



RANGER COLLEGE
STEPHENVILLE, TEXAS

COURSE SYLLABUS
LEARNING FRAMEWORK

PSY 1100/EDU 1100

3 credit hours

INSTRUCTOR:

Crystal Rose

PSY 1100 Fall 2017 Semester

INSTRUCTOR: Crystal Rose
EMAIL: crose@rangercollege.edu
OFFICE: Faculty Offices, Ranger College Erath County
PHONE: 254-968-1087
HOURS: Monday/Wednesday 8:30-10:00 AM, Tuesday/Thursday 2:00-3:00 PM,
Friday 9:00 AM-12:00 PM

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

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
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- X **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
- X **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, group projects, videos, and journal entries.

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 write multiple online journal and discussion threads and participate in writing-related activities prescribed by the instructor. These threads are evaluated by the ability to evidence logical and critical thinking skills for assigned topics and further use basic information processing functions to submit such tasks. Students will demonstrate critical thinking skills by exploring diverse topics including: educational ob-

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jectives 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 5%

Journal Entries/Homework 50%

Action Plan 20%

Group Project 20%

Final Exam 5%

X. Course/Classroom Policies

Attendance and Class Participation

The absence policy of Ranger College will be followed. Open-ended, active discussion of course concepts is encouraged. Such discussion fosters an application of course material to personal experiences and exposure to others' viewpoints. Students must be in class to participate and receive participation points. Every student has his/ her own life that is full of commitments. However, due to the limited amount of time that we have, you are expected to attend all class periods. If a student must be absent from an exam, he/she must notify the instructor at least one day prior to the exam. The instructor assigns the alternative date for the make-up exam. **THE STUDENT WILL RECEIVE A GRADE OF "0" FOR THE MISSED EXAM IF THE ABOVE GUIDELINES ARE NOT FOLLOWED.** If a student has a planned absence on the due date of an item listed in this syllabus (quiz, project, paper, test, report etc.), he/she must still submit the work on Blackboard. If the student does not submit the work, a zero is earned. Students are permitted one absence for this class. After 2 absences, he/she will be required to submit a 3 page paper for each chapter discussed in class or covered in assigned readings. After the equivalent of 3 weeks missed, you will be asked to drop the class.

Late work OR make up work will not be accepted. ALL work is retrieved and submitted via BLACKBOARD. If a student does not have access to Blackboard, he/she needs to gain access before the second day of class. To access Blackboard instructions, go to

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[http:// www.rangercollege.edu](http://www.rangercollege.edu) and click Blackboard OR go straight to rangercollege.blackboard.com. Our course will be listed.

Early Alert Reporting (EAR)

Early Alert Reporting is a college-wide effort designed to support student learning by identifying and warning students who may be in danger of failing one or more courses. Faculty will identify students in their classes who may be in danger of failing as well as the reason for their concerns. Faculty will use Early Alert Attendance to track student attendance for each class meeting. Faculty will also submit EAR Grade Track reports on student grades, retention reports, and report final grades. Students have access to this data through Campus Connect. Simply go to <http://www.rangercollege.edu>, click Campus Connect, then Campus Connect for Students. Enter your student ID. Your pin is your 8 digit birthdate. Use numbers only. By week six of the semester, I will notify the Retention Coordinator if you have struggled with excessive absences, incomplete work, or difficulty with the course content. This warning is not an official grade, yet it indicates concerns about your progress that need to be addressed immediately. If you are contacted about an Early Alert Report, please respond to the Retention Coordinator and respective campus personnel to discuss action strategies and resources for academic improvement and, ultimately, success.

Electronic Devices in Classrooms

The classroom is a learning laboratory, which must be free from interruption or interference. As a result, all electronic devices capable of generating noise such as cellular phones, pagers, palm pilots, beepers, watches, etc., are considered a distraction to the learning process and will be turned off prior to entering the classroom. Such devices will also be kept out of sight and not accessed during the class period. Students will not interact with these devices at any time during classroom instruction. A student who chooses to use an electronic device will be dismissed from class until he/ she can return without the device turned on. The student will be responsible to make up what was missed in class on his/her own time. A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination. Finally, PLEASE BE ON TIME--it is very distracting when students arrive late, and it will be hard for you to follow the lecture if you miss the opening minutes.

