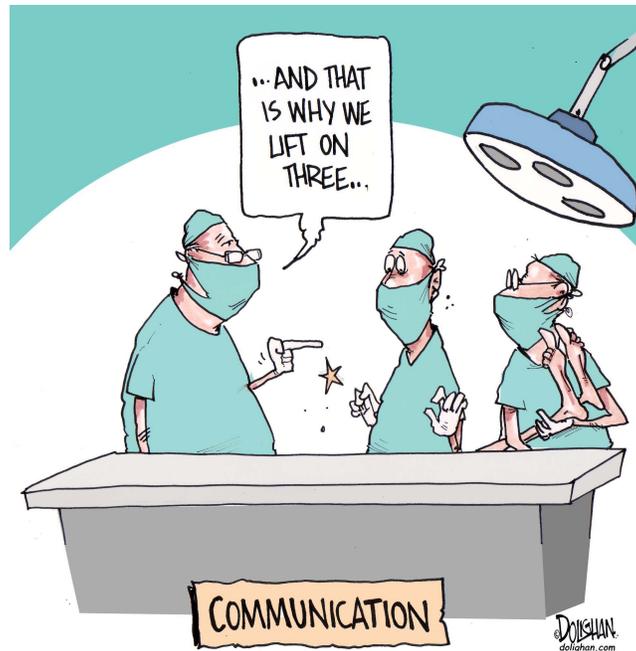


# You Belong In College.

## EDUC 1300 LEARNING FRAMEWORKS Course Syllabus

**Course title:** EDUC 1300 Academic Strategies (based on Learning Frameworks)  
**Semester:** fall 2019  
**Location:** RC 830A  
**Instructor:** Gail Malone, Ph.D.  
**Contact info:** [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu) (806)716-2240



Communication is of the highest importance, and I'll be contacting you via [student.southplainscollege.edu](mailto:student.southplainscollege.edu) email, **not through Blackboard**. Please check your **SPC student** email every day; I'll be emailing frequently and you want to be sure you have all the information you need to be successful in this course! If you have trouble logging into your student email, check in the library for help. The library is a tremendous resource for student success and you should be a frequent visitor.

### Required materials:

- *The Noticer* by Andy Andrews [You can buy a copy in the bookstore or you can find it on the Internet ranging from \$1.99 to \$10.99 a copy. At Amazon.com, it sells for \$10.90 or Kindle version for \$9.99. At BarnesandNoble.com, I found a copy for \$1.99.]
- A current South Plains College catalog<sup>1</sup>
- A current South Plains College Student Guide

No textbook is used in this course; if you bought a book, return it and get a refund. I will provide materials and resources you will need for the course. You do need computer and Wi-Fi access. Many assignments are online.

<sup>1</sup> Catalogs and Student Guides are accessible online at the college website (<http://www.southplainscollege.edu/>).

**Course description: (3:3:0)** This course is a study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) 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.

Note: Students are 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 draw continually from the theoretical models they have learned. This course is recommended for all students, especially nontraditional students and students on academic probation and is required for students returning to college after academic suspension or by placement by the Admissions Committee.

**Course purpose:** The purpose of this course is to provide students with the opportunity to explore, identify, and develop skills and attitudes that will lead to academic and life success.

**Course philosophy:** Everyone is important and has something to say and contribute to the course. There are no secrets. There are no victims. There are no solos. This course is based on a value system of focused attention, personal responsibility, integrity, risk-taking and contribution.

**Course objectives:** In this course, students will learn

- **Critical Thinking Skills** – creative thinking, innovation, inquiry and analysis, synthesis and evaluation of information, including cognitive and metacognitive strategies leading to improved academic performance;
- **Communication Skills** – effective development, interpretation and expression of ideas through written, oral and visual communication, including papers and presentation;
- **Teamwork** – ability to consider different points of view and to work effectively with others to support a shared purpose or goal, including working on team projects and presentations;
- **Social Responsibility** – intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities;
- **Personal Responsibility** – ability to connect choices, actions and consequences to ethical decision-making, such as assuming responsibility for choices made, decisions derived and actions taken, including ownership of their college education, and developing an attitude of success towards tasks and challenges in college and in life along with behaviors of regular classroom attendance and participation, with identification of personal strengths and weaknesses resulting in a plan to transform weaknesses into areas of competence and manage college stressors;
- **Resource Utilization** – ability to utilize campus resources including the library and the Teaching and Learning Center and to know how to contact a major advisor and develop a degree plan.

