

## **Syllabus**

**Central Texas College**  
2012 Spring Term III  
PSYC 1300: Learning Frameworks

**Fort Sill Site**  
Harry S. Truman Education Center  
3281 N.W. Koehler Loop  
Fort Sill, Oklahoma 73503  
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### **CLASS INFORMATION**

**Course Number:** PSYC 1300  
**Course Title:** Learning Frameworks  
**Credit Hours:** 3  
**Prerequisites:** None  
**Class Meetings:** T Tuesdays and Thursdays, 5:30 pm to 8:00 pm

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Justina Powers  
**E-mail:** [justinapowers@yahoo.com](mailto:justinapowers@yahoo.com)  
**Message Phone:** 580-656-5400 (text or voice mail).

### **INTRODUCTION**

- This course provides the student the opportunity to explore the psychology of learning, cognition, and motivation. A holistic approach will be taken in guiding students as they assess their personality types, learning styles, vocational interests and identify their strengths and weaknesses as learners and students.
- The student will evaluate factors that impact learning and development and will discuss the application of effective learning strategies. The role of relationships, money and health to a student's ability to perform and remain motivated to learn will be explored.
- Students will be able to apply the knowledge, skills and attitudes developed in this course in their future college studies. This is a 3 semester, 48 contact hour course which includes lab assignments.

### **COURSE OBJECTIVES**

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

- Identify their temperament, learning style, level of motivation, decision-making style, personal values, and principles.
- Describe the role of relationships, money, & health in their ability to perform & remain motivated to learn.
- Identify and describe financial, technology, library, and student support services available to them.
- Practice the skills necessary to work well with diversity, appropriately communicate personal needs, and manage frustrations without violating the rights of others.
- Demonstrate the knowledge, skills, and attitudes of efficient learning.
- Develop and implement an educational/career plan.

## INSTRUCTIONAL MATERIALS

- **Students will need to buy course materials in order to complete the assignments in this class. I will not loan any books to students. Students will likely find it difficult to share a book with another student. Students need to buy the books on or before the 3<sup>rd</sup> day of class.**
- Staley, Constance. *Focus on College Success* (2nd Ed.). Wadsworth. ISBN: 1111290156.
- Covey, Stephen. *The 7 Habits of Highly Effective People* (15th Ed.). Simon & Schuster. ISBN: 0743269519.
- Covey, Stephen R. *The 7 Habits of Highly Effective People Workbook*. Fireside. ISBN:978-0743250979.
- Additional readings and websites to view, provided in class by the instructor. Students will not be required to go to any website that requires them to pay to view the site.

## CENTRAL TEXAS COLLEGE ADMINISTRATIVE POLICIES AND PROCEDURES

- **Course Withdrawal**
  - It is the student's responsibility to officially withdraw from a course if circumstances prevent attendance.
  - **Last day to drop is Feb. 17.**
  - A student who officially withdraws will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.
  - A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.
- **Administrative Withdrawal**
  - An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.
- **Incomplete Grade**
  - The college catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .".
  - Prior approval from the instructor is required before the grade of "I" for Incomplete is recorded.
  - A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- **Cellular Phones and Beepers**
  - Cellular phones and beepers will be turned off while the student is in the classroom.
- **Americans with Disabilities Act (ADA)**
  - Students requiring accommodations for disabilities are responsible for notifying the instructor.
  - Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.
- **Instructor Discretion**
  - The instructor reserves the right of final decision in course requirements.
- **Civility**
  - Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- **Discrimination Policy**
  - Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans' status.

