Learning Framework- Education 1300 F2F and Hybrid

Course Syllabus: Fall 2020

"Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed."

Instructor: Carole Dickerson
Office: Harts Bluff Main Campus
Room 434
Phone: 903-577-1146
Email: cdickerson.ntcc.edu or dickersonc@hbisd.net

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	7:30 am-8:00 am	7:30-8:00 am	7:30-8:00 am	7:30-8:00 am	7:30-8:00 am	7:30-8:00 am

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description: Three (3) credit hours This course teaches concepts from the learning sciences to help students acquire the strategies and the tenacity necessary to succeed in college coursework, and in their future careers. Course instruction focuses on four main content strands: developing and maintaining motivation for college success, developing and using strategies and skills, building community and connecting to campus resources, and developing a college completion plan.

Prerequisite(s): None

Student Learning Outcomes:

Develop and use an academic/personal/professional action pan to include long term detailed emphasis on time spent at NTCC.

Identify and use strategies to manage your time, energy, finances, and personal responsibilities.

Identify and use various services at NTCC.

Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.

Learn and practice essential skills of academic, career, and personal success.

Writing
1. Develop writing skills related to expository, timed, and descriptive modes of writing 2. Gather and analyze feedback from peers and instructors. 3. Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question 4. Summarize by pulling together the most important information related to the objective and/or Essential Question
Inquiry

1. Create questions based on Costa's Levels of Thinking 2. Identify misunderstood concepts or problems

Collaboration

1. Establish norms and expectations around shared responsibility among group members 2. Check group members' level of understanding. 3. Utilize technology to collaborate with classmates. 4. Apply basic understanding of effective public speaking.

Organization

1. a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success 2. a) Explore a variety of organizational formats for calendaring/planning. 3. Set personal, academic, and career goals 4. Monitor progress towards goals

Reading

1. Determine the characteristics of a high-quality text in relation to the reading purpose 2. a) Preview text features b) Identify prior knowledge that may be relevant to the reading 3. Assess knowledge of academic and content-specific vocabulary words 4. a) Mark the text to accomplish the reading purpose b) Identify the key components of a text related to the reading purpose 5. Extend beyond the text by applying key learning

Evaluation/Grading Policy:

Purpose of grades

The primary purpose of grades is to provide a snapshot of a student's progress toward mastering learning goals. Grades provide accurate, specific, and timely feedback to students, parents, and teachers in order to improve student performance.

Daily Work Grades – 40%

Daily work grades can be taken from a number of resources including, but not limited to: Daily practice, Class discussions, Classroom assignments, Classroom presentations, Homework, and Quizzes.

Students should be given at least one daily work grade per week resulting in a minimum of 9 daily work grades per grading period. Daily work will account for 40% of a student's grade.

Within three days of the receipt of a failing daily work grade, students may request an opportunity to improve their grade. The type of opportunity (correction, redo, alternate assignment) is at the teacher's discretion.

Summative Assessments (Tests) – 60%

Summative assessment is used after instruction to measure student growth related to standards and is given at a particular point to determine if a student has mastered the learning objective.

Students will take at least 3 tests per 9 week grading period. Tests will account for 60% of a student's grade. All tests will be graded by the teacher. Peer grading/reviewing will not be used for summative assessment.

Within three days of the receipt of a failing test grade, students may request an opportunity to improve their grade. Students will have no more than two opportunities to improve their grade.

Required Instructional Materials: None

Publisher: None   **ISBN Number: None**

Optional Instructional Materials: None

Minimum Technology Requirements: Macbook

Required Computer Literacy Skills: Basic

Course Structure and Overview:

This is a semester-long course that will require students to meet face to face or remotely Monday-Friday at assigned times. Students will be required to access their assignments through Google Classroom and complete all assigned activities which could include the following: Ebinders, Tutorials, and instructional videos. It is very important for students to pay attention to assignment deadlines and insure all work is turned in on time. Students will be required to complete assignments each week.

Communications:

EMAIL: Please check your issued HBISD email EVERYDAY. Email will be your main form of communication while attending Harts Bluff Early College High School. Turnaround time for email responses will be within 24 hours.

Text Message Notifications: Students will be required to sign-up for text message notifications through REMIND. Remind will be used to get information out to students quickly and allow students to receive class announcements, reminders, and other information from me. This will ensure that students do not miss out on any updates or assignment changes that could possibly occur. Students will still need to check their HBISD email daily. If you do not own a cell phone, you can receive these same Remind messages through your email.

