

GRAYSON COLLEGE
EDUC/PSYC 1300
Master Syllabus Spring 2017
Tioga High School

Course Information: LEARNING FRAMEWORKS EDUC/PSYC 1300 (3 Credit Hours)

Professor Contact Information

Name: Josh Ballinger
Office Phone: 940-437-2366 ext. 383
Email: josh.ballinger@tiogaisd.net
ballingerj@grayson.edu

Teaching Assistant Contact Information

Name: Garra Ballinger
Office Phone: 940-437-2366 ext. 325
Email: garra.ballinger@tiogaisd.net

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Reading and Writing Intensive, College Level Coursework Competency

Course Description

A study of 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 will use assessment instruments (e.g. learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students will integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students will be able to develop skills and draw from the theoretical models they have learned.

Student Learning Outcomes

- Students will identify and recognize how they become successful and self-regulated learners.
- Students will identify and recognize personal responsibility, goal-setting and motivation as a component of learning.
- Students will identify resources, develop time-management strategies and examine their weekly schedule, study environment, faculty and peer relationships, health and overall negative and positive behaviors that impact learning.
- Students will identify and apply concepts and components of critical thinking.
- Students will interpret and express concepts of self-regulated learning through communication skills.
- Students will identify and apply concepts and components of social responsibility.

Required Textbooks (ISBN # included) and Materials

Tioga ISD will provide:

Downing, S. (2014). On Course: Strategies for Creating Success in College and in Life. 7th edition: Learning Frameworks Boston, MA: Wadsworth, Cengage Learning. ISBN: 978-1-133-30973-4

Required Assignments & Academic Calendar-Semester Timeline: Introduced in the following order:

Week	Chapters/Pages
1-Jan. 17 th	Chapter #1: Self-Regulated Learning
2-Jan. 23 rd	Chapter #1 continued
3-Jan.30 th	Chapter #2: Personal Responsibility
4-Feb. 6 th	Chapter #2 continued
5-Feb. 13 th	Chapter #3 Self-Motivation
6-Feb. 20 th	Chapter #3 continued
7-Feb. 27 th	Chapter #4: Self-Management

9-March 6 th	Midterm
10-March 20 th	Chapter # 5: Interdependence
11-March 27 th	Chapter #6: Self-Awareness
12-April 3 rd	Chapter #7: Lifelong Learning
13-April 10 th	Chapter #8: Emotional Intelligence
14-April 17 th	Chapter #9: Your Success
15-April 24 th	Course Wrap-Up-Service Project Finalization
16-May 1 st	Project Presentations/Final Exam

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, students will be notified through the ONE CALL NOW phone message system.

Grading

Categories	Points	Percentage
Self-Assessment Pre-Test	50	5
10 Journal Replies-10 points each	100	10
Midterm	100	10
10 Quizzes 10 points each	100	10
Service Learning Project Plan	100	10
Service Learning Project Hours	250	25
Service Learning Project Reflection Paper	150	15
Self-Assessment Post-Test	50	5
Final Exam	100	10
Total	1000	100

Methods of Evaluation

Grades will be determined as follows:

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = Below 600

Grades are posted online within Canvas.

Major Assignments

On Course Self-Assessment must be completed at the beginning and end of the course.

1-Journal Entry from each selected Book Chapter

10 In-Class Quizzes (Average of 2 per week-in class and online)

Service Learning Project (Plan, Community Service Hours, and Project Reflection Paper)

Final Exam

Methods of Instruction

In class lecture, group activities and discussions, and various assigned online activities.

Student Success Resources on the Grayson or Van Alstyne Campus

*Math hub (SC-114, Bill Horne, 8663)

*I-lab (SC-107, Stella Thompson, 8679)

*Individual tutoring (1 on 1, Jeffri Hodge, 8751)

*Disability services (Jeffri Hodge, 8751)

- *Writing center (1st floor of Library)
- *Testing center (SC-115, Mark Taylor, 8724)
- *Counseling services (Administration building, Barbara Malone, 8730)
- *Admissions and Registrar (Administration Building, Christy Klemiuk, 8650)
- *Financial aid (Administration Building, 8735)
- *Student Life (Student Life Building 2nd floor, Gregg Miles, 8693)
- *Cafeteria (Student Life Building 1st floor)
- *Bookstore (Student Life Building 1st floor)
- *Campus Police (8778)
- *Fitness Center (Student Recreation Center)
- *Career Services (Gretchen Huff, 2544)
- *Online orientation (Module is in each course shell)
- *Library (Lisa Hebert, 8651)

On Course's Three Success Rules:

RULE 1: I SHOW UP...Commit to attending every class from beginning to end.

RULE 2: I DO MY BEST WORK...Commit to doing your best work on all assignments.

RULE 3: I PARTICIPATE ACTIVELY...Commit to getting involved. You are a College Student now.

(Three Success Rules taken from On Course Text pg. 202)

Course & Instructor Policies

- In class-activities and quizzes are allowed to be made up during the next school day **ONLY**. If a student knows they are going to be absent, arrangements can be made to complete the activities/quizzes that will be missed before as well.
- Assignments that are assigned outside of class will result in a one letter grade decrease for each day the assignment is late.
- Plagiarism will result in the grade of "F" on an assignment.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation.

All successful students are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Student Conduct & Discipline

- Students are expected to respect each other and the instructor.
- Students are expected to maintain prompt and regular attendance and a positive attitude conducive to the learning environment.
- The college professor and or the teaching assistant reserve the right to dismiss any student that is disrupting the learning environment from the classroom.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any

act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

Title IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

Dr. Regina Organ, Title IX Coordinator;

Dr. Dava Washburn , Title IX Coordinator;

GC Police Department: (903) 463-8777;

GC Counseling Center: (903) 463-8695;

For Any Emergencies on Campus: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found on our Current Student Page on our website:

<http://grayson.edu/current-students/index.html>