## EVALUATION/GRADING

### Assignments

| Evaluation Type   | Pts Each                        | #  | Tot Pts | Description   |
|-------------------|---------------------------------|----|---------|---|
| Quizzes           | 10                              | 15 | 150     | <ul style="list-style-type: none"><li>-A multiple choice quiz will be given at the beginning of each class period. The questions will be given verbally, thus students must be on time to class.</li><li>-Quiz will cover material from the assigned reading from the <u>College Success</u> textbook.</li><li>-About 25 potential questions from each chapter will be given to the students prior to the quiz; 5 questions will be chosen for each quiz.</li><li>-Students may take or re-take any/all quizzes on the last day of class. The make-up quiz questions will be drawn from the same pool of potential questions, but the specific questions will be different from the original.</li></ul>   |
| Covey Workbook    | 25                              | 8  | 200     | <ul style="list-style-type: none"><li>-Students will answer all questions from the Covey workbook.</li><li>-Each Chapter/Habit needs to be submitted separately, with a cover page identifying the name of the student and the Chapter submitted.</li><li>-Each chapter's questions must be typed in <b>bold</b>. Answers must be typed in regular font. When asked to create a diagram, students may copy the page from the book and staple it to the back of the assignment.</li><li>-All assignments need to be typed using at least a 10 point font and double spaced.</li><li>-Assignments will be graded based on completion of work, quality of work, and grammar/style.</li></ul>                 |
| Key Activity      | -20<br>-20<br>-50<br>-50<br>-60 | 5  | 200     | <ul style="list-style-type: none"><li>-Activity 1: Calendar</li><li>-Activity 2: Budget</li><li>-Activity 3: Resume</li><li>-Activity 4: Interview (Class Presentation)</li><li>-Activity 5: Career Talk (Class Presentation)</li></ul>   |
| Journal Portfolio | 20                              | 8  | 160     | <ul style="list-style-type: none"><li>-Students will answer all questions from the Journal Portfolio assignments, given in class.</li><li>-Each Week needs to be submitted separately, with a cover page identifying the name of the student and the Week submitted.</li><li>-Each week's questions must be typed in <b>bold</b>. Answers must be typed in regular font. When asked to create a diagram, students may copy the page from the book and staple it to the back of the assignment.</li><li>-All assignments need to be typed using at least a 10 point font and double spaced.</li><li>-Assignments will be graded based on completion of work, quality of work, and grammar/style.</li></ul> |

| Evaluation Type           | Pts Each  | #     | Tot Pts   | Description   |
|---------------------------|-----------|-------|-----------|---|
| Video Review              | 20        | 10    | 200       | <p>-Relevant videos will be shown during the class session. Students need to take notes when watching the video.</p> <p>-Approximately 13 videos will be shown. Students only need to submit reviews for 10 of the videos.</p> <p>-If a student misses class when the video is shown, they may watch a video on their own time and write a review. Some of the videos I will check out from the library, and students will not be able to borrow. I own other videos, and will “loan” them to students for make-ups. “Loans” are on a first come, first serve basis. Student may request to view an alternate, comparable video and write a review. This alternative must be approved by me before submission. I</p> <p>-Each video review needs to be submitted separately, with a cover page identifying the name of the student and the name of video.</p> <p>-Video reviews need to be about 4 pages in length, double spaced, with a least 10 point font.</p> <p>-Each review needs to include (1) a general summary of the video – about 2 pages, and (2) a proposed plan for how <b>you can specifically apply the information to your own life</b> – about 2 pages. If you do not believe this video applies to your situation, write (a) why it is not applicable, and (b) what you plan to do instead to achieve the same goal presented in the video. This section should also include reasons why your strategy will work better for you. For example, I show a video on diet/nutrition. The video suggests that everyone adopt a plan-based diet (vegetarian/vegan diet). If this will not work for you, describe your strategies to achieve the same overall goal (diet, nutrition). For example, you may choose to go on the Atkins diet. State why this strategy would be more effective for you.</p> <p>-Assignments will be graded based on completion of work, quality of work, and grammar/style.</p> |
| Extra Credit-Video Review | 20 EC Pts | Max=3 | 60 EC Pts | <p>-Student may submit additional video reviews for extra credit.</p> <p>-The format of the extra credit video assignment is the same as above.</p> <p>-All extra credit video assignments are due no later than the beginning of the class session on the last day of class. No exceptions.</p>  |

## EVALUATION/GRADING

### **Due Dates**

All assignments are due on the date noted in the syllabus. Hard copies of the assignments are to be submitted at the beginning of class.

