



EDUC 1300: Learning Framework – First-Year Experience

Course Information	Faculty Information
Course Title: Learning Framework 1 st Year Experience	Name: Marvin Sparks
Course Number: EDUC 1300	Office Location: MUS 113/MUS 117B
Course Section: 2128	Office Phone: 832.246.0000, ext. 5552642
Credit Hours: 3 credits: 3 hrs. lecture	Office Hours: By appts. only
Prerequisite: None	E-mail: marvin.sparks@lonestar.edu
Semester: Fall 19	Class Location: APA 204
Class Days and Times: MWF 11:15 AM – 12:10 PM	Supervisor Name and Contact: Antoinette Sheppard, Lead Faculty Antoinette.W.Sheppard@lonestar.edu

COURSE MATERIALS (Required):

Understanding Your LSC Experience, 2019-20. (2019). Bedford/St. Martin's.

ISBN: [978-1-319-27558-7](https://www.amazon.com/dp/9781319275587)

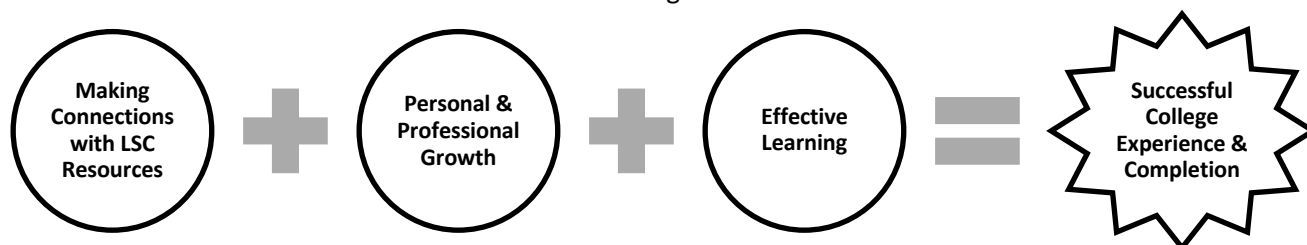
Based on Gardner, J. N., Barefoot, B. O., and Farakish, N. (2017). *Understanding Your College Experience: Strategies for Success*.

COURSE GOAL:

The goal of this class is to transform students' academic behaviors and create a learning environment to integrate students into a collegiate environment, ensure college readiness, enhance overall performance in college courses, and facilitate successful completion of a degree or certificate.

COURSE OVERVIEW:

This course serves as the Lone Star College first-year experience student success course. It is designed to provide first-year students with an opportunity to attain maximum success in college and in life. It will assist students in realizing their full potential by facilitating activities that promote effective learning and personal and professional growth. This course aims to achieve this goal by helping new students connect with LSC resources and promote a positive and successful college experience that leads to completion. At LSC, our data reveals that this course has been successful in increasing student success.



CATALOG COURSE DESCRIPTION:

A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and 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.

**STUDENT LEARNING OUTCOMES:**

1. Students in the college success course will be able to identify, describe, and utilize campus support services, systems, and student life opportunities.
2. Students in the college success course will be able to use financial literacy knowledge and skills to create a personal money management plan for college success.
3. Students in the college success course will be able to establish collegial relationships with LSC faculty, staff, and peers.
4. Students in the college success course will be able to assess and report on their strengths, preferences, and college and career success attributes.
5. Students in the college success course will be able to formulate educational and career goals and apply strategies to advance their goals and college performance.
6. Students in the college success course will be able to create an academic plan and identify the requirements for successful completion of their academic plan.

COURSE OBJECTIVES:

Students will:

1. Identify, discuss, and evaluate learning and study strategies as they apply to the academic environment.
2. Examine personal goals and career plans, utilize college resources including all components of the student portal and learning management system (D2L), and apply strategies for academic success.
3. Identify types of financial aid and criteria to receive and maintain funding.
4. Exhibit written and verbal communication skills individually and in groups.
5. Assess ideas, principles, and patterns related to personal life situations.
6. Design a strategy for success.

