

**Learning Frameworks
Fall 2019
Brazosport College**

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Office Hours: Prior to class, after class or by appointment

WELCOME:

Well done! By enrolling in this course you are showing that you take your college experience seriously and intend to become a learner who takes responsibility for his/her academic success. I hope you will not only learn a lot in this course but you will find it fun and engaging. Each lesson is made up of a series of different activities so you won't be expected to listen to me lecture the whole time! In fact, I hope we will co-create the experience by fully participating in the discussions, being an active member of the various peer-group activities, and communicating to me your thoughts and suggestions about the material I am about to share with you. This course will only be challenging for anyone who refuses to bring 100% commitment to each lesson. That's not you...so let us look forward to you becoming a successful student!

COURSE DESCRIPTION:

This course has been designed to expose students to a very different experience than what they may have had in other courses – in terms of:

- A welcoming environment
- Strong community-building component – including establishing trust with the instructor and clarifying course expectations in a fun, inclusive way
- Stimulating motivation for attendance and participation
- Connecting the purpose of this course (both for math success and overall success in college) with the student's personal interests and future direction.

The various topics being covered include: goal-setting, effective time management, note-taking strategies, how to undo “bad” academic habits, test-taking strategies, how to read a textbook, and much, much more.

REQUIRED READINGS/SUPPLIES:

The instructor will occasionally assign reading assignments. Students are required to read all assigned material and possibly fill out a form regarding the reading assignment. The reading load is not designed to be heavy. As with any lecture or discussion material, any reading material is fair game for exams, quizzes, or in-class discussions.

Book to be used in class:

Outliers: The Story of Success by Malcom Gladwell
ISBN # 97800-316-01793-0

Required course materials are available at the Brazosport College bookstore, on campus or online at <http://www.brazosport.edu/bookstore>. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.

Articles to be read/brought to class:

During the semester, you will be required to use D2L (Virtual Campus). You will be required to read and/or print and/or bring to class *several* articles. Refer to the Course Calendar for article titles and due dates. You may only be required to fill out a paper about the reading assignments. See course calendar and assignment sheet for details.

D2L – You should refer to D2L often - at least once a week if not more. Your grades and attendance will be posted in D2L. You are responsible for keeping up with your grades and attendance. Any discrepancies with your grades or attendance should be brought to my attention immediately. I will post information on the “News” section of D2L, and you are responsible for any information posted on D2L. Also, you will be asked to use D2L for portions of the class. D2L is technology, and, therefore, can have “hiccups.” Because of this, use good time management skills and always start right away on any work that uses D2L. A “hiccup” in D2L is not an acceptable excuse for work that is not turned in on time.



Get the information you need – when you need it. Click <http://geni.us/BRAZO> to install BC Connect on your mobile device to receive reminders, explore careers, map your educational plan, be in the know about events, find out about scholarships, achieve your goals and much more.

Binder should be 2-2 1/2” thick

Please have 4 tabs: *syllabus, journals, notes, assignments/quizzes*.

Keep all assignments and quizzes in your binder until you receive your final grade.

Save all your assignments and quizzes until you receive your final grade in MyBc.

LEARNING ENVIRONMENT:

A student’s enrollment in this class acknowledges he/she intends to learn course material. To that extent, certain behaviors that would impede this process will not be permitted. These include, but are not limited to, reading newspapers or books, text-messaging, surfing the web, answering cell phones, talking out of turn, having headphones/ear buds in both or one ear, etc. If you are not sure what is appropriate, please ask me. Students are responsible for knowing and following

common sense rules of behavior. I am committed to creating and maintaining an open and productive intellectually engaging learning environment. Disruptive students will be instructed to leave the classroom – this is college, warnings will not be issued. Please also read the **RESPECTFUL CLASSROOM BEHAVIOR** document (Appendix A) for more information about appropriate behaviors and classroom expectations.

As a college student, you are expected to conduct yourself as a responsible adult. This includes, but is not limited to, attending class (see attendance policy), seeking academic help, and addressing any problems you may have directly with your instructors. Rights and responsibilities of BC students are outlined in the BC Student Handbook and Calendar.

OBJECTIONABLE MATERIAL WARNING:

This is a college course and students should know that anything is fair game. The college classroom is a unique place in society where any ideas, opinions, and perspectives are welcomed and should be shared--respectfully. Students may find some of the material offensive. No inappropriate language should be used in class.