Institutional/Course Policy:

Students will adhere to the Harts Bluff I.S.D. Student Handbook and Student Code of Conduct.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (http://www.ntcc.edu/) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An

appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):
The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term)

9th Grade - Days 1-30 One Pager

Major Objectives: Building organizational habits; Successful interactions; Introduce elements of WICOR; Introduction to Focused Note-Taking Unit (shown below in green); Life Goals Essay (shown below in blue)

Preparation: Guest speaker on day 15

Virtual Learning Resource for Lesson Plans: Digital Access Through the 4 A's

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
Icebreaker, Introductions, Binder	Icebreaker, Contract	Icebreaker, Study Buddy, Becoming Great	WICOR Partners, Learning Logs	Peer Binder Evaluation, Planners and Assignment Logs
6	7	8	9	10
Introduction to Focused Note-Taking Unit – Day 1	Introduction to Focused Note-Taking Unit – Day 2	Introduction to Focused Note-Taking Unit – Day 3	Introduction to Focused Note-Taking Unit – Day 4	Binder Check, School Tour
11	12	13	14	15
Introduction to Focused Note-Taking Unit – Day 5	*"Getting Started with Tutorials" Unit – Lesson 1* Utilizing Digital Resources within Tutorials	Importance of Goals, Writing GPAs	*"Getting Started with Tutorials" Unit – Lesson 2*	Guest Speaker – Principal, Student Questionnaire
16	17	18	19	20
Thank You cards, Quickwrite, College Goals, Introduce College Roadmap Project	*"Getting Started with Tutorials" Unit – Lesson 3*	College Roadmap Continued, Socratic Seminar Overview, Marking the Text	*"Getting Started with Tutorials" Unit – Lesson 4*	Binder and Focused Notes Check, Socratic Seminar – "What's your life's blueprint?"
21	22	23	24	25
Life Goals Essay Day 1: Brain Clusters, Sample Life Goals Essay Unit Plan: Digital Access Through the 4 A's	*"Getting Started with Tutorials" Unit – Lesson 5*	Life Goals Essay Day 2: Deconstructing Writing Prompts	*"Tutorial Request Form" Unit – Lesson 1*	Binder and Focused Notes Check, College Roadmap Student Presentations, Student Portfolio
26	27	28	29	30
Life Goals Essay Day 3: Timed Writing Preparation, Pre-writing	*"Tutorial Request Form" Unit – Lesson 2*	Life Goals Essay Day 4: Timed Writing – Life Goals	*"Tutorial Request Form" Unit – Lesson 3*	Life Goals Essay Day 5: Publishing, Unit Reflection

* For coverage of CCI, AVID Elective Standards, and Common Core State Standards, click here.

9th Grade - Days 31-60 One Pager

Major Objectives: Refining Tutorials, Community Service (shown below in green), and College Testing Reflection Unit (shown below in blue)
Preparation: Guest Speaker on day 45; Fieldtrip on day 50
Virtual Learning Resource for Lesson Plans: Digital Access Through the 4 A's

