



EDUC 1300 2007

Fall 2023

F2F Monday, Wednesday

APA 115; 9:30 AM-10:50 AM

Instructor Name: Marvin Sparks

Office: Virtual

Conference Hours/Student Hours: Engaging in content discussion, asking questions, and proactively getting help increases student learning and success. To facilitate this, *I am available to meet outside of class*. Since we all have different schedules, I encourage you to meet with me at a time that is mutually convenient. *Please email or speak with me before/after class to make an appointment.*

“Reminder: Our campus also has excellent writing, math, and science tutors through LSC-Kingwood Learning Support <https://www.lonestar.edu/lsc-kingwood-tutoring.htm>”)

E-mail: marvin.sparks@lonestar.edu (always email in D2L through our class)

Office Phone: 832-263-3092 (text preferred)

Lead Faculty: Professor Antoinette Sheppard

Antoinette.W.Sheppard@lonestar.edu

Department Chair: Dr. Calandra Pervis

Calandra.a.Pervis@lonestar.edu

Division Dean: Dr. Anthony Carras

Anthony.Carreras@lonestar.edu

COURSE MATERIALS (Required):

Understanding Your LSC Experience, 2023-24. (2023). Bedford/St. Martin's.

ISBN: **978-1-319-54273-3**

Based on Gardner, J. N., Barefoot, B. O., and Koledoye, K.A. (2020). *Understanding Your College Experience: Strategies for Success* (3rd Ed.).

Understanding Your LSC Experience, 2023-24. (2023). Bedford/St. Martin's. (eBook)

ISBN: **978-1-319-54272-6**

Based on Gardner, J. N., Barefoot, B. O., and Koledoye, K.A. (2020). *Understanding Your College Experience: Strategies for Success* (3rd Ed.).

COURSE GOAL

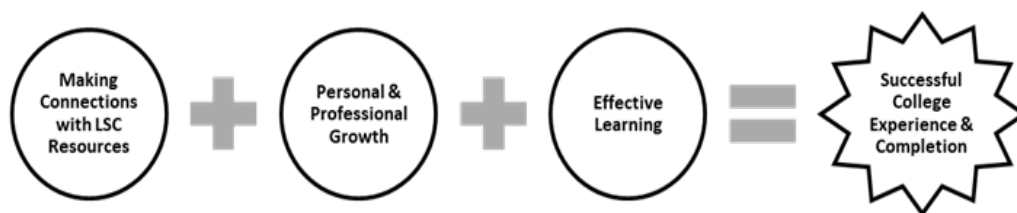
The goal of this class is to transform students' academic behaviors and create a learning environment to integrate students into a collegiate environment, ensure college readiness, enhance overall performance in college courses, and facilitate successful completion of a degree or certificate.

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, SmarterMeasure)
- Barriers and Paths to Success (SLO1, SLO3, SLO4)
- Learning Styles/Preferences and Learning Strategies (SLO4)
- Personality Styles/Preferences (SLO4)
- Career Interest Inventories (SLO4, AWP)
- 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)

Grade Distribution—Point system:

A = 1000-999; B = 899-800; C = 799-700; D = 699-600; F = 599-0

COURSE ASSIGNMENTS		
Theme	Assignment	Points
Making Connections	Campus Resources	100
	Academic Advising Core Requirements	100
	Advising Presentation o 1 in-class or online session (25 Points)	
	Advising Meeting o 1 individual session (50 points) – to complete Advising Core Requirements Checklist	
	Program Enrollment o Degree planning and next term registration (25 points)	
Personal & Professional Growth	College Readiness Assessment – SmarterMeasure (50 points)	100
	AchieveWORKS Personality Assessment (AWPA) (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 (Designated Below)- to total 100 points:	100
	Assignment 1 (50 points)	
	Assignment 2 (50 points)	
	Final Presentation	100
	Total	1000

** See Attendance Policy and Class Participation below

ATTENDANCE POLICY

Attendance in face-to-face, hybrid, and online courses, including participation in D2L, is expected and supports student success. A student who anticipates an absence from class or an inability to access D2L should notify the instructor in advance. In case of an absence, it is the student's responsibility to obtain any make-up work, 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 or inactivity in D2L will directly impact the attendance points earned. 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. *A student may also be withdrawn for non-participation in the course. If the student has not successfully completed the first two assignments (Campus Resource Assignment and AchieveWorks Assessment) by ODR (week two) and has not communicated with the instructor the student may be withdrawn.*

An institution of higher education may not permit a student to drop more than SIX (6) courses, including **any course** a transfer student has dropped at another Texas public institution of higher education. Eligible criteria for a waiver include a) change of work schedule prohibiting attendance, b) active military, c) severe illness or debilitating condition, d) death of a family member, e) class cancellation, and f) complete withdrawal. Developmental Studies courses do not apply to this rule.

