



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**Learning Framework
EDUC 1300.01
Cohort A
Mondays 9:35am – 11am**

Dr. Tonya Trepinski-Ochoa

Note: This is a 16-week, Blended/Hybrid Course

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so, directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

Course Description:

EDUC 1300 – Learning Framework:

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.

Semester Hours 3 (3 lecture)

Prerequisites and/or Corequisites: None

Instructor Information:

Instructor Name: Dr. Tonya Trepinski-Ochoa
MCC E-mail: ttrepinski-ochoa@mclennan.edu
Office Phone Number: 254-299-8720
Office Location: E254
Office/Conference Hours: By appointment only.

Required Text & Materials:

Title: ***P.O.W.E.R. Learning, Strategies for Success in College and Life***
(w/Connect Access Code)
Author: Robert S. Feldman
Edition: Eighth (8th) Edition
Publisher: McGraw Hill Education
ISBN: 978-1-26-022874-8

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found [here](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf) (https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college

email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Methods of Teaching and Learning:

Students are expected to complete the weekly reading and complete any quizzes or activities such as reflection papers or group projects.

Course Objectives and/or Competencies:

Upon successful completion of the course the student will:

1. Increase the student's level of knowledge and use of motivational, behavioral, and cognitive factors that impact learning.
2. Improve the student's abilities and actions in learning and study strategies.
3. Provide student preparation for the rigors of a college education
4. Provide students with an overview of the emotional intelligence skills they will need to be successful in the college environment.

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Course Schedule:

*Schedule is subject to change.

Date	Chapter/Topic	Major Activity Due	Minor Activity Due	Due Date
8.24 Week 1	Introduction & Syllabus		<i>Ice Breaker</i> <i>Introduction</i> <i>Chapter 1 Activity</i>	In class
8.26 Week 1		COVID-19 Training Read Next Week's Chapter & Answer Comprehension Questions		8.30 midnight
8.31 Week 2	Chapter 1 – Learning: Becoming a Successful Student	Entrance/Exit Activities	In Class Activities	By end of class
Week 2		Core Activity #1 Campus Orientation	Connect Orientation	9.4 midnight
9.7 Week 3	Labor Day – No Class	BREATHE		
9.9 Week 3	View Dr. T's Video on How to write a professional letter.	Core Activity #2 Letter Writing Assignment Read Next Week's Chapter & Answer Comprehension Questions	Email Dr. T a professional letter with a subject of your choice.	9.11 midnight
9.14 Week 4	Chapter 2 – Making the Most of Your Time	Entrance/Exit Activities	In Class Activities	In class
9.16 Week 4		Discussion #1 Where Does My Time Go? P. 31 Read Next Week's Chapter & Answer Comprehension Questions	Chapter 2 Activity Time Management	9.18 midnight
9.21 Week 5	Chapter 3 – Discovering Your Learning Styles, Self-Concept, and Values	Entrance/Exit Activities	In Class Activities	In class
9.23 Week 5		Discussion #2 VARK Assessment	Chapters 1 – 3 Test	9.25 midnight

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		Read Next Week's Chapter & Answer Comprehension Questions		
9.28 Week 6	Chapter 4 Taking Notes	Entrance/Exit Activities	In Class Activities	In class
9.30 Week 6		Reflection Paper #1 Note Taking Read Next Week's Chapter & Answer Comprehension Questions	Chapter 4 Activity Measure Your Test	10.2 midnight
10.5 Week 7	Chapter 5 – Taking Tests	Entrance/Exit Activities	In Class Activities	In class
10.7 Week 7		Reflection Paper #2 Test Anxiety Read Next Week's Chapter & Answer Comprehension Questions	Chapter 5 Activity Taking Style	10.9 midnight
10.12 Week 8	Chapter 6 – Reading & Remembering	Entrance/Exit Activities	In Class Activities	In class
10.14 Week 8		Reflection Paper #3 Improving Memory Read Next Week's Chapter & Answer Comprehension Questions	Chapters 4 – 6 Test	10.16 midnight
10.19 Week 9	Chapter 7 – Writing & Speaking	Entrance/Exit Activities	In Class Activities	In class
10.21 Week 9		Core Activity #2 Write a Resume Read Next Week's Chapter & Answer Comprehension Questions	No minor assignment	10.23 midnight
10.26 Week	Chapter 8 - Choosing Your Courses & Major	Entrance/Exit Activities	In Class Activities	In class