Academic Dishonesty

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any other act designed to give unfair academic advantage to the student.

A. Cheating on academic work includes:

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1. Copying another student's test paper in academic work;
 2. During a test, using materials that are not authorized by the test administrator;
 3. Failing to comply with instructions given by the person administering the test;
 4. Possession during a test of materials that are not authorized by the person giving the test, such as class notes, specifically designed "crib" notes, and/or the utilization of electronic devices to deliver and/or receive answers. The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
 5. Using, buying, selling, stealing, transporting, or soliciting the contents of an un-administered test, test key, homework, solution, or computer program.
 6. Collaborating with, seeking aid or receiving assistance from, another student or individual during a test or in conjunction with other assignments without authority.
 7. Discussing the contents of an examination with another student who will take the examination.
 8. Divulging the contents of the examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
 9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test or any course-related assignment.
 10. Having another person obtain an un-administered test, test key, homework solution or computer program, or information about an un-administered test, test key, homework solution, or computer program.
 11. Falsifying research data, laboratory reports, class observations, verification forms, and/or other academic work offered for credit.
 12. Taking, keeping, misplacing or damaging the property of the college, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
 13. Possession at any time of current or previous test materials without the instructor's permission.
- B. "Plagiarism" includes, but is not limited to, the appropriation of buying, receiving as a gift, or obtaining by any means, material that is attributable in whole, or in part, to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and to present the material as one's own for academic advantage is strictly prohibited.
- C. "Collusion" is defined as the unauthorized collaboration with another person in preparing written work for credit.
- D. "Falsifying academic records" includes, but is not limited to, altering or assisting in altering, of any official record of the college and/or submitting false information or omitting requested information that is required or related to, any academic record of the college. Academic records include, but are not limited to, applications for admission, the awarding of a degree and/or certificate, grade reports, test paper, registration materials, grade change forms, grade check forms, and reporting forms used by the Office of the Registrar.

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E. “Misrepresenting facts” to the College or an agent of the college includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignments for the purpose of obtaining an academic or financial benefit for oneself or for another individual; or providing false or misleading information in an effort to injure another student academically or financially.

All questions of academic dishonesty are first considered and reviewed by the faculty member. If the student does not accept the decision of the faculty member, the next step will be to appeal to the appropriate instructional administrator. If the student disagrees with the decision of the division chair, the student’s case may then be referred to the Vice President for Student Services for normal disciplinary procedures. The student will be allowed to remain in class until the process is exhausted.

XI. Course Outline/Schedule

LEARNING FRAMEWORKS FALL 2017 COURSE CALENDAR

The following schedule for this course is subject to change.

Week 1 Welcome, 3 Things, Introduction to Course, Lessons 2 & 5: Tackling Technology Fears and Frustrations (Handout “Important Student accounts,” Overview of Campus Connect & how to log in, EMAIL, obtain and submit assignments, and check grades in Blackboard) **“Getting Acquainted” Assignment, Syllabus Scavenger Hunt, and WEEK 1 JOURNAL (due in Blackboard by Monday 9/4 11:59 PM).** *NOTE: Online only students complete “3 Things” in discussion board.*

Week 2 Discuss Results for “What Is Your Learning Style?” on “Getting Acquainted,” First Week Pair & Share, Ranger College Orientation, **Student Success Pre-Test, WEEK 2 JOURNAL, Student Success Pre-Test, and Student Success Assignment due in Blackboard by Monday, 9/11 11:59 PM**

Week 3 Is College Worth It? Group Activity and preview and discuss “Smartest Goals.” **100 Words, Gist Activity and WEEK 3 JOURNAL due in Blackboard by Monday 9/18 11:59 PM**

