McLennan COMMUNITY COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

Learning Framework
EDUC 1100 H11

Dr. Daelynn Copeland

NOTE: This is a 16-wee Blended/Hybrid course.

COVID 19 Notice:
McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html on any changes to these guidelines.

Course Description:

EDUC 1100 – Learning Framework

A study of the a) research and theory in the psychology of learning, cognition, and motivation; b) factors that impact learning; and c), 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

Prerequisites and/or Corequisites:

No prerequisites

Course Notes and Instructor Recommendations:

Please check your MCC student email and Brightspace daily. I will use these methods to communicate with you often. Please sign up for MyAlert (information on MCC main page). The college uses this system to communicate important information to students.

Instructor Information:

Instructor Name:	Dr. Daelynn Copeland
MCC Email:	doeland@mclennan.edu
Office Phone Number:	254-299-8786
Office Location:	CSC Child Development Center
Office/Conference Hours:	Posted in D2L Brightspace and Common Area

Required Text & Materials:

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

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

Methods of Teaching and Learning:

Lectures
Reading assignments
Online discussion boards
Individual and group assignments
Small and large group collaboration
Review of relevant research
Literature analysis
Use of digital media and/or recording of student performance

The required etextbook and McGraw Hill CONNECT Access Code are included in your student fees as part of the Inclusive Access program. They are necessary to complete the course.

Students are expected to complete the weekly reading, participate in Discussion Board (Db) as assigned, and complete any activities and papers as assigned.

Classroom Assignments and Expectations

We will come to our classroom on alternate days for activities.

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.

Course Grading Information

This course is comprised of a variety of activities. These activities include discussion boards, reflection papers, core activities, in and on-line activities, and a final project.

Your grades are weighted per the assignment category. A **weighted** score is the average of a set of **grades**, where each set carries a different amount of importance. For example, as you can see by the chart below, the core activities make up 30% of your grade versus the discussion boards which are worth 10%. This means that you could do all your discussion boards, but that 100% would not be worth even some of your core activities being completed.

Assignment Category	%
Weekly Activities	20
Chapter Readings	15
Discussion Boards	10
Core Activities	30
Reflective Paper	10
Final Exam	15
Total	100

Grading Scale:

Letter Grade	A	B	C	D	F
Total Points	100 – 90	89 – 80	79 – 70	69 – 60	59 or Below

As this is a blended course, attendance is expected. There will be in-class assignments that go towards weekly activities. Too many absences can result in a lower grade.

Student Behavioral Expectations or Conduct Policy:

In both the face-to-face and online environments, 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.

While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or involve hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

If you are using Zoom to meet with the professor and/or other students, please ensure that you are dressed appropriately and are in a location where you can focus on your responsibilities as a student. Example: It is not appropriate to attend a Zoom class while lying in bed and/or half dressed. Please be respectful of others and mute yourself if background noise will be a problem.

Ethics:

Cheating will not be tolerated. Any student found cheating will be subject to grade reduction, receiving a zero on assignments that involve cheating/plagiarism, and/or dismissal from the course.

Examples of cheating include but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardiness under false pretenses
- Plagiarism (claiming as your own work the work of another)

This course will teach you to think critically. Critical thinking is essential for an educator. Please maintain your integrity and do your own work – there is no reason to cheat in this, or any other course.

Discussion Boards

After reviewing the week's material for an online instruction week, you will be asked to respond to a prompt that will be provided in the module and discussion board. The initial response should be well thought out and substantial enough to indicate that you have a firm grasp on the week's materials. You must then respond to two classmates with substantial posts. Responds like "I agree" or "Good point" will not be counted. Your responses should be at least 3-6 sentences long. Please do not text-speak, such as "LOL" or "BFF" as these will not count either. Avoid posting in ALL CAPS as this looks like YOU ARE YELLING at the other student.

Reading Assignments
As you read the McGraw Hill CONNECT etextbook provided through D2L/Brightspace, after you log in with your code, there will be questions that the pop-up throughout the chapter to check for understanding. To earn all the points for this assignment, you must complete the chapter and answer the questions that appear.

Reflection Papers for Noel Levitz (2)
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.