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10.28 Week 10		Core Activity #3 Take the ESAP Read Next Week's Chapter & Answer Comprehension Questions	Chapter 8 Activity Identify Major Attractions	10.30 midnight
11.2 Week 11	Chapter 9 – Technology & Information Competency	Entrance/Exit Activities	In Class Activities	
11.4 Week 11		Discussion #3 Could I Live Without Technology? P. 242 Read Next Week's Chapter & Answer Comprehension Questions	Chapter 7 – 9 Test	11.6 midnight
11.9 Week 12	Chapter 10 – Making Good Decisions	Entrance/Exit Activities	In Class Activities	
11.11 Week 12		Discussion #4 My Decision Crossroads p. 280 Read Next Week's Chapter & Answer Comprehension Questions	Chapter 10 Activity Distinguishing Fact from Opinion	11.13 midnight
11.16 Week 13	Chapter 11 – Diversity & Your Relationship with Others Chapter 12 – Money Matters	Entrance/Exit Activities	In Class Activities	
11.18 Week 13		Discussion #5 Thinking about Race, Ethnicity, Gender, & Culture p. 301 Read Next Week's Chapter & Answer	Chapter 12 Activity Discover Your Personal Financial Philosophy	11.20 midnight

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		Comprehension Questions		
11.23 Week 14	Make Up Day			
11.25 Week 14	Thanksgiving Break	No Class Read Next Week's Chapter & Answer Comprehension Questions		
11.30 Week 15	Chapter 13 – Stress, Health, & Wellness		Review for Final	
12.2 Week 15		Discussion #6 College Substance Abuse Experiences	Chapter 10 - 13 Test	12.4 midnight
12.7 Week 16	Final Exams	TBA		

Course Grading Information

This course is comprised of a variety of activities. These activities include discussion boards, reflection papers, core activities, in-class & on-line activities, and a final paper. They will be graded and weighted as follows:

Discussion Boards

A rubric will be provided online for expectations regarding discussion boards. Students will be required to post a primary post to each discussion board and then respond to at least one of their classmates. Each primary post is worth 70 points and the response are worth 30, making each DB worth 100 points total. The average of the 7 discussion boards will comprise 15% of the student's total grade.

Reflection Papers

A rubric will be provided online for expectations regarding reflection papers. Students will be required to submit each paper on the due date indicated on the course calendar. Each paper is worth 100 points. The average of the reflection papers will comprise 15% of the student's total grade.

Reflection Paper Rubric Criteria

Criteria	A Outstanding	B Proficient	C Basic	D Below Expectations/Fail
Critical	<i>rich</i> in content;	substantial	generally	rudimentary and

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Thinking	full of thought, insight, and analysis	information: thought, insight, and analysis has taken place	competent; information is thin and commonplace	superficial; no analysis or insight is displayed
Connections	<i>clear</i> connections made to content and sociological concepts and theories	connections are made, not really clear or too obvious	limited, if any connections; vague generalities	no connections are made; off topic
Mechanics	few grammatical or stylistic errors	several grammatical or stylistic errors	obvious grammatical or stylistic errors; errors interfere with content	obvious grammatical or stylistic errors that make understanding impossible

Chapter Comprehension Questions w/ Readings

Students will be required to read each chapter of the book and answer the comprehension questions that are prompted with the online book. This will be worth 10% of the students' final grade.

Core Activities

Students will be required to complete 5 core activities essential to this class. Further instructions for these tasks can be found on Brightspace in the Weekly Modules. The first 4 core activities are the Campus Orientation, Writing a professional email, Writing a Resume, and the ESAP test. Each of these are worth 5% of the student's total grade. The last core activity is the Final Paper analyzing the student's ESAP results. See below for further information on this requirement. Please note that a student will **NOT** be eligible to pass this course without taking the ESAP and writing the final paper.

Final Paper

The final paper follows the same rubric as the reflection papers, except that it must be 2 pages in length. This paper is a culmination of this course in that it provides information on potential improvement within the emotional intelligence exhibited by the student. This paper involves analysis of the student's ESAP results. As a significant component of this course, the writing of this paper is worth 15% of the student's total grade.

In-class & On-line Activities

Students will be required to complete assignments of various activities as a component to classroom participation. These tasks will be in conjunction with the material learned that week. Each assignment has its own grading procedure and instructions but is each worth 100 points. The average of these assignments will comprise 25% of the student's total grade.

Grading Overview

Average of Comprehension Questions with each Chapter = 10%

Average of Discussion Boards = 15%

Average of Reflection Papers = 15%

Average of In-class/On-line Activities = 25%

Core Activities = 20%

Final Paper = 15%

FINAL GRADE = 100%

The traditional score equivalency will be used in this class:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=BELOW 60%

Late Work, Attendance, and Make Up Work Policies:

The expectation is for work to be submitted complete and on time. **Late work will be accepted only if an acceptable, university approved excuse is presented. This is NOT a self-paced course.** You are expected to complete the work for each module during the time frame for that module. The deadlines for this course are absolute.

Student Behavioral Expectations or Conduct Policy:

Describe the behaviors students are expected to demonstrate in class, lab, clinical, including dress policy and reference to the General Conduct Policy in the Highlander Guide. For example, "Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity."

* * [Click Here for the MCC Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

* [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

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Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* [*Click Here for more information about Title IX*](#)
(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

* *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*