Week 4 Introduce Lesson 8: Creating motivating goals and the career project. View video-Create a Career Path and Set Career Goals, Job Genius (<https://youtu.be/OYxFwoknvXI>) Do around the room 7 poster board activity sharing: Short Term Goals (within 1 year), 5 Year Goals, 10 Year Goals, What do you enjoy the most?, What do you do well? What is your best subject in school? What skills (hard and soft) do you have? **WEEK 4 JOURNAL due in Blackboard by Monday 9/25 11:59**

PM

Week 5 Time Management, Lesson 9: Managing priorities and time. Popcorn discussion: What areas of your educational life need to be planned? Social life? Pair & Share: How do you typically plan your study time? **Week 5 Journal, How Do You Typically Spend Your Time Each Week, Distributed Schedule due in Blackboard by Monday 10/2 11:59 PM**

Week 6 Career Project. Take the O*Net Interest Profiler and explore opportunities based on Interests and Job Zones. Select 5 Career Branches to explore further. Pair and share about 5 Career Branches to explore further. Preview Possible Selves/ Possible Lives Map, Reflection Paper, and Action Plan (to be used as artifact for the course). **Week 6 Journal, O*NET TOP FIVE due in Blackboard by Monday 10/9 11:59 PM**

Week 7 Career Project Continued. Carousel activity about what you've discovered about your future career thus far (what you knew, what you didn't know, what you hope to find out, changes you'll have to make to reach your goal). **Week 7 Journal, Possible Minds/Possible Lives Map and Reflection due 10/16 11:59 PM.**

Week 8 Career Project Continued. **ACTION PLAN WORK DAY. Week 8 Journal & Action Plan due Monday, 10/23 11:59 PM.**

Week 9 Present Action Plans **in class!** Give a 1-2 minute presentation with a visual aid about the specific actions you'll take to achieve your career goals. If you are taking the course online only, you'll post your Action Plan in the discussion board and comment on one other in the class **Action Plan Discussion for online only students due Monday, 10/30 11:59 PM. No Week 9 Journal.**

Week 10 (3/19-3/25) Examine, discuss, and practice the Cornell Method (lesson 4, power point, and videos). Use the Cornell method to take notes for TWO specific courses you are currently taking. Bring to class next week AND post in Blackboard. **Notes and Week 10 Journal due Monday, 11/6 11:59 PM.**

Week 11 "Exchange Ideas Using the Collaboration Protocol" and Cornell Notes. Online only, use discussion board to collaborate. Introduce Group Project. Topics need to be beneficial to becoming a successful college student- study skills, critical thinking skills, top career fields, money management, time management, organizational strategies, STEM Careers, etc. **Week 11 Journal, Collaboration Protocol, and GROUP PROJECT PLANNING DISCUSSION due in Blackboard by Monday 11/13 11:59 PM.**

Week 12 **No Class! Happy Thanksgiving!**

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Week 13 Annotated Bibliography (See Group Project and Lesson 20). Demonstrate selecting scholarly articles from Ranger College Library. View LIBRARIAN VIDEO. Conduct note-taking actions while searching and complete Annotated Bibliography. ON SITE VISIT to Library: Each student use notes from librarian video and group assignment to locate own scholarly article about group topic. Each student use scholarly article to outline and write own Annotated Bibliography. **Week 13 Journal and ANNOTATED BIBLIOGRAPHY due in Blackboard by Monday, 11/27 11:59 PM**

Week 14 **GROUP PROJECT WORK DAY. Week 14 Journal Due Monday, 12/4 11:59 PM.**

Week 15 ALL GROUPS PRESENT (Each team member complete Group Project Peer Assessment Rubric for each member of group AND Group Project Self-Assessment Rubric in class. Online only students do not complete a rubric) No Journal this week. **Presentation and Rubric Due in class the week of 12/11.**

Week 16 FINAL EXAMS. **Week 16 Journal & Student Success Post-Test and Assignment Due Monday, 12/18 11:59 PM.**

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.