Last Day to Drop (Official Day): 09/11/2023

Last Day to Withdraw: 11/13/2023

Late and Make-up Work: Late Required Assignments will be accepted no later than Friday, December 1.

Other Class Policies: View the separate "Class Policy" document in D2L for expanded details.

Communication Policy:

Communication is best directed through the course located in D2L and a response will be given within 24 hours Monday through Friday. Every effort will be made for a timely response for emails sent on weekends, holidays, and institutional breaks when offices are closed.

Kingwood Culture and Engagement Statement:

Lone Star College-Kingwood is committed to offering a learning environment that promotes the study of varied perspectives. The topics that are covered in college courses are often challenging, academically and emotionally; this allows students to assess basic assumptions, take agency over learning, and engage in dialogue with empathy for classmates. We will talk about differing ideas without being confrontational, respect all experiences and cultures, and maintain respect for others and their perspectives. We embrace diversity, we advance equity, and we cultivate inclusion.

Lone Star College System Policies:

Please use the following link to find ALL LSC policies, procedures, and student success information. It is your personal, academic, and legal responsibility to know and adhere to the information provided.

<http://www.lonestar.edu/syllabus-policies>

Artificial Intelligence:*AI Not Allowed*

The use of artificial intelligence (AI) is strictly prohibited in this course. Students must complete all academic work without relying on artificial intelligence tools. The use of AI, including but not limited to language models, chatbots, or other similar technologies, to generate or complete assignments, quizzes, discussions, or exams is considered a form of academic misconduct and will result in disciplinary action. View additional information at <<https://www.lonestar.edu/instructional-resources.htm>

Behavior Intervention Team:

The overall goal of the Behavioral Intervention Team is to promote a safe college environment for all students and staff focused on student learning and student development. By encouraging all members of the campus community to communicate behaviors that are concerning and provide support and connect students with resources that can assist them.

If a community member (student, faculty or staff) behaves in a way that is disruptive or poses a threat to any aspect of the LSCS community, such behaviors should be reported to the Behavior Intervention Team. If you see something, say something....

You are encouraged to identify yourself because this may assist the BIT if clarification or additional information is needed. Submitting your name also gives your report more credence. Anonymous entries will be evaluated on a case-by-case basis. File a report: <https://www.lonestar.edu/16834.htm>

Veteran Statement:

For more information on Veterans' Affairs click here [Veterans' Affairs Office](#) or visit the Veteran's Office on campus.

COVID- 19 Statement:

Lone Star College is required to report all student and employee confirmed positive cases of COVID-19, and other specified notifiable conditions, to the Texas Department of State Health Services' Infectious Disease Control and Prevention Unit. This is a reminder that if an employee or student tests positive for COVID-19 or receives a diagnosis of COVID-19 from a medical provider, that information should be reported by sending an email to LSC-ReportVirus@lonestar.edu or by calling 832.246.0019.

Counseling Services: <https://www.lonestar.edu/CIS.htm>

Kingwood: Titania Jackson at titania.jackson@lonestar.edu

Lone Star College-Kingwood Learning Commons

On-Campus and Virtual Services Available

D2L & Office Apps Help

- [How to Use D2L](#) (YouTube)

Website: kwlibguides.lonestar.edu/LC-technology/technology-in-LC

Phone: 281-312-1693

Email: Kingwood.Library@LoneStar.edu

Tutoring & Study Skills

- Math, Sciences, and Writing

Website: www.lonestar.edu/lsc-kingwood-tutoring

Phone: 281-312-1439

Email: Jenny.R.Keller@LoneStar.edu

Research & Citation Help

- [Course Material](#)
- [Research & Citation Guides](#)

Website: www.lonestar.edu/library/kingwood

Phone: 281-312-1693

Email: Kingwood.Library@LoneStar.edu

Learning Commons

- [Student IDs](#)
- Study space
- [Technology in the LC](#)

Website: www.lonestar.edu/kw-learning-commons

Phone: 281-312-1691

LC Operating Hours: Mon-Thurs: 8 – 7, Fri: 9 – 3, Sat: 10 – 2
Make an Appointment in WC Online! lonestar.mywconline.com/

Course Schedule:

Week 1 – Aug 28-Sept 3 (Labor Day Holiday Sept 2-4)

Reading Assignments

- *The Essentials for College Success*
Chapter 1 - Pages 3-28

Activities & Assignments

- Complete Personal Survey & Self Introduction Discussion
- Virtual Campus Resources Investigation Assignment (CAMP)
- View Deliberative Dialogue Assignment
- Quizzes/Discussions