Reflection Paper Rubric Criteria

Criteria	A Outstanding	B Proficient	C Basic	D Below Expectations/Fail
Critical Thinking	*rich* in content; full of thought, insight, and analysis	substantial information: thought, insight, and analysis has taken place	generally competent; information is thin and commonplace	rudimentary and superficial; no analysis or insight is displayed
Connections	*clear* connections made to content and sociological concepts and theories	connections are made, not 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

Core Activities
Students will be required to complete several core activities essential to this class. Further instructions for these tasks can be found on Brightspace in the Weekly Modules. The core activities are the Campus Orientation, writing a professional email, advising visit, and the Noel Levitz pre and post assessments. You'll write reflective papers on the Noel Levitz assessments.

Quizzes
There are accountability quizzes for each chapter. You are welcome to have the book open in another browser while taking these quizzes.

Students will earn points on each complete assignment. The total points earned for all assignments, activities, discussion boards, readings, and quizzes during the semester will determine the student's final grade.

Final Project
Final: Presentation about "What I Learned this Semester" to be presented in class on 4.28.

Students will need to allow regular weekly time to read the assigned material and complete the assignments. A reasonable level of self-discipline is needed for successful completion of the course

Course Outline or Schedule:
The following is a TENATIVE schedule for the semester.
Circumstances may cause the schedule to be changed. If changes are necessary, they will be posted on the course Announcement screen.

Weekly units go from Monday until Sunday each week. All assignments, activities, discussion boards (except for the chapter readings and the discussion posts – they are due the Thursday before the Sunday), quizzes, etc., are due by Sunday evening at 11:59 pm.

The blue rows are F2F and the white are on-line instruction. On-line instruction is still instruction and not counted as homework, etc.

Date	Chapter/Topic	Activities Due	Due Date
FTF Module 1	Introduction to Class	**Core Activity #1** Brightspace Orientation **Core Activity #2 Part I** Noel Levitz Inventory College Student Inventory Pre-Assessment **Dates not flexible** **Core Activity #3** Email the Professor w/ attachment (MCC email) *Misc. Online Class & Work (See Brightspace)*	All assignments due by 1.16 midnight.
Online Module 2	Introduction to Resources	**Core Activity #4** CONNECT Orientation **Core Activity #5** Introduction Discussion Board **Core Activity #6** Campus Orientation Discussion #1 (Initial Post due by Thursday midnight) *Misc. Online Class & Work (See Brightspace)*	Initial Discussion Post due by 1.20 midnight. All other assignments due by 1.23 midnight.
FTF Module 3	Chapter 1 – Learning: Becoming a Successful Student Understanding Noel Levitz.	Read Chapter 1 Answer Comprehension Questions **Success/Tutoring Center Visit or Video** **Core Activity #7** Noel Levitz Pre Assessment Activity *Misc. Online Class & Work (See Brightspace)*	All assignments due by 1.30 midnight.
Online Module 4	Chapter 2 – Making the Most of Your Time	Read Chapter 2 & Answer Comprehension Questions **Core Activity #8** **Letter to Professor**	Initial Discussion Post due by 2.3 midnight. All other assignments due by 2.6 midnight.

