



**EDUC 1100 – Learning Frameworks**  
**Section 951 – Spring 2025**  
*Course Syllabus Class Addendum*

**Instructor Contact Information**

**Instructor** Vic Miller

**Email** [vtmiller@lit.edu](mailto:vtmiller@lit.edu) / [vic.miller@silsbeisd.org](mailto:vic.miller@silsbeisd.org)

**Office Phone** 409-980-7800 ext 6140

**Office Location** Silsbee High School

**Office Hours**  
**Spring 2025**  
The instructor will respond to email and voice mail communication within 24 hours or 48 hours on a weekend. Assignment grades will be published within 1 week of the assignment due date. The instructor can be contacted during office hours are by phone or email.

| Monday                               | Tuesday                              | Wednesday                            | Thursday                             | Friday                               |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Conference<br>3 <sup>rd</sup> period | Conference<br>3 <sup>rd</sup> period | Conference<br>3 <sup>rd</sup> period | Conference<br>3 <sup>rd</sup> period | Conference<br>3 <sup>rd</sup> period |

**Course Requirements**

1. Self-Directed Search and/or Strong's Interest Inventory

**Assignment Schedule (subject to change with or without notice)**

| Week | Assignment Name  | Due Date and Time        | Location        |
|------|--|--------------------------|-----------------|
| 1    | Practice Discussion<br>Introduction Assignment<br>Discussion Alpha –<br>Introductions and Netiquette | Sunday, Feb 2<br>11:59PM | Module 1 Folder |
| 1    | Module 1 Week 1 Assignments<br>Discussion 1  | Sunday, Feb 2<br>11:59PM | Module 1 Folder |

## **EDUC 1100**

### **Syllabus Addendum**

3. To think deeply about the field of developmental psychology, one must think clearly about the questions which face developmental psychologists, one must gather relevant and valid information which relates to those questions, one must accurately analyze the value of information gathered and one must understand the complexity of human nature.

### **General Course Plan**

4. This course is designed much differently from most others you have been exposed to because you will be asked to think critically about the subject matter throughout the semester. All of our activities will focus on helping you to better understand the logic of psychology, and to come to think like a rational psychologist. You will be asked to continually engage your mind throughout the semester.
5. Although no textbook will be used as a general resource for the course, you will learn to connect the logic of psychology to the logic of your own thinking so that the subject becomes relevant to you. While you will learn some "facts" about psychology, they will be learned in the context of learning about the logic of psychology, rather than being memorized for test time.

### **6. The following is a breakdown of what is expected in this class:**

#### **CONCEPT CLIPS, INTERACTIVES, & ASSIGNMENTS:**

These media-rich assignments will help you delve deeper into challenging, relevant topics from the readings of each section. These assignments contain a mix of videos and readings.

#### **CRITICAL THINKING DISCUSSIONS:**

For each chapter, there will be an exercise in critical thinking. You will write and post a 300 word discussion using the elements of thought to discuss the logic of the section assignment concerning some aspect of learning frameworks. You will then use intellectual standards to give feedback to two other students to qualify your original posting. After receiving and giving feedback and editing your draft, you will turn in a final copy for a grade.

#### **FINAL CRITICAL THINKING ASSIGNMENT**

Instead of a test, your final will be to write out or compile all of your previous submissions as one document.

#### **Additional Course Policies/Information**

7. The instructor will respond to e-mail and voice mail communication with 24 hours Monday through Friday. Assignment grades will be published within 48 hours of the assignment due date.
8. Academic Integrity - Every LIT student is responsible for upholding the provisions of the student handbook. The University policy on academic honesty includes provisions regarding plagiarism and cheating, unauthorized access to LIT materials; misrepresentation/falsification of LIT records or academic work; malicious removal,

## Learning Frameworks EDUC 1100\_951



**Credit:** 1 semester credit hour (1 hour lecture)

**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.*

### Required Textbook and Materials

1. Many resources will be available through Internet access and/or provided by the Instructor
2. Strong-Campbell Interest Inventory or Self-Directed Search
3. Suggested but not required:
  - a. Make It Stick by Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel ISBN 978-0-674-72901-8
  - b. How We Learn by Benedict Carey ISBN 978-0-8129-9388-2

### Course Objectives

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

1. Demonstrate an understanding of knowledge, and use of motivational, behavioral, and cognitive factors that impact learning.
2. Implement learning and study strategies that impact learning.
3. Demonstrate preparedness for the rigors of college.
4. Possess an overview of the emotional intelligence skills they will need to be successful in the college environment.

### Core Objectives

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.



### **Course Policies**

1. The student must log onto Blackboard and access the course a minimum of three times per week.
2. Cheating of any kind will not be tolerated.
3. The student is responsible for initiating and completing the drop process. Students who stop coming to class and fail to drop the course will earn an 'F' in the course.
4. Belligerent, abusive, profane, threatening, and /or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the disciplinary process.
5. No late assignments will be accepted.
6. Additional class policies as defined by the individual course instructor.

### **Technical Requirements (for courses using Blackboard)**

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at: [https://help.blackboard.com/en-us/Learn/9.1\\_2014\\_04/Student/015\\_Browser\\_Support/015\\_Browser\\_Support\\_Policy](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/015_Browser_Support_Policy)

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources

### **Disabilities Statement**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Cecil Beeson-Student Services. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

### **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) or obtained in print upon request at the Student Services Office. 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 will record student attendance, raise flags and kudos to express concern or give praise, and you