

# EDUC 1100 2A1 Online Fall 2023

## INSTRUCTOR CONTACT INFORMATION

Instructor:	Trudie Lynn Partain
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Office Phone:	409-247-5130
Office Location:	TC 234
Office Hours:	By appointment

## CREDIT

1 Semester Credit Hour

## MODE OF INSTRUCTION

Online

## PREREQUISITE/CO-REQUISITE:

TSI complete in reading. Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment: :

<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

## 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. (Cross as EDUC 1100). This course is time-bound, structured, and completed totally online.

## COURSE OBJECTIVES

Upon completion of this course, the student will be able to

1. Understand the learning theories.
2. Apply the learning theories and strategies to achieve personal, academic, and career success.
3. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.
4. Use technological tools to solve problems and communicate effectively.

## CORE OBJECTIVES

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Approved: **Initials/date**

2. Communication Skills: To include effective development, interpretation, and expression of ideas through written, oral and visual communication.
3. Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**REQUIRED TEXTBOOK AND MATERIALS**

Readings and videos are in the Blackboard modules. No textbook required.

**ATTENDANCE POLICY**

Attendance is based on the percentage of work the student completes.

**DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

**STUDENT EXPECTED TIME REQUIREMENT**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

**COURSE CALENDAR**

Date	Weeks	Activities	Assignments
8/21-9/3	1 & 2	<p><b>Module 1: Maslow’s Hierarchy of Needs</b></p> <ul style="list-style-type: none"> <li>• Watch: “Why Maslow’s Hierarchy of Needs Matters,”</li> <li>• Watch: “Real Life Example of Maslow’s Hierarchy of Needs,”</li> <li>• Watch: “Covid-19 and Maslow’s Hierarchy of Needs.”</li> <li>• Knowledge Check Quiz</li> <li>• Module 1 Journal</li> <li>• Introduce Yourself: Discussion Board</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Module 1 Journal</li> <li>• Introduce Yourself: Discussion Board Due 9/3</li> </ul>

Date	Weeks	Activities	Assignments
9/4-9/17-	3 & 4	<p><b>Module 2: Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>• Watch: "Understanding Bloom's Revised Taxonomy"</li> <li>• Watch: "Bloom's Taxonomy of Learning for Students" <ul style="list-style-type: none"> <li>• <a href="#">Critical Thinking:</a></li> </ul> </li> <li>• Watch: Fast and Slow Thinking Video</li> <li>• Understand: Slow Thinking Chart</li> <li>• Watch Education: Critical thinking Video</li> <li>• Read: Become a Fair Thinker</li> <li>• Knowledge Check Quiz</li> <li>• Module 2 Journal</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Module 2 Journal Assignment due 9/17</li> </ul>
9/18-10/1	5 & 6	<p><b>Module 3: Bandura's Social Cognitive Theory</b></p> <ul style="list-style-type: none"> <li>• Watch: "Bandura Social Learning"</li> <li>• Watch: "Why Self-Efficacy Matters"</li> <li>• Take the General Self-Efficacy Scale</li> <li>• Knowledge Check Quiz</li> <li>• Module 3 Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Module 3 Journal Due 10/1</li> </ul>
10/2-10/15	7 & 8	<p><b>Module 4: Schlossberg's Theory of Transition</b></p> <ul style="list-style-type: none"> <li>• Watch Schlossberg's Transition Theory</li> <li>• Watch Transitions Through Life</li> <li>• Watch Smart Goals with Examples</li> <li>• Watch Finding Nemo: Just Keep Swimming</li> <li>• Knowledge Check Quiz</li> <li>• Module 4 Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Module 4 Journal Transitions Project Major Grade due 10/15</li> </ul>
10/16-10/29	9 & 10	<p><b>Module 5: Gardner's Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>• Watch 8 Intelligences - Theory of Multiple Intelligences Explained - Dr. Howard Gardner</li> <li>• Watch Beyond Wit and Grit: Rethinking the Keys to Success   Howard Gardner  </li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Module 5 Journal due 10/29</li> </ul>

