EDUC 1100 - Learning Framework 1100 Course Syllabus

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.

Semester Offered
All Semesters
Credits 1
Lecture Hours 1
Lab Hours 0
Extended Hours 0
Contact Hours 16
State Approval Code 4227015125
Instructor Name Chelsea Hudson
Semester/Year Fall 2025

Meeting Time and Location
Online—students are expected to spend at least 3-4 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure

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

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy
Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy
Use of generated AI Permitted under some classroom circumstances with permission.

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes
The purpose of this course is to transform student's academic behavior and enhance college readiness and success by acquiring study strategies based on research theory, facilitating a connection with campus resources, and giving students an opportunity to explore various college and career pathways.

Learning Outcomes
After studying all materials and resources presented in the course, the student will be able to:

- Identify and describe theories of learning, cognition, and motivation.
- Identify and describe factors that impact learning.
- Demonstrate and apply the use of various learning strategies (i.e. goal setting, time management, organizational, and note-taking strategies).
- Demonstrate critical thinking skills by identifying individual strengths and weaknesses of various skills and making recommendations for self-improvement.
- Demonstrate effective written and/or oral communication with peers, instructors, and/or campus support personnel.
- Choose a career path and program of study through research and analysis of data derived from self-assessment (interest or skill inventories, self-evaluations, etc.).

- Develop effective strategies for managing your money while you are a student through research and analysis of self-assessment data and financial literacy activities.
- Build and take an active role, to include self-advocacy, in a learning community (e.g. connect with peers, instructors, support personnel, and essential campus resources which support student success).

Specific Course Objectives (includes SCANS)

After studying the material presented in the class and/or online, the student should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70% on assignments and exams.

- Analyze how you learn, and identify and describe your preferred learning style.
- Develop and describe approaches for setting priorities, avoiding distractions and procrastination, staying motivated, setting short- and long-term academic goals, managing your time, and organizing your work space.
- Assess your critical and creative thinking skills.
- Demonstrate an effective note taking method that you will use in your academic classes.
- Identify and demonstrate reading, writing, and research skills necessary for academic success.
- Describe study skills and test taking skills that will help you succeed academically in college.
- Build and take an active role in a learning community (e.g., interact with classmates, instructors, and support personnel).
- Use available campus resources such as financial aid, advising, and library services which support student success.
- Manage your health by controlling nutrition, exercise, sleep, substance and alcohol abuse, stress, emotions, and sexual activity.
- Develop effective strategies for managing your money while you are a student.
- Research and analyze possible career paths/goals and decide on a major.

Methods of Instruction/Course Format/Delivery

Students in all sections of the class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be required to meet with the instructor or testing proctor only for testing. Instruction and class participation will include:

- Face-to-face lecture and/or online readings
- Online submission of assignments through Canvas
- Videos
- Discussions
- Quizzes
- Messaging in Canvas Inbox

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

Assignments

Throughout the semester, you will be asked to complete quizzes, discussions, and self-assessment exercises. The quizzes cover Chapters 1-11 in the adapted textbook provided in your Canvas course. The assignments, discussions, and self-assessment exercises have students answer questions about themselves, their study habits, and what they have learned that will help them develop into a successful student. Each assignment in Canvas will display the number of points available. Watch assignment deadlines. Assignments are due on the date scheduled in Canvas.

Quizzes
Syllabus Verification
Quizzes 1-11
Self-Assessments/Assignments

Assess Your Study Habits
Taking Notes
Canvas Training
My Career Path
Academic Advising
How Will You Pay for College?
Preferred Learning Style
Learning Framework Survey - Discussions
Active Listening
Reading with Concentration
Making the Grade

Assessments

Assessments

<u>Exams</u>
Two exams will be given this semester, a mid-semester exam and a final exam. Each of the exams will be online or taken in the presence of your Instructor. Online exams may be taken at a Panola College Testing Center, or using **Respondus** in your home. If you are unable to take a test when it is scheduled, you must schedule the test with the instructor <u>PRIOR</u> to the testing date. An excused absence and makeup test may be granted for sudden illness or unforeseen circumstances. Each exam is 10% of the student's final grade.