By the end of this semester, through class lectures, videos, discussions, in-class activities, and a variety of written and other assignments, you will increase your written and oral communication skills, critical thinking abilities, and toolbox of study strategies.

LEARNING OUTCOMES:

1. Students will determine their mindset about learning and how the awareness of such can maintain their motivation (drive).
2. Students will explore alternative skills that will allow them to change their negative self-defeating and ineffective counter-productive habits.
3. Students will be made aware of the opportunities to interact with classmates, instructors, and other college personnel (example via Scavenger Hunt, Library Instruction & Academic Support Services).
4. Students develop and pursue useful goals.
5. Students demonstrate organization of time and study materials.
6. Students describe how to store and retrieve information from their memory.
7. Students demonstrate effective reading and note-taking strategies that enhance retention and comprehension.
8. Students distinguish effective test-taking strategies to be used before, during, and after taking a test.
9. Students demonstrate critical thinking skills when approaching decisions and tasks.
10. Students demonstrate written and oral communication that is appropriate to content and that effectively conveys meaning and logic.
11. Students will gather research, analyze data, and apply knowledge to future college and career pathways.
12. Students use technology throughout the course

COURSE REQUIREMENTS:

Students are required to complete all assignments, participate in class discussions and submit all written work according to the stated deadline. College instructors expect students to spend time outside of class reading, writing, and studying course material. Specifically, for every hour you are in class you need to study for two-to-three hours. This means working on this class material for approximately one hundred hours outside of class. This is college! This is another job – treat it as such!

The breakdown of the requirements is as follows:

20%	Writings	
10%	Participation	
15%	Midterm Exam	
15%	Final Exam	
10%	Library	
10%	Course Reflection Paper	
10%	Quizzes	
10%	Attendance	

Semester grades will be earned as follows:

90% and above	A
80 % - 89%	B
70 % - 79%	C
60% - 69 %	D
59.9% and below	F

Writings (20% of semester grade):

The biggest single percentage of points for this course comes from completing regular **WRITINGS** assignments. These assignments are designed to help you reflect on the course material, your experiences outside of class and college, and stimulate new insights on becoming a more successful learner overall. The highest points will be received by students who demonstrate thought in writing, write at least 500 words on the assigned topic, and take care in communicating their thoughts through use of proper spelling, grammar, and complete sentences. Your **WRITINGS** papers must be typed. (see section on “Guidelines for Written Work.”) When your assignment is returned to you, please put it in your binder. **An example of a Writing assignment can be found on D2L in the Introductions module.**

Directions for **WRITINGS**:

During the semester, you will be asked to write several **WRITINGS**. These papers will be based on presentations, discussions, videos and assigned articles. **WRITINGS** will help you understand the material we cover in Learning Frameworks.

See below for the precise order of the paper. An example has been put on D2L in the module called Introduction. Do this exactly as demonstrated in the example in D2L.

The content/form of your paper should look like this and be done exactly like this.

Type in:

This in my introduction: Then type your Introduction

This is my understanding of the material: Then type your Understanding

This is my reflection on the material: Then type your Reflection

This is my application of the material: Then type your Application – this section is the most important so it should have about **150- 200 of the 500** words in your assignment.

In order to be successful in completing your **WRITINGS**, use the following format:

- Notes, videos, articles, and discussions need to be INCLUDED in your **WRITINGS** to receive full points
- Use MLA formatting (Times New Roman font, 12 point font size, 1” margins, double space)
- See below on how long your paper should be
- Communicate using proper spelling, grammar, and punctuation; **no contractions**
- **You will be given a copy of this rubric to attach to the front of your writing assignment.**

Do a **word count** at the bottom of your **WRITINGS** assignment.

EACH ASSIGNMENT WILL BE 500 WORDS. THAT IS TWO MLA FORM PAGES.

Points may/will be deducted for not following *all* directions on the writing assignments. Contact your instructor if you have any questions regarding the writing assignments.

Writings Assignment Rubric:

Name _____

Learning Frameworks Writing Assignment Rubric

Requirement	Possible Points	Points Received
MLA Formatting	10	
Word Count Included	5	
Required words (500+ words)	15	
Content	40	
Reference to Article/Videos	10	
This is My Intro..., etc.	20	

Points may also be deducted for spelling, grammar, and punctuation, etc.

How long will this assignment take? _____ What grade will you receive? _____

How long did this assignment really take? _____ What grade did you receive? _____

Name 2 things you will do to be more successful on the next assignment:

1.

2.