Date	Weeks	Activities	Assignments
10/30-11/12		<ul style="list-style-type: none"> <li>• Read Gardner's Theory of Multiple Intelligences</li> <li>• Take Multiple Intelligences Quiz</li> <li>• Knowledge Check Quiz</li> <li>• Module 5 Journal</li> </ul>	
	11 & 12	<p><b>Module 6: Mindfulness to Meaning Theory</b></p> <ul style="list-style-type: none"> <li>• Watch Mindfulness Animated in 3 minutes</li> <li>• Watch Neuroscience of Mindfulness Meditation in 4 minutes</li> <li>• Watch Why you should start meditating</li> <li>• Read How Meditation Changes Your Brain</li> <li>• Watch Mindfulness in Education to Lower Stress and Violence   Adam Avin   TEDxYouth@KC</li> <li>• Watch A Quiet Revolution – Mindfulness in Education</li> <li>• Watch Mindfulness in the Early Grades</li> <li>• Knowledge Check Quiz</li> <li>• Module 6 Journal: Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Major grade! Common Core Assessment due 11/12</li> </ul>
11/13-11/26	13 & 14	<p><b>Module 7: Social and Emotional Learning</b></p> <ul style="list-style-type: none"> <li>• Watch Social-Emotional Learning: What Is SEL and Why SEL Matters</li> <li>• Read What is SEL?</li> <li>• Watch Emotional Intelligence from a Teenage Perspective   Maximilian Park   TEDxYouth@PVPHS</li> <li>• Watch Emotional Intelligence by Daniel Goleman   Animated Book Summary</li> <li>• Take the quiz: Do You Lead with Emotional Intelligence?</li> <li>• Read the Emotional Skills and Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Module 7 Journal due 11/26</li> </ul>

Date	Weeks	Activities	Assignments
		<ul style="list-style-type: none"> <li>• Knowledge Check Quiz</li> <li>• Module 7 Core Assessment</li> </ul>	

### COURSE EVALUATION

Final grades will be calculated according to the following criteria:

REQUIREMENTS:	POINTS	WEIGHT
Assignments	30	30%
Journals	30	30%
Core Assessment Project/Final Exam	40	40%
Total Possible Points	100	100%

### GRADE SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

LIT does not use +/- grading scales

### ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

### TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum->

[computer-requirements](#). A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

### **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

### **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

### **ADDITIONAL COURSE POLICIES/INFORMATION**

1. A passing grade is 60. Try for a 70 at the lowest.
2. You must log in to Bb the first day of classes and start submitting assignments right away. Getting behind will create problems for you.
3. Attendance is calculated at the end of the semester. It is a major grade. It is based on the amount of work you complete.

4. Late assignments will not be accepted unless you experience a dire, documentable. Complete assignments and submit them on or before the due date. You may turn them in early. If you get behind, contact me by email. TLPartain@lit.edu
5. Should you have a concern about the work or your grades, contact the instructor. Don't air your personal issues to the rest of the class.
6. Students are expected to complete and submit their own work. Copying from the work of another student, or from any source either in print or online, is a serious offense and will result in the student receiving a zero for any plagiarized assignment. In addition, the student may also automatically fail the course. Furthermore, the students who try to obtain and use information from other students about a quiz or test may automatically fail the course. Students who willingly allow other students to copy their work or who provide information about quizzes or tests will be subjected to the same penalties as the students who receive the information.
7. Check Starfish for flags. I will contact you if I am concerned about your grades.
8. If at any time you see that I have recorded anything incorrectly, it is your responsibility to call it to my attention. Check your Blackboard grades weekly.
9. Read your LIT emails in Office 365 daily. I communicate often by email. Also read announcements when you get into Blackboard.
10. I hope to grade your papers within a week, but my timeliness depends on the number of emails and interruptions in my day. Read all instructions carefully so you don't have to email me.
11. If your grade is below 70 two weeks before the end of classes, see me. A grade below 60 is failing.
12. Please look for the answers to your questions in the modules, emails, and announcements before you send an email. Also look in the syllabus, this addendum, and the schedule.