**Learning Frameworks – EDUC 1100.033HY**

**Course Syllabus: Spring 2025; March 24-May 15, 2025**

Tuesday/Thursday; 8:20am – 9:20am

University & Health Sciences Building (UHS) 154



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

**Instructor: Ms. Jennifer Perez**

**Office: H103C or by appointment to meet student’s schedule.**

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***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:** Included are concepts from the learning sciences to help students acquire the strategies and the tenacity necessary to succeed in mathematics, in other college coursework, and in the 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. One hour credit.

**Student/Module Learning Outcomes:**

**1300.1** Develop and use an academic/personal/professional action plan to include long-term goals, with

detailed emphasis on time spent at NTCC.

**1300.2** Identify and use strategies to manage your time, energy, finances, and personal responsibilities.

**1300.3** Identify and use various services at NTCC.

**1300.4** Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking

abilities, and reading comprehension.

**1300.5** Learn and practice essential skills of academic, career, and personal success.

**Program/Course Learning Outcomes:**

**Critical Thinking Skills**

CT.1 Students will demonstrate the ability to 1) analyze complex issues, 2) synthesize information, and 3) evaluate the logic, validity, and relevance of data.

**Communication Skills**

CS.1 Students will effectively develop, interpret and express ideas through written communication.

**Teamwork**

TW.2 Students will work with others to support and accomplish a shared goal.

**Personal Responsibility**

PR.1 Students will evaluate choices and actions, and relate consequences to ethical decision making.

**Evaluation/Grading Policy:** You are required to complete all assignments, participate in class discussions, and submit all written work according to the stated deadline.

College instructors expect students to spend time outside of class reading, writing, and studying course material. Specifically, for every hour you are in class, you need to study for two to three hours. This means working on this class material for approximately 100 hours outside of class. This is college!

*The breakdown of the course requirements is as follows:*

|  |  |
| --- | --- |
| 30% | Attendance |
| 15% | Midterm Exam |
| 15% | Final Exam |
| 40% | Assignments |

*Semester grades will be earned as follows*

|  |  |
| --- | --- |
| 90% and above | A |
| 80 %–89% | B |
| 70 %–79% | C |
| 60%–69 % | D |
| 59.9% and below | F |

## **Attendance (**worth 30% of your final semester grade**):**

Your grade will be based on your presence in class and your willingness to contribute to classroom discussions and exercises. You will participate in activities in every lesson. Some of these might take place outside of the designated classroom (e.g., in the tutoring center or the library). Practicing being present is critical to your success in adult life.

If you interact with me outside of class—coming to in-person or virtual office hours and/or communicating via email and demonstrate interest in doing well in this course, you can earn up to 10 additional points on your final letter grade.

**Student Responsibilities/Expectations**

***A special note about attendance:***

**Attendance is mandatory.** You are expected to attend every class, to arrive on time, and to remain the entire period. You need to be here in order to participate in class activities. It is your responsibility to find out what you missed in the case of an absence.

## **Exams (**worth 30% of your final semester grade**):** You will complete two major exams this semester, a midterm and a final exam. These exams will be administered in Blackboard. You will be provided a comprehensive review prior to the exam by your instructor as well as a in class to assure you have the resources to be successful on these exams. Students can reference the course calendar for additional information regarding the alignment of course content and assessments.

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# Discussions (worth 40% of your final semester grade): This course includes discussion opportunities providing students the space to network with their peers while also exchanging ideas. Students are expected to follow discussion guidelines which is provided with each discussion prompt. Students are to include appropriate spelling, grammar, and punctuation while meeting minimum word counts. To receive full credit, students are required to respond to one classmate per discussion post meeting word count requirements. Responses are to be considerate in language and can include a question or shared experience/connection regarding the post.

# Assignments (worth 40% of your final semester grade): A variety of learning assignments are used throughout this course. For a detailed list, please reference the course calendar located in the “Start Here” folder.

## All written assignments must be completed in the suggested online format—work completed in any other will not be graded. Using Google Docs is NOT recommended. All essays and written assignments must follow standard English usage—including complete sentences with appropriate grammar and punctuation. You are a college student now and you must practice writing like one. Texting language is not appropriate.

## Written assignments must have one-inch margins on all four sides, be double spaced, and be completed in Times New Roman font, size 12. Please note that correct spelling, grammar and a clear, easy-to-read writing style all count toward your grade. Use professional, formal, college English (i.e., no text-message language, contractions, clichés, or slang, for example).