		Discussion #2 (Initial Post due by Thursday midnight) *Misc. Online Class & Work (See Brightspace)*	
FTF Module 5	Chapter 3 - Discovering Your Learning Styles, Self-Concept, and Values	Read Chapter 3 & Answer Comprehension Questions *Misc. Online Class & Work (See Brightspace)*	All assignments due by 2.13 midnight.
Online Module 6	Chapter 9 - Technology & Information Competency (Recap School Technology)	Read Chapter 9 & Answer Comprehension Questions Misc. Online Class & Work (See Brightspace) Discussion #3 (Initial Post due by Thursday midnight) *Misc. Online Class & Work (See Brightspace)*	Initial Discussion Post due by 2.17 midnight. All other assignments due by 2.20 midnight.
FTF Module 7	Chapter 4 Taking Notes & Chapter 5 Taking Tests	Read Chapter 4 & 5 & Answer Comprehension Questions **Library Visit or Video** *Misc. Online Class & Work (See Brightspace)*	All assignments due by 2.27 midnight.
Online Module 8	Chapter 8 Choosing Your Courses & Major	Read Chapters 8 & Answer Comprehension Questions **Core Activity #9A – Planning for Next Semester – Visit with an Advisor Virtually or In-Person (See Brightspace)** ***Fall registration opens up April 1** Discussion #4 (Initial Post due by Thursday midnight) *Misc. Online Class & Work (See Brightspace)*	Initial Discussion Post due by 3.3 midnight. All other assignments due by 3.6 midnight.
FTF Module 9	Chapter 13 Stress, Health, & Wellness	Read Chapter 13 & Answer Comprehension Questions *Misc. Online Class & Work (See Brightspace)*	All assignments due by 3.20 midnight.
Online Module 10	Chapter 12 Money Matters	Read Chapters 12 & Answer Comprehension Questions **Core Activity #9B – Planning for Next Semester – Visit with an Advisor Virtually or In-Person (See Brightspace)** ***Fall registration opens up April 1 – Now you are READY!** Discussion #5 (Initial Post due by Thursday midnight) *Misc. Online Class & Work (See Brightspace)*	Initial Discussion Post due by 3.24 midnight. All other assignments due by 3.27 midnight.
FTF Module 11	Chapter 6 Reading & Remembering Chapter 7 Writing & Speaking	Read Chapters 6 & 7 & Answer Comprehension Questions **Reflection Paper** *Misc. Online Class & Work (See Brightspace)*	All assignments due by 4.3 midnight.
Online Module 12	Chapter 10 Making Good Decisions	Read Chapter 10 & Answer Comprehension Questions **Core Activity #2 Part II** **Noel Levitz Inventory College Student Inventory Post-Assessment** **MANDATORY Dates not flexible – bring results to class 4.26** Discussion #6 (Initial Post due by Thursday midnight) *Misc. Online Class & Work (See Brightspace)*	Initial Discussion Post due by 4.7 midnight. All other assignments due by 4.10 midnight.
FTF Module 13	Chapter 11 Diversity & Your Relationship with	Read Chapter 11 & Answer Comprehension Questions	All assignments due by 4.17 midnight.

	Others	Misc. Online Class & Work (See Brightspace)	
Online Module 14	What Does Noel Levitz Mean? Lesson on pre/post and what it means	Discussion #7 (Initial Post due by Thursday midnight) *Misc. Online Class & Work (See Brightspace)*	Initial Discussion Post due by 4.21 midnight. All other assignments due by 4.24 midnight.

Online Module 16	FINALS WEEK	Final: Presentation about "What I Learned this Semester" to be presented in class on 4.28.	Final due by 4.28 in class (**NO** extensions)
FTF Module 15	Course Discussion Regarding Results of Noel Levitz College Student Inventory	Submit an outline for final paper *Misc. Online Class & Work (See Brightspace)*	All assignments due by 5.1 midnight.

Since the course is partially constructed around online participation, the student should have knowledge of using a computer, Web browser, and email; the ability to create and save documents; the ability to send and receive electronic documents; and a general understanding of online technologies and appropriate online behavior. The basic MCC Computer requirements are provided in the **D2L/Brightspace** help link.

Grades will be posted via the D2L Brightspace page for this course.

Late Work Policies:

Late work is typically not accepted. However, I am not unreasonable. Under certain, documented circumstances (example: documented serious illness/injury of self or immediate relative), I will consider accepting late work. ***Communication is very important*** – if you are experiencing extenuating circumstances, please reach out to me so we can develop a plan for you to be successful despite your circumstances.

Attendance

Discussion board posts on Brightspace will be considered classroom participation due to this being a hybrid course. Should you not participate this can be considered an absence. Therefore, it is very important that you complete your discussion board assignments on time and thoroughly. These posts should be respectful and appropriately address the topic of the prompt. Please pay attention to normal conventions of writing – use capitalization, punctuation, and spelling so your thoughts are clear to the professor and your classmates.

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

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

McLennan COMMUNITY COLLEGE

ACADEMIC RESOURCES/POLICIES

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. For additional information, please visit www.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

Title IX:
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 (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting http://www.lighthouse-services.com/mclennan/.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It 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.

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 or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry 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 at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:
Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:
Go to https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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 notified via 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.

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. For more information about your student email account, go to www.mclennan.edu/student-email.

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 their 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. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- Email Setup for iPhones and iPads (https://support.microsoft.com/en-us/office/set-up-an-outlook-account-in-the-ios-mail-app-b2de2161-cc1d-49ef-9ef9-81acd1c8e234?ui=en-us&rs=en-us&ad=us)
- Email Setup for Androids (https://support.microsoft.com/en-us/office/set-up-email-in-android-email-app-71147974-7aca-491b-978a-ab15e360434c?ui=en-us&rs=en-us&ad=us)

Forwarding Emails:
You may forward 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 be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to MCC's Tech Support Cheat Sheet or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.