Monday	Tuesday	Wednesday	Thursday	Friday
31	32	33	34	35
Community Service Unit Day 1: Taking a Stand, Connections through language, Community Service HW: Scholarship Research Unit Plan: Digital Access Through the 4 A's	*Tutorial Routine with Focus Areas for Days 31-60* Utilizing Digital Resources within Tutorials	Community Service Unit Day 2: Pair Share, Extra Curricular Activity Log, Wrap-up HW: Scholarship Research	*Tutorial Routine with Focus Areas for Days 31-60*	Community Service Unit Day 3: Binder and Focused Note Check, Spider Web, Service Project Proposal HW: Scholarship Research
36	37	38	39	40
Community Service Unit Day 4: Group Work, Gallery Walk & Voting, Quickwrite, Class Discussion	*Tutorial Routine with Focus Areas for Days 31-60*	Community Service Unit Day 5: Before and After, Marking the Text, Writing in the Margins, Reflection, Homework	*Tutorial Routine with Focus Areas for Days 31-60*	Community Service Unit Day 6: Binder and Focused Note Check, Socratic Seminar, Reflective Writing, Reflect on Process
41	42	43	44	45
Community Service Unit Day 7: Class Community Project, Homework	*Tutorial Routine with Focus Areas for Days 31-60*	Community Service Unit Day 8: Class Community Project, Homework	*Tutorial Routine with Focus Areas for Days 31-60*	Community Service Unit Day 9: Binder and Focused Note check, Guest Speaker – Community Service, Reflection
46	47	48	49	50
Updating the AVID Portfolio: Five Corners Activity	*Tutorial Routine with Focus Areas for Days 31-60*	Costa's Levels of Thinking; Connecting Costa's Levels to Focused Notes	*Tutorial Routine with Focus Areas for Days 31-60*	Fieldtrip, Alternative: E-trip
51	52	53	54	55
College Testing Reflection Unit: Day 1 - College Admissions Tests, Thinking Back on Test Day	*Tutorial Routine with Focus Areas for Days 31-60*	College Testing Reflection Unit: Day 2 - Test Score Analysis, Sharing Test Scores, Test Score Reality	*Tutorial Routine with Focus Areas for Days 31-60*	College Testing Reflection Unit: Day 3 - College Test Goal Setting, Say Something
56	57	58	59	60
Inside/Outside Partner Share, My to-do list Activity and Reflection	*Tutorial Routine with Focus Areas for Days 31-60*	Time Management, Categorizing and Prioritizing	*Tutorial Routine with Focus Areas for Days 31-60*	Introduction to Explanation of a Process Expository Essay Unit; Choosing a Process

* For coverage of CCI, AVID Elective Standards, and Common Core State Standards, click here.

9th Grade - Days 61-90 One Pager

Major Objectives: Explanation of a Process Essay Unit (shown below in blue), Creating a Time Management System, Creation of an AVID Commercial

Preparation: Reserve the Computer Lab for Days 66, 81, 83, and 86, and Guest Speaker on Day 75

Notes: Days 86, 88, and 90 can be moved to anywhere throughout 1st semester

Monday	Tuesday	Wednesday	Thursday	Friday
61	62	63	64	65
Explanation of a Process Unit: Day 1 - Pre-Writing Activity	TRF Collection, 30-Second Speech, Tutorial, Teacher Observations, Reflection and Feedback	Explanation of a Process Unit: Day 2 - Pre-Writing Sequence Graphic Organizer	TRF Collection, 30-Second Speech Feedback, Tutorial, Reflection and Feedback	Explanation of a Process Unit: Day 3 - Show Me; Binder and Focused Notes check
66	67	68	69	70
Explanation of a Process Unit: Day 4 - Rubric, Polishing - Explanation of a Process Draft, Homework – Time Log	TRF Collection, 30-Second Speech, Tutorial, Teacher Observations, Reflection and Feedback	Explanation of a Process Unit: Day 5 - Publishing – Creating the Final Draft	TRF Collection, 30-Second Speech Feedback, Tutorial, Reflection and Feedback	Explanation of a Process Unit: Day 6 - Carousel Feedback Circle, Binder and Focused Notes check
71	72	73	74	75
Introduce "SLANT," Focused Note-Taking, Phase 5: Applying Learning	TRF Collection, 30-Second Speech, Tutorial, Teacher Observations, Reflection and Feedback	SLANT, 30-Second Expert, Intro Conflict Management	TRF Collection, 30-Second Speech Feedback, Tutorial, Reflection and Feedback	Guest Speaker Protocol, Guest Speaker
76	77	78	79	80
Time Log Reflection, Barriers to Using My Time (Optional: Cultivating Healthy Habits), Planning, Homework	Tutorial, Application of a Process, Reflection and Feedback	Give One Get One, Class Brainstorm, Backward Mapping	Tutorial, Application of a Process, Reflection and Feedback	Binder and Focused Notes check, Quickwrite, Preparation for Discussion, Philosophical Chairs
81	82	83	84	85
AVID is GREAT because, AVID Commercial	Tutorial, Application of a Process, Reflection and Feedback	AVID Commercial	Tutorial, Application of a Process, Reflection and Feedback	Binder and Focused Notes check, Vote with your feet, Acrostic Poem, Portfolio Collection
86	87	88	89	90
Securing a Password, Website Sign up, Homework	Tutorial, Application of a Process, Reflection and Feedback	Utilizing AVID Weekly	Tutorial, Application of a Process, Reflection and Feedback	Bagel Pico Fermi, Anagrams

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