Career Assignment Syllabus

Category	Possible Points	Points Earned
Communication: spelling, grammar, punctuation, slide color, etc.	20	
SWOT Analysis	20	
Comparison	40	
Presented in front of class	20	
Total		100

ATTENDANCE (10% of semester grade):

Class attendance is required and students will be expected to arrive on time and to remain the entire period. **It is the student's responsibility to find out what is missed in the case of an absence. STUDENTS MUST SIGN IN EVERY CLASS PERIOD, OTHERWISE THE STUDENT WILL BE CONSIDER ABSENT!**

Students will be withdrawn if they miss the maximum number of classes listed below (see chart). Being tardy and leaving early will count as part of an absence. **(15 minute rule)** The instructor will complete required paperwork for an **ADMINISTRATIVE WITHDRAWAL** only if the student misses the number of classes stated below.

It is the student's responsibility to withdraw from a course if circumstances occur that could prevent the student from successfully completing the course. Students should notify the instructor

of the decision to withdraw and must not expect nor assume the instructor will complete the paperwork for the student. The last day to withdraw from classes at Brazosport College is October 31.

CLASS	MEETINGS PER WKS.	# OF MISSED CLASSES RESULTING IN THE WITHDRAWAL FROM THE COURSE
16 weeks	3 Times	5 (Five)
16 Weeks	2 Times	4 (Four)
16 Weeks	1 Time	2 (Two)
11 Weeks	2 Times	3 (Three)
6 Weeks	4 Times	3 (Three)
4 Weeks	4 times	2 (Two)

PERCENTS

16 Week Class that meets 3 times each week:

0-100%

1-80%

2-60%

3-40%

4-20%

5 = *Withdrawn from course*

16 Week Class that meets 2 times each week:

0-100%

1-75%

2-50%

3-25%

4 = *Withdrawn from course*

16 Week Class that meets 1 time each week:

0-100%

1-50%

2 = *Withdrawn from course*

11 Week class that meets 2 times each week:

0-100%

1-75%

2-50%

3 = *Withdrawn from course*

6 Week class that meets 4 times each week:

0-100%

1-75%

2-50%

3 = Withdrawn from course

4 Week class that meets 4 times each week:

0-100%

1-50%

2 = Withdrawn from course

PARTICIPATION (10% OF SEMESTER GRADE)

DURING THE SEMESTER, YOU WILL BE GIVEN SEVERAL ASSIGNMENTS TO WORK ON BOTH INSIDE AND OUTSIDE OF CLASS THAT WILL COUNT TOWARD YOUR PARTICIPATION GRADE. TO FIND OUT WHICH ASSIGNMENTS COUNT TOWARD YOUR PARTICIPATION GRADE, LOOK AT THE GRADED WORK SCHEDULE.

QUIZZES (10% of semester grade)

At the beginning of some classes, students may have a brief quiz over the material from the last class, videos, or articles. There will be no make-up quizzes – no exceptions. If you are late to class, the instructor will decide whether you will be allowed to take the quiz. **You may not use notes or material for the quizzes.** If you do, you will receive a “0.” I may/will drop up to two quizzes.

PROJECTS (20% of semester grade)

You will complete two projects this semester: Library Assignment (10%) and an end of semester project (directions for this assignment can be found on D2L in “End of Course” module; this project will not follow the “Writings” pattern – see instructions on D2L) (10 %). These are listed on the course calendar and more details for each project will be given in class at the appropriate time. Grading rubrics are posted in D2L for both assignments.

Rubric for Library Assignment

Paragraph Explanation	40	
Citation Done Correctly	20	
Article Cover Page Attached	5	
Day1 Activity Attached	10	
Day 2 Activity Attached	10	
100-150 words	10	
Scholarly Article	5	

End of Course Rubric:

Requirement	Points Possible	Points Received
MLA formatting (spelling, grammar, punctuation, etc.)	10	
Content of Letter:		
• Three tips on how to	20	

succeed		
• Three concepts from course that were helpful	20	
• Three ideas from <u>Outliers</u>	20	
• Self-evaluation	20	
Word Count at bottom of letter	5	
Required Word Count (500-600 words)	5	

EXAMS (30%)

Students will complete two exams this semester – a midterm and a final exam. More details will be given in class, including how to prepare to “ace” these exams. EXAMS MAY NOT BE TAKEN OR SUBMITTED LATE.

GUIDELINES FOR WRITTEN WORK:

In-class assignments and other written assignments must be completed in blue or black ink – any other work will not be graded. In-class work must also follow normal guidelines of Standard English – this includes complete sentences. Of course, you are not expected to create polished in-class work. Use MLA guidelines.