**Grading scale:** Your grade will be determined by the following:

Assignments = 50% {Exams and projects count 3 times as much as daily assignments.}

Attendance and Participation = 50% [If you have more than 6 absences, I advise you to consider dropping the course. Students with excessive absences rarely make an acceptable grade in the course.]

# FOMO

**Miss class and fail the course**

Grades are based on the following scale:

90 to 100 = A

80 to 89 = B

70 to 79 = C

60 to 69 = D

0 to 59 = F

**Missed or late assignments:** Late or missed assignments will not be accepted. **PLEASE no exceptions.** It is not fair to the other students. If you must miss class, send in your assignment early to the instructor as an email (Word or pdf) attachment ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). *When you send an assignment as an email attachment, identify the file with the name of the assignment and your name; for example, EXAM1yourlastname, initial first name.* **Be sure to include your name on all your assignments.**

**Attendance policy:** Students must attend each session and be on time. If you have questions about an absence, please see the instructor. **Absences will affect your grade in this course.** You may be dropped from the course with an 'X' or an 'F' if I believe the objectives of the course cannot be met due to your lack of participation and attendance. If you have excessive absences, I will try to contact you. If you have excessive absences and you do not respond to my attempts to contact you, you will not pass the course. **Participation means active engagement. A person cannot be actively engaged if sleeping, texting or using a cell phone.** Many of your professors will react with extreme prejudice if you use a cell phone in class; I will tend to ignore it. In the end, you are making a decision which has the potential to harm your grade in the course. You are adult and I will treat you like an adult.

**Academic integrity:** It is the aim of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present assignments which he or she has not honestly performed is regarded as a serious offense. If another student has provided the work, that student is equally at fault. Offenders are liable to the consequences for cheating and plagiarism as described in the SPC catalog in sections, "Academic Integrity" and "Student Conduct." Consequences can range from an F in the course to suspension from the college.

Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as his/her own. Both situations are representative of academic dishonesty and will be treated as such.

**Diversity Statement:** In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Students with Disabilities Statement:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in the class must notify the Special Services Office early in the semester so that the appropriate arrangements can be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services, Dawn Valles. For more information, call or visit the Special Services Office at the Reese Center in Building 8, Rooms 809 and 811, (806) 716-4675.

**Non-Discrimination Statement:** South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Stan DeMerritt, Vice President for Student

Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

**Title IX Pregnancy Accommodations Statement:** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

**Taping or Filming a class:** Instructor permission is required for taping or filming a class session or segment. This includes a student with ADA accommodations.

**Campus Concealed Carry Statement:** Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Student contract:** You are required to read this syllabus and sign the attached contract (page 18). Due no later than September 4, 2019.

**Tutoring for Math is available in Building 2 and ELA (help with reading and writing assignments) is available in the Writing Center in Building 3. There are many resources in the library, Building 8.**

### Tentative Schedule for fall 2019

DATE	TOPIC	ASSIGNMENT(S)
Aug 26	Getting started Who are you?	Homework: Write a short paper (150 – 300 words) telling me about yourself, why you are taking this class and what you want to learn in this class this semester. Due on September 4. Read the syllabus. Sign the contract (Due September 4.) <a href="https://www.youtube.com/watch?v=hfGmZvrO_hQ">https://www.youtube.com/watch?v=hfGmZvrO_hQ</a> <i>The Noticer</i> by Andy Andrews (chapter 1: <a href="https://www.andyandrews.com/ms/the-noticer/The-Noticer-Chapter-One.pdf">https://www.andyandrews.com/ms/the-noticer/The-Noticer-Chapter-One.pdf</a> )
Aug 28		Homework: <a href="https://www.youtube.com/watch?v=O96fEIE-rf8">https://www.youtube.com/watch?v=O96fEIE-rf8</a> . Take notes. Guest Speaker: Todd Holland
Sep 2	LABOR DAY	COLLEGE HOLIDAY
Sep 4	What is this course? Key Concepts	The Science of Learning Homework: Take the <b>Mindset Quiz</b> online. <sup>2</sup> ( <a href="https://mindsetonline.com/testyourmindset/step1.php">https://mindsetonline.com/testyourmindset/step1.php</a> ). Take the <b>GRIT Scale</b> online (( <a href="https://angeladuckworth.com/grit-scale/">https://angeladuckworth.com/grit-scale/</a> )).