Online Testing Policy
Students must adhere to the following rules:

1. Dress Appropriately. a. Students must follow dress code outline in The Pathfinder Handbook Instructors have the right not to review exams if a student is inappropriately dressed and can require the student to retake the exam in the testing center.
2. Take exam at a desk or table location in a quiet area of the house a. If a student does not have a location like this in the house, the student must contact their instructor prior to the exam.
3. Complete a correct room scan, incomplete room scan can result in instructor not reviewing the test and student being required to retake the exam in testing center
    1. Complete 360 view of room
    2. View of the desk and surrounding area

Course Grade
90-100 % = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

Assignments/Discussions = 50%
Quizzes =40%
Exams = 10%

Cheating is defined as unauthorized help on an examination or assigned course material. A student must not submit another student's work as his or her own. A student must not receive from any other student or give to any other student any information, answers, or help during an exam. A student must not "steal" the answers from an unsuspecting student during an exam. A student must not use any sources for answers during an exam (including but not limited to notes, books, or electronic devices) without prior authorization from the professor. A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded. **All cheating infractions will result in a grade of "0" for the assignment.**

Plagiarism is defined as the taking of a person's ideas, words, or information and claiming those properties as one's own. The use of all ideas, words, or information from any source must be properly referenced and due credit must be given to its author. All written assignments must be submitted through Canvas which may use turnitin.com to calculate percent originality of the submission—a student's work should show 0%

plagiarism. The instructor reserves the right to employ other means outside of turnitin.com to check the "originality" of a student's work. **Any submission that contains copied material (other than cited material in a research paper) will automatically receive a grade of "0" for the assignment.**

A student will fail the class upon his or her second cheating and/or plagiarism offense. These policies shall be adhered to unless mitigating circumstances should prove a lesser penalty should apply. Students shall have the right to contest a cheating or plagiarism claim; the appeals process is specifically defined in the *Pathfinder* (student handbook).

Texts Materials, and Supplies

College Success, University of Minnesota Libraries Publishing, https://open.umn.edu/opentextbooks/textbooks/college-success, 2015. This text is an open educational resource that has been adapted for Panola College and is provided free to students.

- Updated Web browser such as Google Chrome and access to Microsoft Word.

Required Readings

Chapters 1-11 as adapted from *College Success*. These chapters have been condensed and supplied to students in Canvas.

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com.
- For testing services, use the following link: https://www.panola.edu/student-services/studentsupport/academic-testing-center.
- The Accommodations & Disability Support (A&DS) Office at Panola College provides and facilitates support services and accommodations for students with disabilities. The A&DS office works under the federal guidelines included in Section 503 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Please contact the Accommodations & Disability Support (A&DS) Office located in the Charles C. Matthews Student Center or go to https://www.panola.edu/disabilitysupport for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: https://www.panola.edu/ (located on at the bottom under student)

SCANS Criteria

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
   1. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      1. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      2. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      3. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      4. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      5. Speaking: Organize ideas and communicate orally.
   2. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      1. Creative Thinking: generate new ideas.
      2. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      3. Problem Solving: recognize problems and devise and implement plan of action.
      4. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.

5. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
        6. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
    3. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
        1. Responsibility: exert a high level of effort and persevere toward goal attainment.
        2. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
        3. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
        4. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
        5. Integrity and Honesty: choose ethical courses of action.
2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
    1. Resources: A worker must identify, organize, plan, and allocate resources effectively.
        1. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
        2. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
        3. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
    2. Interpersonal Skills: A worker must work with others effectively.
        1. Participate as a Member of a Team: contribute to group effort.
        2. Teach Others New Skills.
        3. Serve Clients/Customers: work to satisfy customer's expectations.
        4. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
        5. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
        6. Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
    3. Information: A worker must be able to acquire and use information.
        1. Acquire and Evaluate Information.
        2. Organize and Maintain Information.
        3. Interpret and Communicate Information.
        4. Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer databases to research a report; use a computer spreadsheet to develop a budget.
    4. Systems: A worker must understand complex interrelationships.
        1. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
        2. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
        3. Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
    5. Technology: A worker must be able to work with a variety of technologies.

1. Select Technology: choose procedures, tools or equipment including computers and related technologies.
2. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
3. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.