives Map</i> and Reflection paper are due in WK4 Career Portfolio on Blackboard</li> </ul>
WK 4	(1/2) Career Project: Background Research into Career field (metamajor/field)	Discuss "what is" internal vs. external factors in regard to	Brainstorm S.W.O.T. analysis focusing on students' 5 Career Fields from Map	Be Careful Who You Listen To!	Using library resources @ library	<ul style="list-style-type: none"> <li>• After library visit, students will conduct research over one career field (e.g., skills,</li> </ul>

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	/ (½) Site Visit [Library] Effective Web and Library Research	S.W.O.T. Analysis	including internal/external factors; prepare to take notes after library presentation re: web and library research			education needed, talent). • Then, students will post their findings in Blackboard Discussion forum and comment on at least 2 other classmates' findings. • S.W.O.T. brainstorm notes due in WK5 Career Portfolio on Blackboard.
WK5	Meet an Academic Advisor	Academic Advisor visit to connect coursework + career pathway (INCL NMP, metamajors, transfer to 4- year university,	Q/A with Academic Advisor	Connect S.W.O.T. analysis objectives with S.W.O.T. Analysis Rubric* and Academic Advisor Visit	Additional research time for 1 career field from WK4	• S.W.O.T. Analysis: Students will write a paragraph of background information for each of their top five career fields from their Possible Selves/Possible

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		reverse transfer)				Lives Map. Students will include the basic qualifications of entering the field; due WK 6 in Career Portfolio on Blackboard. Students will print Ranger College degree plan based on Academic Advising visit AND the degree plan for the 4-year university they plan to attend. The in-class Advisor Visit notes, RC degree plan, and 4-year university degree plan are due WK7 in Career Portfolio on Blackboard.
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WK6	Creating Motivating Goals	Discuss the "Henry" scenario as an example of how students use goals.	Have students complete the "Expanding Your Nine Boxes" activity specifically as it relates to <b>career goals</b> .	Students will partner up to discuss their specific career goals and whether or not they are "S.M.A.R.T."	Explore Action Plan with a discussion of Instructor and Peer Action Plan Rubric	<ul style="list-style-type: none"> <li>• Students will write 2-3 page presentation outline and Action Plan for Career Project; it will be submitted for Mid-Term Exam/Project (p. 370 in "Additional Course Materials"); due WK7 in class.</li> </ul>
WK7	<b>Midterm Exam</b> - Conclude Career Project + Action Plan	Using student's Action Plan, small-groups will collaborate to record one another's Action Plan, post to YouTube, and thread in Blackboard.	Small-group to Whole-class discussion of Action Plan	Evaluate Action Plan Rubric for final written submission DUE in Blackboard Career Portfolio.	<ul style="list-style-type: none"> <li>• Students submit Action Plan via their Career Portfolio AND Blackboard</li> </ul>	

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<p>WK 8</p>	<p>Building Success Teams, Groups, Managing Priorities and Time</p>	<p>Create Success Teams*            1. Arrange Students into Success Teams;            2. Discuss purpose            3. Team Bonding Activity</p>	<p>Getting the Most out of working in groups*</p>	<p>Managing Priorities and Time*:            Prioritizing, Planning, and Personal Responsibility</p>	<p>Introduce Group Project* and Success Team Planning Discussion Time</p>	<p>• [Activity #4 for Planning Discussion Time + HMWK]            Success Teams will:            1. Establish a method of communication for the whole group (text, email);            2. Choose a topic for Group Project – one of the following:            ▪ Improving study habits for college success            ▪ Metacognition for college students            ▪ Building a better memory: Attention &amp; Deep Processing            ▪ Building a better memory: Organization strategies for college students</p>
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						<ul style="list-style-type: none"><li>▪ College students making a global impact via STEM careers (<i>chosen by STEM career path group</i>)</li><li>▪ Critical thinking for college students</li></ul> <ol style="list-style-type: none"><li>3. Manage group meeting times OUT of CLASS</li><li>4. Plan method of group work / responsibilities (sub-topics, annotated bibliography, 20 min presentation, and illustration) and POST detailed method of group responsibilities on Blackboard Discussion Form in WK10 with commentary by 2 other groups</li></ol>
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						for brainstorming
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WK9	Getting ahead with Better Note-Taking / Annotated Bibliography	ON SITE VISIT to Library: Specific Note-Taking Skills ( <b>connect with reading strategies</b> ) for Researching (e.g., Cornell-Method)	ON SITE VISIT to Library: Using Notes + Assignment to Locate Scholarly Articles	ON SITE VISIT to Library: Outlining and Writing an Annotated Bibliography	<ul style="list-style-type: none"> <li>• At on-site visit to RC Library, library will demonstrate selecting scholarly articles from internet related to "Students Managing Priorities &amp; Time" by conducting note-taking actions while</li> </ul>
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						<p>researching, and completing an annotated bibliography.</p> <ul style="list-style-type: none"> <li>• Using <i>some</i> class time, each member of Success Teams will begin to select scholarly articles on their group presentation topic, take notes while researching, and then EACH will complete an annotated bibliography; due WK 10 in Blackboard.</li> </ul>
WK10	Effective Oral Communication and Using Evaluation Rubrics	Comparing Effective and Ineffective Presentations	Using a Rubric to Stimulate Proper Planning and Thought for an Assignment	Explain and Discuss Group Presentation Rubric	Group Planning in Success Teams	<ul style="list-style-type: none"> <li>• Collaborating, Success Teams will pull their scholarly articles/annotated bibliographies from WK9 and brainstorm subtopics for their <b>main group presentation topic</b></li> </ul>

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						<p>and points of discussion based on their evidence from the articles.</p> <ul style="list-style-type: none"><li>o <b>[From WK8]</b> Plan method of group work / responsibilities (sub-topics, annotated bibliography, 20 min presentation, and illustration) and POST detailed method of group responsibilities on Blackboard Discussion Form in WK10 with commentary by 2 other groups for brainstorming purposes of subtopics.</li><li>• Students are responsible for showing notes of brainstorming activity for subtopics + an outline of their group</li></ul>
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							presentation on their <b>main topic</b> ;
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students will bring to class for WK11 Success Team work.							
WK11	Success Team Work in Library	REQUIRED IN-CLASS WORK: Success Teams will Collaborate, Outline, Research, Write, & Prepare Group Presentation during class time in RC Library			<ul style="list-style-type: none"> <li>• Success team members collaborate on 'work accomplished thus far' for topic and subtopics for group presentation requirements; instructor is available for additional guidance during in-class group work.</li> </ul>		
WK12	<b>Even</b> Groups Presentations	After group presentations, seek whole-class constructive feedback of positives and negatives of oral communication			<ul style="list-style-type: none"> <li>• Complete Group Presentation Rubric by instructor and distribute <b>both</b> Group Project Peer Assessment Rubric (x2 per group member) and Group Project Self-Assessment Rubric (x1 for individual) to students (due WK13).</li> </ul>		

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WK13	<b>Odd Groups Present</b>			After group presentations, seek whole-class constructive feedback of positives and negatives of oral communication	• Complete Group Presentation Rubric by instructor and distribute <b>both</b> Group Project Peer Assessment Rubric (x2 per group member) and Group Project Self-Assessment Rubric (x1 for individual) to students (due WK15).	
WK15	Preparing To Do Well on Exams	Understanding the purpose of assessments	Demonstrating the process of testing-What are the stages of self-regulation?	Explore handout "Strategies for Taking Exams"	Final Exam Q&A, Study Session	• Prepare for final exam with multiple-choice and written assignment response.

### XII. Non-Discrimination Statement

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

### XIII. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.