<sup>2</sup> When you are assigned to take an assessment you can either print out the results or show me a screenshot on your phone to earn credit for the assignment.

		Watch <a href="https://www.youtube.com/watch?v=qaeFnxSfSC4">https://www.youtube.com/watch?v=qaeFnxSfSC4</a> . Take notes. Assignments are due on September 11. Short papers and signed contracts are due.
Sep 9	The Human Brain	Dr. Marian Diamond Brain Video Discussion. Homework: Watch <a href="https://www.youtube.com/watch?v=esPRsT-lmw8">https://www.youtube.com/watch?v=esPRsT-lmw8</a> and <a href="https://www.youtube.com/watch?v=MLKj1puoWCg">https://www.youtube.com/watch?v=MLKj1puoWCg</a> . Take notes. Due on September 11.
Sep 11	Mindsets/ GRIT	<a href="https://www.insidehighered.com/audio/2018/02/23/learning-mistakes">https://www.insidehighered.com/audio/2018/02/23/learning-mistakes</a> Mindset and GRIT assessments due. Homework: Take the ELASSI. Due on September 16. Go to <a href="http://www.hhpubco.com/LASSI/">www.hhpubco.com/LASSI/</a> The school number is <b>77976</b> The user name is <b>ptsb</b> The password is <b>jvm3</b> <b>Remember the Student Key you are assigned.</b>
Sep 16	ELASSI	ELASSI due. Homework: Take the <b>Typology Assessment</b> . Go to <a href="http://www.16personalities.com/free-personality-test">http://www.16personalities.com/free-personality-test</a> or <a href="http://www.humanmetrics.com/personality">http://www.humanmetrics.com/personality</a> and take the personality assessment. [You can do both if you wish.] Typology assessment due on September 18. <b>Begin group assignment to research questions regarding learning styles. Prepare a group PowerPoint to answer the questions given in class. Be prepared to answer questions your classmates or professor may have.</b> <b>Group presentation due October 9.</b>
Sep 18	Typology	Typology Presentation Homework: Take the VARK. <a href="http://vark-learn.com/the-vark-questionnaire/">http://vark-learn.com/the-vark-questionnaire/</a> Take the <b>Emotional Intelligence Quiz</b> . <a href="https://www.mindtools.com/pages/article/ei-quiz.htm">https://www.mindtools.com/pages/article/ei-quiz.htm</a> Take the <b>Multiple Intelligence Assessment</b> <a href="https://www.literacynet.org/mi/assessment/findyourstrengths.html">https://www.literacynet.org/mi/assessment/findyourstrengths.html</a> These assessments are due on September 23. <b>Start the Reflection paper worksheet (See your syllabus.).</b> Due on September 30. <i>What have you learned about yourself?</i> <i>What are your learning strengths and weaknesses?</i> <i>What are your personality strengths and challenges?</i> <i>What did you learn about your emotional intelligence?</i> <i>What about your learning style (VARK)?</i> <i>What about the VAK?</i> <i>What about your Mindset and GRIT?</i> <i>What goals are you setting for yourself?</i> <i>What is your plan for reaching these goals?</i> Use the reflection rubric and worksheet attached to your syllabus. Email me a copy of your paper attached as a Word or pdf file. <b>FYI</b> Goal setting resource: <a href="https://www.caltra.co/">https://www.caltra.co/</a>
Sep 23	VARK Emotional Intelligence Multiple intelligence	Emotional intelligence, MI, VARK are due. Homework: View the following videos and take notes! Howard Gardner on Multiple Intelligences <a href="https://www.youtube.com/watch?v=s2EdujrM0vA">https://www.youtube.com/watch?v=s2EdujrM0vA</a> [Short intro] <a href="https://www.youtube.com/watch?v=IfzrN2yMBaQ">https://www.youtube.com/watch?v=IfzrN2yMBaQ</a> [Take notes on this lecture.] Emotional Intelligence (Daniel Goleman) <a href="https://www.youtube.com/watch?v=pt74vK9pgIA">https://www.youtube.com/watch?v=pt74vK9pgIA</a> Notes will be due on September 25.
Sep 25	I Create It All	<b>Homework: Identification and discussion of the Master Student traits and</b>