Week 2 – Sept 4-10

Reading Assignments

- *Discovering How You Learn*
Chapter 4 - Pages 79-100

Activities & Assignments

- **AchieveWORKS Assessment Assignment Folder (AWPA)**
- **Smarter Measure Assessment Results**
- Campus Resources Review
- Quizzes/Discussions

Week 3 – Sept 11-17

Reading Assignments

- *Cultivating Motivation, Resilience, and Emotional Intelligence*
Chapter 2 - Pages 29-48

Activities & Assignments

Advising Presentation – Schedule an appointment with your advisor and review advising presentation (ADVP)

- Smarter Measure and AchieveWORKS Submit
- Quizzes/Discussions
- Advising Communication Discussion

Week 4 – Sept 18-24

Reading Assignments

- *Managing Time, Energy, and Money*
Chapter 3 - Pages 49-78

Activities & Assignments

- Weekly Schedule
 - Payback Activity https://docs.google.com/document/d/1wbVC_H_eTd1UftDYD4NQqIAIirOFx41MUjbiYOIXkqo/edit
 - Budget Assignment
 - PlaySpent Simulation Playspent.org and Reflection
- Quizzes/Discussions

Week 5 – Sept 25-Oct 1

Reading Assignments

- *Getting the Most out of Class*
Chapter 5 – Pages 103-126

Activities & Assignments

- LSC Financial Literacy Modules (MyLonestar>Links)
- Path to Success Analysis Paper

- Advising Meeting – Establish Goals and Pathways (ADVM)
- Time Management
- Quizzes/Discussions

Week 6 –Oct 2-8

Reading Assignments

- *Developing Information Literacy and Communication Skills*
Chapter 9 - Pages 197-220

Activities & Assignments

- Chapter Videos
- Discuss Career Exploration Project
- Chapter Discussion
- Weekly Activity
- Quizzes/Discussions
- **Week 7 – Oct 9-15** (Spring Registration Begins)

Reading Assignments

- *Making the Right Career Choice*
Chapter 12 – Pages 269-290

Activities & Assignments

- Career Research Project (EXPL)
- Interview Skills
- Career Story/Chapter Discussion
- Quizzes/Discussions

Week 8 –Oct 16-22

Reading Assignments

- *Develop Your Career Story*
Multiple Chapters: pp. 28, 48, 78, 100, 126, 150, 170, 196, 220, 240

- *Mid-Term Check-in p. 151*

Activities & Assignments

- Class Discussion
- Career Story/Chapter Discussion
- Quizzes/Discussions

Week 9 – Oct 23-29 (8W2 Classes Begin)

Reading Assignments

- *Maintaining Wellness and Relationships in a Diverse World*
Chapter 11 – Pages 241-268

Activities & Assignments

- **Multi-Cultural Action Plan**
- “A Class Divided” Discussion
- Quizzes/Discussion

Week 10 – Oct 30-Nov 5

Reading Assignments

- *Reading to Learn from College Textbooks*
Chapter 6 – Pages 127-150

Activities & Assignments

- Career Story Discussion
- **Advising – Program Enrollment – Next Term (ADVE)**
- Habits of a Successful Student
- Quizzes/Discussions

Week 11 – Nov 6-12

Reading Assignments

- *Studying, Understanding, and Remembering*
Chapter 7 – Pages 153-170

Activities & Assignments

- Quizzes/Discussions
- Career Story/Chapter Discussion

Week 12 – Nov 13-19

Reading Assignments

- *Taking Tests Successfully*
Chapter 8 – Pages 171-196

Activities & Assignments

- Test Taking Curriculum/Activity
- Quizzes/Discussions
- Finish the Semester Strong
- Submit Late Assignment

Week 13 – Nov 20-26 (Thanksgiving Holiday Nov 22-26)

Reading Assignments

- *Thinking in College*
Chapter 10- Pages 223-240

Activities & Assignments

- Critical Thinking Curriculum/Activities
- Quizzes/Discussions
- Submit Late Assignments
- Mi Multicultural Literature & Reflection

Week 14 – Nov 27-Dec 3

Reading Assignments

- *Technology Tips:*
Multiple Chapters – Pages 26, 46, 75, 98, 124, 147, 168, 194, 217, 238, 266 and 288

Activities & Assignments

- E-mail and Professional Etiquette
- Submit Late Assignments
- Motivation Activity

Week 15 – Dec 4-10

Activities & Assignments

- Submit Late Assignments
- FYE Survey
- Final Exam Preparation

Week 16- Dec 11-17 (Final Exam Week)

Activities & Assignments

- Final Exam
- Career Story/Chapter Discussion
- Course Evaluation

Final Exams must be submitted during the day and time scheduled in the Final Exam period.

Final grades are due to the College this week on the date stated by the Instructor. The last date to submit “Late Required Assignments” is December 1. Therefore, grades must be submitted on time in Myloinestar on or before the date stated by the Instructor. No exceptions.