COURSE THEMES & TOPICS:

The student success course requires that students be introduced to the following themes. The themes are designed to build upon each other to support students in meeting the learning outcomes of this course.

Making Connections with LSC

- LSC Portal and Learning Management System Instruction (SLO1)
- Campus Resources, Supports, and Services (SLO1, SLO3, SLO6)
- Paying for Your Education (SLO2, Financial Literacy)
- Attributes of a Successful Student (SLO4)
- Goal Setting (SLO3, SLO4, SLO5, Academic Advising Core)

Personal and Professional Growth

- College Readiness (SLO4, Smarter Measure)
- Barriers and Paths to Success (SLO1, SLO3, SLO4)
- Learning Styles/Preferences and Learning Strategies (SLO4)
- Personality Styles/Preferences (SLO4)
- Career Interest Inventories (SLO4, DWYA)
- Career Exploration (SLO4, SLO5, SLO6)
- Establishing Career Goals, Educational Majors, Programs of Study, and Academic Plans (SLO3, SLO4, SLO5, SLO6, Academic Advising Core)
- Planning for Your Financial Future (SLO2, Financial Literacy)



Effective Learning

- Time-Management (SLO4, SLO5, Weekly Schedule)
- Research (SLO4, SLO5)
- Note-Taking (SLO4, SLO5)
- Critical Thinking (SLO4, SLO5)
- Active Reading (SLO4, SLO5)
- Test –Taking (SLO4, SLO5)
- Studying, Organization, and Memorization (SLO4, SLO5)
- Effective Communication, Relationships, and Presentation Skills (SLO3, SLO4, SLO5)

GRADING POLICY:

Grading Point Scale

A	=	900-1000
B	=	800-899
C	=	700-799
D	=	600-699
F	=	below 600

COURSE PROJECTS:

Theme	Assignment	Points
Making Connections	Campus Resources, Services, and Supports Assignment	100
	Academic Advising Core Requirements	100
	Advising Group Session o 1 in-class session (25 Points) – Must be in attendance to receive credit	
	MyPlanner o 1 individual session (50 points) – to complete Advising Core Requirements Checklist	
	o Next Term Registration (25 points)	
Personal & Professional Growth	College Readiness Assessment – Smarter Measure (50 points)	100
	AchieveWORKS Personality Assessment – Do What You Are Assessment (DWYA) (50 points)	
	Path to Success Analysis Paper	100
	Financial Literacy	100
	Career Exploration Project (Research Paper and/or Presentation)	100
Effective Learning	Attendance/Participation **	100
	Weekly Schedule Assignment	100
	Instructor Selected Assignments (designate below)- to total 100 points (list below):	100
	Assignment 1 (50 points)	
	Assignment 2 (50 points)	
	Final Presentation	100
	Total	1000

**ATTENDANCE POLICY:**

Attendance to all classes is critical. A student who anticipates an absence should notify the instructor in advance. In case of an absence, it is the student's responsibility to obtain lecture notes and assignments.

Tardies are disruptive to the instructional experience; therefore, 3 tardies will equal an absence. Tardies are defined as coming late or leaving early. If a student misses an extensive portion of the class [determined by instructor], he/she will receive an absence for that class period.

Absences from class will directly impact the attendance points earned in this course. Points deducted for absences and tardies are determined by course and class length. Participation/attendance points are earned based on 100 points divided by the number of class meetings for face-to-face classes. Hybrid classes may divide 100 points by the number of face-to-face class meetings and weekly online participation expectations. For online sessions, 100 points will be divided by the number of weeks the class is in session.

The decision to withdraw a student for non-attendance will be at the discretion of the faculty. An instructor may withdraw a student for non-attendance if a student misses six (6) or more hours of class participation.

WITHDRAWAL POLICY:

Lone Star College believes that EDUC 1300 is essential for students to be successful in college. Attendance and participation are necessary for students to benefit fully from the instructional experiences. For this reason, withdrawals by a student from EDUC 1300 are not allowed unless a student is completely withdrawing from the institution. Students with exceptional circumstances and proper documentation can be withdrawn from the course by a campus Vice-President or designee. Instructors may withdraw a student due to non-attendance with no academic performance from the course.