	Master Student	<p><b>characteristics.</b>  Select someone you think exemplifies and embodies the characteristics of a Master Student. Contact this individual and schedule a time to interview this person. Follow the rubric in your syllabus to develop a paper on your Master Student. This assignment is the Master Student Profile.  <b>Your Master Student Profile will be due October 16.</b>  Start time monitor; due on October 2.  Notes on MI and EI/Q are due.  <a href="https://www.youtube.com/watch?v=nf55TTjY0gI">https://www.youtube.com/watch?v=nf55TTjY0gI</a></p>
Sep 30	Library Research	<p>Guest presenter  <b>Your Reflection Paper is due by midnight.</b>  Library assignment due on October 2.</p>
Oct 2	Organization/ Time Budgeting	<p>Time-management discussion. Time Monitors and Time Planners are due  <a href="https://innovativeeducators.wistia.com/medias/lsqwrby2o">https://innovativeeducators.wistia.com/medias/lsqwrby2o</a>  <b>Memory Presentations. Due October 14.</b>  Homework: Select a memory resource (website, video, library reference that you think is especially useful); be prepared to demonstrate it to the class and explain why you selected it. View <a href="https://www.youtube.com/watch?v=F_TujxpW-fs">https://www.youtube.com/watch?v=F_TujxpW-fs</a>  Time monitors due on <b>October 9.</b></p>
Oct 7	Work Day	<b>Meet in your groups and work on your presentations.</b>
Oct 9	Group Presentations <i>The Noticer</i> Discussion	<p><b>Group presentation day; research summary reports due.</b>  Homework: View the video and take notes:  <a href="https://www.innovativeeducators.org/blogs/news/time-management-procrastination-read-now-not-later">https://www.innovativeeducators.org/blogs/news/time-management-procrastination-read-now-not-later</a></p>
Oct 14	Memory	<p>Memory Presentations  Case Study</p>
Oct 16	Reading	<p>Reading Presentation  Homework: SQ3R/SQSRSR worksheets due on October 21. Reading resources will be sent to you by email.  <b>Master Student Profile is due by midnight tonight.</b></p>
Oct 21	Note taking	<p>SQSRSR worksheet due in class. Noteaking presentation.  Homework: Notetaking assignment due October 23.  <b>FYI Resources:</b> <a href="https://bubbl.us/">https://bubbl.us/</a>; <a href="https://www.studyblue.com/">https://www.studyblue.com/</a></p>
Oct 23	Test-taking	<p>Testing Presentation.  Discussion of topics and test review.  Homework: Test-taking assignment due October 28. (Instructions will be provided in class.)</p>
Oct 28	Review Day	
Oct 30	Exam 1	
Nov 4	Preparing for the Future: Transfer/Career Information and More	<p>Guest speaker  Notetaking assignment due.</p>
Nov 6	Finances/Money Management	<p><b>Long-term Project: Start working on group projects. Instructions are attached to the full syllabus.</b>  Guest Speaker:</p>
Nov 11	Title IX	Guest Speaker
Nov 13	Wellness	Guest Speaker
Nov 18	Campus Safety	<p>Guest speaker  Group Work  Homework: Be sure you have taken the ELASSI post test.  Go to <a href="http://www.hhpubco.com/LASSI/">www.hhpubco.com/LASSI/</a>  School number is 77976  User name is ptsb  Password is jvm3</p>

		Use your student key.
Nov 20		Guest Speaker
Nov 25	<b>EXAM 2</b>	<b>Exam 2</b> will be emailed to you by 9:00 am November 19 and will be <b>due by midnight on November 20.</b> Homework: Capstone presentation: What have you learned as a result of being in this class? How has this course changed you as a student? How will you use what you have learned and the skills you have acquired to improve your life? Be sure to include your ELASSI pre- and post-results.
Nov 27	<b>THANKS-GIVING</b>	NO CLASSES
Dec 2	<b>You: Capstone</b>	<b>Capstone presentations</b>
Dec 4	<b>Group Projects</b>	<b>Group Projects</b> Course Evaluation
<b>December 9 - 12 Finals Week</b> <b>Final Paper due by midnight December 10.</b>		

**Everything on this schedule is subject to change.**

## Reflection Paper General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics.

**Topic:** As a result of all the assessments you have done in this course, what have you learned about yourself? What are your learning strengths and weaknesses? How will you improve? What are your personality strengths and challenges? How will you improve?

