



RANGER COLLEGE
RANGER, TEXAS

COURSE SYLLABUS

Learning Frameworks
EDUC 100

3 credit hours

Face to Face

INSTRUCTOR:

Donald W. Hughes

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 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.

III. Required Background or Prerequisite

The only prerequisite is a desire to pursue education as a career.

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:

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

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. Course/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), titled “Student Misconduct,” subsection “Academic Dishonesty.”
5. **Six absences = Dropped from class with a failing grade.** I expect you to attend class 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 devises. 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

Week	Assignments/Topics
1	Building the Foundation for Our Success

2	Part Finding the Support to Be Successful
3	Introduction to Career Project
4	Career Background Project
5	Meet an Academic Advisor
6	Creating Motivating Goals
7	Midterm
8	Building Success teams, Groups, Managing Priorities and Time
9	Getting Ahead with Better Note Taking/Annotated Bibliography
10	Effective Oral Communication and Using Evaluation Rubrics
11	Success Team Work in Library
12	Group Presentations
13	Group Presentations
14	Group Presentations
15	Preparing to Do Well on Finals
16	Final

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.