Out-of-class assignments must be typed with Times New Roman size 12 as the font, with one-inch margins on all four sides, and double-spaced. Please note that correct spelling, grammar, and a clear, easy-to-read format all count toward your grade. Use professional/formal/college English (this means NOT using text-message language, contractions, clichés, or slang, for example). Use MLA guidelines for formatting your paper.

Do **not** use Google Docs to create documents, power points, etc. I do not have a work Google Docs account so I cannot “read” a Google Docs document. Do not send a link to a Google Docs document. Since I do not have a Google Docs account, I cannot access documents in Google Docs.

After graded work is handed back, you should wait 24 hours before asking any questions about the grade. During this time, you should review the feedback and any relevant notes. Grades will only be changed if mistakes were made by the instructor. You should have prepared clear and specific questions before inquiring about why a certain grade was assigned to your work. **All work is to be done by yourself unless otherwise noted by the instructor.**

LATE WORK POLICY:

Since a core focus of this course is to prepare you for experiences in higher education and/or your future in the workplace, completing work on time is considered highly desirable and an important asset to develop. **LATE WORK WILL NOT BE ACCEPTED.** Assignments turned in LATE will NOT be graded and WILL BE given a ZERO. This policy is subject to change only with EXTREME extenuating circumstances. **Assignments are due IN CLASS, at the beginning of class, the day they are due. If you do not receive an assignment back from your instructor, it is your responsibility to follow up with your instructor. Save all returned assignments. Computer problems, printer problems, and technical difficulties are not acceptable reasons for late work. Ample amounts of computers, printers, and technical support are available and accessible throughout the BC campus.**

On campus printers are available in the Student Success Center, Library, Learning Services and many computer labs. The cost is 10 cents per copy.

If you let me know before an event, I will try to help you. If not, I am not as able to help.

Please discuss any issues with your instructor.

If you are absent on the day an assignment is due, the assignment is still due. Either give the assignment to someone to deliver to the instructor or send an email to the instructor and attach the assignment to the email. Use your BC email account and “cc” yourself in the email. If using the email option, you still need to bring a hard copy of the assignment to the next class meeting.

ACADEMIC HONESTY:

STUDENTS MUST COMPLETE ALL WORK INDEPENDENTLY UNLESS OTHERWISE INSTRUCTED. PLAGIARISM, CHEATING, OR ANY RELATED OFFENSIVES WILL RESULT IN AN AUTOMATIC ZERO FOR THAT ASSIGNMENT – NO EXCEPTIONS; NO EXCUSES WILL BE TOLERATED!

See pages 13-18 in your Student Guide and Calendar for more specific information.

Academic Honesty Policy

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://www.brazosport.edu>.

*Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, **and may, at a minimum, result in a zero for the assignment in question and/or an F in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.***

Students with Disabilities:

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. For student to receive any accommodation, documentation must be completed in the Office of Disability Services. Please contact Phil Robertson, Special Populations Counselor at 979-230-3236 for further information.

EMAIL BASICS:

Communicating with others via email is an important skill to succeed in today's world. It is critical to know the audience when communicating in this medium. When you communicate with your instructor or your peers, you should be mindful of how your message may be interpreted. Please use the following guide in **each and every email** when communicating with instructors:

1. Appropriate salutation (e.g. Dear Mrs. Brooks,).
2. Brief introduction of yourself (especially important early on in the semester) so the instructor knows who you are.
3. Subject heading that includes the class identifier.
4. Subject heading that indicates the general nature of your communication (e.g., Question about Career Project).
5. Polite closing (e.g., Thanks, Best Wishes, Sincerely, Cheers, etc.).
6. Write a *short* message that is to the point.
7. PROOFREAD, PROOFREAD, PROOFREAD
8. Avoid slang, text-message language, and acronyms (e.g., LOL).
9. Avoid sending an email when you are angry or upset.

College policy requires me to communicate with you using your Brazosport College email only. Because of this, I will not respond to emails sent from private email accounts unless there are extreme circumstances (loss of passwords, etc. is not an extreme circumstance).

Please check your MyBc email often – 2 to 3 times each week.

Title IX Statement:

Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If you experience an incident of discrimination, we encourage you to report it. While you may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what you tell them to college officials. You can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at www.brazosport.edu/sexualmisconduct.