**Format:** A reflection paper should be 2-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. This paper should reflect your thinking process about the questions posed and will be used as proof of your understanding of yourself as revealed by the assessments and concepts and issues discussed in class.

**Grading Rubric:** The following rubric will be used to evaluate your work.

Reflection Paper Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 1-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page	
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and observations/points difficult or impossible to follow.	
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
<b>Includes information from ELASSI, Type, GRIT, Mindset, emotional intelligence, VAK, VARK, multiple intelligence</b>	Provides excellent support for claims, cites specific scores from the assessments used in the course.	Provides support for claims.	No support for observations/claims.	
<b>Completeness</b>	Addresses all 5 elements contained within the stated objective(s) of assignment and extends beyond.	Addresses most elements contained within the stated objective(s) of assignment.	Fails to address the elements contained within the stated objective(s) of assignment.	
<b>Total</b>				

At the top of the first page include: Your name and the date. *It is not necessary for you to provide a cover sheet. Please email your paper to me ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). Name your file **reflectionpaperEDUC1300sp2019yourname** (example: reflectionpaperEDUC1300sp2019gmalone).*

## Reflection Paper Worksheet

Mindset quiz	Do you have a growth or fixed mindset? How did this quiz make you feel? Do you plan to make any changes because of what you learned by taking this quiz?	
ELASSI	What are your three highest scores? Do you agree or disagree? What are your three lowest scores? Do you agree or disagree? Which is higher for you: Skill, Will or Self-regulation? Which is lowest? Did the results surprise you? Are you making an Action Plan to change?	
Grit Scale	How gritty are you? Did the results of this assessment surprise you? How does this match your self-perception?	
Typology	Are you an E or an I? Are you an S or an N? Are you a T or an F? Are you a P or a J? Were you 75% or higher in any area(s)? How do you feel about the outcome? Do you agree or disagree with the results? Have any of these factors been an issue for you in the past? Have you thought about how your personality affects the choices you make and your performance?	
Multiple Intelligence	Had you ever considered the concept of multiple kinds of intelligence? Before you took the inventory, what did you think about your areas of intelligence? Where are you strongest? Are there areas where you are challenged?	
VARC	Do you agree with the results of the VARK? How does this affect your study skills?	
Emotional Intelligence	Do you agree/disagree with the EQ score? How does your emotional intelligence affect your life (as a student, parent, sibling, friend, employee/er)?	

### Other Observations:

**Summarize:** Overall, what were the most surprising things you learned as a result of these self-assessments? What affirmed what you already knew about yourself? What new things did you learn about yourself? In what ways, do you want to change or improve?

What is your **ACTION PLAN** for the semester? What things are you going to do as a result of your self-knowledge?

## EDUC 1300 Group Presentation

The state of Texas has identified six core objectives for courses taught at Texas colleges and universities. These are:

- **Critical Thinking Skills** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** - ability to connect choices, actions and consequences to ethical decision-making.

**The purpose** of the group project is to exercise, strengthen and demonstrate Critical Thinking Skills (CR), Communication Skills (CM), Teamwork (T), and Personal Responsibility (PR).

**The assignment** is to work in groups, gathering information to address assigned questions through library research, summarizing your findings and presenting your conclusions to the class in a PowerPoint presentation. Your presentation should be 5 – 10 minutes in length. Be prepared to discuss your presentation and answer questions regarding your conclusions.

Group Presentation Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Selection of Content (CR)</b>	Thoroughly addresses the assigned questions	Addresses the assigned questions	Fails to address the assigned questions	
<b>Quality of content (CM)</b>	Excellent use of library resources	Good use of library resources	Lacking in use of library resources	
<b>Organization (CM)</b>	Well-organized, easy to understand	Organized, but lacking coherency	Organization lacking and story difficult or impossible to follow	
<b>Involvement (PR, T)</b>	Shows strong evidence of involvement and participation from the entire group	Shows evidence of good group participation	Shows lack of group participation	
<b>Overall quality of the project (CR, CM, T, PR)</b>	Excellent	Good	Insufficient	
<b>Teamwork (T)</b>	Completion of group evaluation; average of the group score		Failure to complete the group evaluation; average of group score.	