Students who have never attended class from the first day of the term to the official day of record can be dropped per campus policy.

A faculty-initiated withdrawal of a student for non-attendance will be at the discretion of the faculty, must have instructional lead or dean approval, and be done in accordance with the attendance section in their syllabus (see attendance policy above). This action is in accordance with the Academic Catalog, both for Class Attendance and Course Withdrawal Policy. The faculty member must communicate via email to any students notifying them of their withdrawal from the course.

6 – DROP STATEMENT:

Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of "W") from more than six courses. This six-course limit includes courses that a transfer student has previously dropped at other Texas public institutions of higher education if they fall under the law.

CLASS PARTICIPATION:

The college classroom is a place for individuals to come together with the common purpose of improving their intellectual and academic skills. All students deserve a classroom environment that is free of interruptions or distractions that impede learning. Because active participation in class discussions is essential, it is important that all students be fully prepared for class each day. The Lone Star College Catalog [Student Conduct, Section 562.01d] states, "Disruptive activity that hinders other students' learning or deters an instructor from effective teaching will not be tolerated under any circumstances."



CODE FOR ACADEMIC HONESTY:

Lone Star College upholds the core values of learning: honesty, respect, fairness, and accountability. LSC promotes the importance of personal and academic honesty. LSC embraces the belief that all learners - students, faculty, staff and administrators - will act with integrity and honesty and must produce their own work and give appropriate credit to the work of others. Fabrication of sources, cheating, or unauthorized collaboration is not permitted on any work submitted within the system.

The consequences for academic dishonesty are determined by the professor, or the professor and academic dean, or the professor and chief student services officer and can include but are not limited to:

1. Having additional class requirements imposed,
2. Receiving a grade of zero or "F" for an exam or assignment,
3. Receiving a grade of "F" for the course,
4. Being withdrawn from the course or program,
5. Being expelled from the college system.

Professors should clearly document how the student's actions violated the academic integrity policy, how a grade was calculated, and the actions taken.

In general, plagiarism means passing off other's ideas as your own or writings of another without giving proper credit by documenting sources. This includes submitting a paper, report or project that someone else has prepared, in whole or in part. It also includes inappropriately collaborating on assignments or tests designed to be completed independently. Please see "Academic Integrity and Student Success" in the LSC Student Handbook at http://www.lonestar.edu/departments/advising/LSCS_Student_Handbook_Web.pdf.

ADA STATEMENT (2017)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides civil rights protection for persons with disabilities. If you have a disability that requires accommodation(s) to participate in this course, please contact **Disability Services in the SCC building**. Disability Services will provide you with the documentation I need to provide your accommodation(s). Failure to handle this in a timely manner may delay your accommodations.

CAMPUS CARRY STATEMENT

The Texas Legislature enacted campus carry by passing Senate Bill 11, effective at LSC on August 1, 2017. Senate Bill 11, known as the "Campus Carry" law, amends Texas law to allow license holders to carry concealed handguns on college campuses. To carry a concealed handgun on LSC campuses, an individual must have a valid License to Carry issued by the Texas Department of Public Safety.

LSC has established rules and regulations regarding enforcement of Campus Carry. Lone Star College prohibits concealed carry in some areas of LSC campuses. For additional information about Campus Carry, visit the LSC Campus Carry website at <http://www.lonestar.edu/campuscarry>.

EMERGENCY NOTIFICATION INFORMATION

Lone Star College System (LSCS) is committed to maintaining the safety of the students, faculty, staff, and guests while visiting any of our campuses. See <http://www.lonestar.edu/oem> for details. In the event of an emergency, contact LSCS Police at (281) 290-5911 or X5911.

**EQUAL OPPORTUNITY STATEMENT:**

Check the Catalog for the statement concerning the equal opportunity principle.

GUARANTEED GRADUATE POLICY:

Check the LSC System Board Policy concerning guarantees for graduates.

SOFTWARE PIRACY:

Law strictly prohibits unauthorized copying of software purchased by LSCS for use in laboratories. Administration will take appropriate disciplinary action against anyone violating copyright laws.