Kelli Forde Spiers, Director, Student Life and Title IX Coordinator
Office J-117D; 979-230-3355; kelli.fordespiers@brazosport.edu

TIPS FOR BEING SUCCESSFUL:

This is not designed to be a difficult course. If you attend every class, take good notes, complete assignments, and study outside of class, you should have no problem earning a good grade in this course. The instructor is available to students for any questions or concerns about the subject material.

DISCLAIMER:

THE COURSE INSTRUCTORS RESERVE THE RIGHT TO MAKE CHANGES TO ANY PART OF THE COURSE REQUIREMENTS, ASSIGNMENTS, POLICIES, DEADLINES, CONTENT, ETC. You are responsible for keeping track of any and all changes. The instructors assign grades solely based on performance, not effort or anything else. If you anticipate any difficulty meeting course requirements or deadlines, you should contact the instructors well in advance. If an emergency should happen (e.g., hospitalization), formal documentation is required, and the instructor will be more than happy to help the student to complete the course successfully.

COPYRIGHT PROTECTION:

All federal and state copyrights reserved for all original material presented in this course through any medium, including lecture or print. Unless otherwise noted, all course materials are the intellectual property of the instructors and are thus copyrighted. Individuals are prohibited from being paid for taking, selling, or otherwise transferring for value, personal class or other information notes made during this course to any entity without the express written permission of the instructors. In addition to legal sanctions, students found in violation of these prohibitions may be subject to disciplinary action from the college administration.

Syllabus Appendix A**RESPECTFUL CLASSROOM BEHAVIOR****We all benefit when:**

- Everyone feels comfortable and free to share their thoughts in a safe and supportive environment. Please consider this before challenging, questioning, or contradicting the input of other students.
- All students understand they are being listened to in their own time, in their own way. This includes students who make speak slower or take a longer time to articulate their thoughts than you. Please do not interrupt a student who is still speaking; wait until they have finished before making your contribution to the discussion.
- We actively listen to other's opinions and insights. "Active listening" means paying attention: not on phone, not reading something else, not talking, not sleeping...
- Contributions made to discussions are thoughtful, supported by examples (to make the meaning clearer) or evidence (e.g., sharing the original source).

- We are willing to take risks in sharing opinions that might be different to those ascribed to by the majority. Diversity of thought is as much a classroom asset as all other, more established, forms of diversity!
- You do not just accept something the instructor says – that you do not understand or agree with – without comment. No instructor minds being intellectually challenged, as long as it is done respectfully.
- Someone asks a question....because the chances are, someone else in the class wanted the answer but were too shy or nervous to ask. So you are doing someone else, not just yourself, a favor.
- We choose to engage fully in class discussions. Let us make them as lively and rich as possible; that is your responsibility as well as the instructor's.

Additional points to consider on making contributions:

- If you only thought of something after we had concluded class, take the opportunity to raise the issue via email.
- Remain open-minded! It is a myth that smart people stick to their original views. In fact, the smartest people are those who are willing to be swayed by reasoned argument and revise their views and opinions accordingly.
- Do take the opportunity to further class discussions in your Success Teams and/or study groups. The more you actively “work with” the material we cover, the more embedded in long-term memory it will be.
- Remember, the richness of this course experience – for you and for your peers – depends on you playing an active role in contributing to discussions. Speak up!

Frameworks for Collegiate Learning Syllabus Quiz

Student Name: _____

1. What is the course instructor's office phone number?
2. On what day(s) and time(s) are office hours held?
3. List three course objectives that are of most interest to you.
4. What percentage overall will result in a C grade for the semester?
5. True or False? **For any false statement, please correct the statement.**
 - a. Attendance is crucial for success in this course.
 - b. Both the mid-term and final exam will be accepted after the date due.
 - c. Written work can be handed in using green and red ink.
 - d. Late assignments can be handed in up to three weeks after the due date.
 - e. Any student who attends class, takes good notes, completes assignments, and studies outside of class should receive a good grade in this course.
6. What are the criteria for receiving maximum points for attendance?
7. How many absences will result in an automatic F grade for the semester?
8. What are the two projects you will complete during the semester?
9. What percentage of your final grade will accrue for completing your journal assignments?
10. Whose responsibility is it to officially notify the instructor that you are dropping the course?
11. How are you expected to present your typed assignments? (give three examples)

Learning Framework Syllabus Contract

I (insert full name) _____,
confirm that I have read and understood the syllabus for Learning Frameworks and fully commit
to adhering to the instructions given, including appendices.

Signed: _____

Date: _____