## EDUC 1300 Master Student Profile

A **Master Student Profile** is a paper about a person who encompasses Master Student qualities. These qualities are *inquisitive, able to focus attention, willing to change, able to organize and sort, competent, joyful, able to suspend judgment, energetic, well, self-aware, responsible, willing to take risks, willing to participate, a generalist, willing to accept paradox, courageous, self-directed, spontaneous, relaxed about grades, tech savvy, intuitive, creative, willing to be uncomfortable, optimistic, willing to laugh, hunger, willing to work and caring.*

Think about a person you know whom you greatly admire, look up to and want to be like. Make an appointment to interview this person and ask them what they think about the Master Student qualities. Ask about their accomplishments in life and the greatest lessons they have learned. After the interview, decide which of the qualities you see most strongly in that individual. Write a Master Student Profile about this person to share with the class.

**Format:** Your Master Student paper should be 1-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. This paper should reflect your understanding of the assignment and why you chose this person as a **Master Student**.

**Grading Rubric:** The following rubric will be used to evaluate your work.

Master Student Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 1-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page	
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and observations/points difficult or impossible to follow.	
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
<b>Includes reference to the qualities of the Master Student</b>	Provides excellent support for claims, cites specific qualities listed in the instructions.	Provides support for claims and lists a few specific qualities listed in the instructions.	No support for observations/claims.	
<b>Completeness</b>	Satisfies all criteria for the assignment; a Master Student Profile is produced.	Addresses most criteria for the assignment.	Fails to address criteria for the assignment.	
<b>Total</b>				

At the top of the first page include:

Your Name

Date

Class & Semester

*It is not necessary for you to provide a cover sheet. But, if you do, include the same information on your cover sheet. Please email a copy of your paper to [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu). Name your file MasterStudentEDUC1300sp2019yourname (Example: MasterStudentEDUC1300sp2019gmalone).*

## EDUC 1300 Group Project

The state of Texas has identified six core objectives for courses taught at Texas colleges and universities. These are:

- **Critical Thinking Skills** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** - ability to connect choices, actions and consequences to ethical decision-making.

The purpose of the group project is to exercise, strengthen and demonstrate Critical Thinking Skills (CR), Communication Skills (CM), Teamwork (T), and Personal Responsibility (PR).

The assignment is to prepare a video selecting a topic related to college success. Meet with your group and working as a group, identify and select content covering what it takes to be successful in college.

- Write a script; there needs to be a story line, not just interviews.
- Cast characters for the video.
- Film the presentation.
- Present the finished video to the class. **You need to save your video to a thumb drive.**

Group Project Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Selection of Content (CR)</b>	Excellent selection of topics	Good selection of topics	Minor/insignificant topics selected	
<b>Quality of content (CM)</b>	Additional information beyond the class is incorporated	Good presentation of information	Lacking important/pertinent information	
<b>Organization (CM)</b>	Well-organized, easy to understand	Organized, but lacking coherency	Organization lacking and story difficult or impossible to follow	
<b>Involvement (PR, T)</b>	Shows strong evidence of involvement and participation from the entire group	Shows evidence of good group participation	Shows lack of group participation	
<b>Overall quality of the project (CR, CM, T, PR)</b>	Excellent	Good	Insufficient	
<b>Teamwork (T)</b>	Completion of group evaluation; average of the group score		Failure to complete the group evaluation; average of group score.	
<b>Total</b>				

The Teamwork score will be an average from the evaluation from other members of your team.

**EDUC 1300**  
**Evaluation Form for Group Work**

Your name \_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

## Capstone Presentation General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics and to write and present in different formats to varying audiences.

**Topic:** As a result of everything you have learned in this course, describe your progress as a student this semester. Refer to your pre- and post-LASSI assessments, other assessments you took during the course, any videos we watched or readings assigned, information provided by the instructor and guest speakers in summarizing your experience this semester. Explain how you have changed as a student and an individual throughout the progress of the semester.

**Audience:** The audience is the professor and other students in the course.

**Presentation Format:** Your presentation may be a poster, or PowerPoint or Prezi or another presentation format if you wish. If you have any questions, please consult with your instructor. Your paper will be graded according to the rubric below.