## After your work is graded, take some time to review my feedback. Letting the feedback soak in for 24 hours before approaching me with questions and comments gives you an opportunity to reflect and come into the conversation with an open mind, rather than being emotionally fired up about your grade. You should prepare clear and specific questions before inquiring about why a certain grade was assigned to your work.

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# Late Work Policy: Since a core focus of this course is to prepare you for experiences in higher education and/or your future in the workplace, completing work on time, in accordance with the good time management skills you will learn in this course, is considered highly desirable and an important habit to develop. For this reason, points may be deducted for those students who habitually submit late work. If you are having trouble completing an assignment on time, please contact me as soon as possible. If possible, I want to work with you so you can submit the assignment without losing points.

# Required Instructional Materials: Understanding Your College Experience

# Publisher: Macmillan

# ISBN Number: etext (Included with Achieve)

# The ebook can be downloaded to your computer or ipad.

# Optional Instructional Materials: None

# Minimum Technology Requirements: Must learn to navigate Blackboard and Achieve (Ebook). I am available to assist you via TEAMS during the first two weeks of the semester. Staff on campus can assist you as well if you are having technology issues. Take care of these issues immediately DO NOT WAIT UNTIL THE LAST MINUTE TO ASK FOR HELP! If you have a technology problem ask for help that day!!!

# Required Computer Literacy Skills: Must have basic computer literacy skills to navigate Blackboard.

# Learning Environment

# Your enrollment in this class acknowledges that you intend to learn the course material. Behaviors that would impede the learning process will not be permitted. These behaviors include, but are not limited to, reading newspapers or books, text messaging, surfing the web, answering cell phones, and talking out of turn. If you are not sure what is appropriate, please ask me. Students are responsible for knowing and following common sense rules of behavior. I am committed to creating and maintaining an open, productive, intellectually engaging learning environment. Disruptive students will be instructed to leave the classroom. This is college, so warnings will not be issued.

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# Course Structure and Overview:

# This is an 8-week Hybrid course designed to introduce students to psychological theories of learning, cognition and motivation to serve as a conceptual basis for academic strategies for success. This course will provide students with proven learning and study skill strategies that will make you a much more efficient worker in the educational process. Activities are designed to help the student promote and apply newly learned study strategies towards academic achievement. The class will deal with subjects such as Test Anxiety, Learning Styles, Time Management, Memory Improvement, Study Skills, and Note-taking. This class will meet both face to face (schedule of face to face dates provided below) as well as online, asynchronously. Due dates for asynchronous submissions are provided in the “Course Schedule” document. This is a separate document and is located in the “Start Here” folder, FYI.

# In addition, students are expected to read course textbook, and complete all assignments by the due dates. To be successful, it is very important for students to keep up with course materials and assignments.

# Email Communications:

# Emails will be responded to within 24 hours. Students are expected to abide by Netiquette rules when communicating online. See this link for details: www. <https://coursedesign.colostate.edu/obj/corerulesnet.html>.

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# The college’s official means of communication is via your NTCC email address or within the Blackboard course shell. Both modes are acceptable means for communicating outside of face to face instruction. Make sure you keep your campus email easily accessible so that you can receive important messages and updates.

# Assignment Communications - Instructor Feedback:

# Instructor feedback will be provided within 1 week of the assignment due date/submission deadline. For due dates specifics, please reference the course map. The course map can be located in the “Start Here” folder within Blackboard on the content page. A course map can also be located at the beginning of each module. Not all assignments will merit instructor feedback. To view which assignments are designated as such, please view the course map. On this resource, in the “Interaction Type” column, a designation is made that states, “Learner-Instructor” feedback and is in bold font. Substantive feedback includes detailed and meaningful feedback that helps a student improve their work and understanding of content. It is more than just a letter grade or comment that states, “good job”. Substantive feedback is personalized is an explanation of “what” needs to be improved and “why” this improvement should be implemented.

# 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). Students will be informed of any changes of this nature through email/text messaging through 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.

# 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 special population page on the NTCC website. Link to follow: <https://www.ntcc.edu/student-services/eagle-assist/classroom-accomodations>

# Usability, Accommodation and Design: I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the disability resource office to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

# 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.

**Course Timeline for Face to Face (f2f) Instruction:**

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| --- | --- |
| WEEKS: | DATES: |
| Week 1 | March 25, March 27 |
| Week 2 | April 1, April 3 |
| Week 3 | April 8, April 10 |
| Week 4 | April 15, April 17 |
| Week 5 | April 22, April 24 |
| Week 6 | April 29, May 1 |
| Week 7 | May 6, May 8 |
| Week 8 | FINALS week (no f2f instruction) |

**\*Timeline Subject to Change**