### Capstone Rubric

	1	2	3	4	Total
<b>Creativity</b>	Inappropriate choice of medium; boring, lackluster.	Typical medium for project presentation selected with minimal effort or skill demonstrated.	Mastery of a standard medium for project presentation	Creative, innovative, and interesting medium for presentation	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Content: What have you learned about yourself this semester?</b>	Student does not reference any class assessments or activities in project.	Only a few assessments or activities are discussed/presented.	Student includes reference to several assessments done in class as well as a variety of activities.	Student demonstrates full knowledge (more than required) including reference to numerous assessments and class activities.	
<b>Analysis (Personalization)</b>	Student does not draw any conclusions.	A conclusion or summary is included.	A few conclusions and insights are shared.	Careful and thoughtful analysis of what the class has meant to the student is presented.	
<b>Analysis (Application)</b>	Student does not indicate how any information will be applied.	Student mentions one or two applications.	Student names several applications.	Student names and explains several application of the information covered in the course.	
<b>Presentation</b>	Student reads all of report with no eye contact; fails to stay within time limit constraints. Tense, no movement. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report; does not satisfy suggested time recommendations. Movement stilted. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation	Student maintains eye contact most of the time but frequently returns to notes. Movement relaxed Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Movement adds to understanding of major points. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

**Comments:** At the top of the first page include: Your Name, Class and Semester. *Please email a copy of your presentation to ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). Name your file CapstoneEDUC1300sp2019yourname (example: CapstoneEDUC1300sp2019gmalone).*

## Final Paper General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics and to write in different formats to varying audiences.

**Topic:** What do students need to know to be successful in college? What are the things that you now know that you wish you had known before? What can students expect from taking this course?

**Audience:** The audience is students who will take this course next semester.

**Format:** A letter written to future students, 1-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. Give advice as to what you thought was most important and what helped you the most.

**Grading Rubric:** The following rubric will be used to evaluate your work.

Letter Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 1-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and observations/points difficult or impossible to follow.
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.
<b>Includes information from the course</b>	Provides excellent support for claims, cites specific examples	Provides support for claims.	No support for observations/claims.
<b>Completeness</b>	Addresses all elements contained within the stated objective(s) of assignment and extends beyond.	Addresses most elements contained within the stated objective(s) of assignment.	Fails to address the elements contained within the stated objective(s) of assignment.

At the top of the first page include:

Your Name

Date

Class & Semester: *It is not necessary for you to provide a cover sheet. But, if you do, include the same information on your cover sheet. Please email a copy of your paper to [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu). Name your fine FinalPaperEDUC1300sp2019yourname (example: FinalPaperEDUC1300sp2019gmalone).*

EDUC 1300  
 Spring 2019  
 Assignment Checklist

Assignments	Due Date	Your pts	Max pts
1. Paper (150- 300 words) about yourself, why you are taking the course, and what you want to learn this semester.			100
2. Mindset Quiz (online)			100
3. ELASSI (online; remember your student key _____ )			100
4. GRIT Scale (in-class)			100
5. Typology (AKA MBTI, online)			100
6. VARK			100
7. Emotional Intelligence Quiz (online)			100
8. Group Presentation – research questions			200
9. Self-Assessment and Reflection Paper			300
10. Memory Presentations			100
11. Time Monitor			100
12. Master Student Profile paper			300
13. SQRSR Assignment			100
14. Notetaking Assignment			100
15. Test Assignment			100
16. Major Exam 1 (chapters 1-6)			300
17. Group assignment			100
18. Major Exam 2 (chapters 7-12)			300
19. Group Project			300
20. ELASSI Post-test			100
21. Capstone Presentation			300
22. Final Paper			100

Contract for Dr. Malone's EDUC 1300 Course  
South Plains College

By signing this contract, I affirm that I have read the syllabus and understand its contents. I understand the course objectives, attendance policy, and how my grade will be calculated for this course.

I understand that some assignments require access to a computer with Internet connectivity and a printer. I know that computers with Internet and printers are available in the SPC Library in Bldg. 8 and computer labs in Bldgs. 2, 3 and 8. **I understand that late work is not accepted for course credit.**

I affirm that I understand the policy on academic integrity and the consequences of not doing my own work and/or of cheating.

I understand I am expected to treat others in the class as I wish to be treated myself.

I understand that it is my responsibility to ask questions when I do not understand something. I understand that I need to check my **SPC student email** daily for messages from my professor. I understand that I can contact my professor at [gmalone@southplanscollege.edu](mailto:gmalone@southplanscollege.edu) at any time and expect a reply within 24 hours.

I understand that work I submit may be used as an example of classwork (keeping my identity confidential).

I understand that if I have a problem or special need, it is my responsibility to let my professor know.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



\_\_\_\_\_  
Professor Signature

August 26, 2019  
Date