- Students may submit assignments early. Once an assignment is submitted, students will not have an opportunity to revise their work.
- All deadlines will have a 1 week “grace period.” Thus, students may submit an assignment the following week with no reduction in points. Assignments are to be submitted by the end of class. If class is let out early, and the student arrives after Dr. Powers has left, he/she may not submit the assignment at a later time or via email.
- Assignments are due on the deadline date. The “grace period” is for all students to have the same access for “extension-exceptions” for “extenuating circumstances.” Thus, if you are sick, your computer breaks, your car won’t start, etc., you have an entire week to resolve all of these issues on your own. You do not need to ask me for an exception.
- Students may not submit assignments after the grace period is over. In extremely rare circumstances, **I may accept** a late assignment if the student can provide documentation that he/she had an urgent situation where he/she was absolutely unable to attend class on (1) the day it was due, (2) the next class session, (3) and the following week grace period deadline.

### **Final Grades**

| <b>Evaluation</b>     | <b>Total Points Possible</b> |  | <b>Final Grade</b> | <b>Percentage</b> | <b>Points</b> |
|-----------------------|------------------------------|--|--------------------|-------------------|---------------|
| Quizzes               | 150                          |  | A                  | 90 % to 100%      | 819 to 910    |
| Covey Workbook        | 200                          |  | B                  | 80% to 89.99%     | 728 to 818    |
| Key Activities        | 200                          |  | C                  | 70% to 79.99%     | 637 to 727    |
| Journal Portfolio     | 160                          |  | D                  | 60% to 69.99%     | 455 to 636    |
| Video Reviews         | 200                          |  | F                  | 00% to 59.99%     | 000 to 454    |
| Extra Credit          | Extra Credit                 |  |                    |                   |               |
| <b>Total Possible</b> | <b>910</b>                   |  |                    |                   |               |

- In the end, I will add up all the points you earned from your quizzes and assignments. I will then add in any extra credit points that you have earned. I will divide this number by the total points possible (910). The final number will be used to determine your final grade.
- I have built in all exceptions to the course structure with the grace periods and the extra credit assignments. Everyone has been given the same opportunity for “extenuating circumstances.” Thus, I will not “move you up” if you are “close” to the next grade. A student who earns 818 points, will receive a “B”. If a student earns 819 points, they will receive an “A”.

**COURSE CALENDAR**

| Wk | Date   | Required Readings   |                    | Assignment Due  | Assignment Accepted                                       |
|----|--|---|--------------------|---|---|
|    |  | Focus on College Success-Quiz   | Covey              |   |   |
| 1  | Tues, Jan 10                                       |   |                    |   |   |
|    | Thurs, Jan 12                                      | -Ch1: Getting the Right Start.<br>-Ch2: Building Dreams, Setting Goals. | Preface/<br>Part 1 |   |   |
| 2  | Tues, Jan 17                                       | Ch4: Managing Your Time, Energy, and Money.                             |                    | Covey Workbook:<br>Preface/Part 1                         |   |
|    | Thurs, Jan 19                                      | Ch4: Managing Your Time, Energy, and Money (cont).                      | Habit 1<br>Habit 2 | Key Activity 1:<br>Calendar<br>Key Activity 2:<br>Budget  |   |
| 3  | Tues, Jan 24                                       | Ch12: Choosing a College Major and Career.                              |                    | Covey Workbook:<br>Habits 1and 2                          | Covey Workbook:<br>Preface/Part 1                         |
|    | Thurs, Jan 26                                      | Ch6: Developing Technology, Research, and Information Literacy Skills.  | Habit 3            | Journal Portfolio<br>1,2,3                                | Key Activity 1:<br>Calendar<br>Key Activity 2:<br>Budget  |
| 4  | Tues, Jan 31                                       | Ch6: Dev Technology, Research, &Information Literacy Skills (cont).     |                    | Covey Workbook:<br>Habit 3                                | Covey Workbook:<br>Habits 1and 2                          |
|    | Thurs, Feb 2                                       | Ch3: Learning about Learning.   | Habit 4            | Key Activity 3:<br>Resume<br>Key Activity 4:<br>Interview | Journal Portfolio 1,<br>2, 3                              |
| 5  | Tues, Feb 7  | Ch3: Learning about Learning (cont).                                    |                    | Covey Workbook:<br>Habit 4                                | Covey Workbook:<br>Habit 3                                |
|    | Thurs, Feb 9                                       | Ch7: Engaging, Listening, and Note-Taking in Class.                     | Habit 5            | Video Reviews: 1-6  | Key Activity 3:<br>Resume<br>Key Activity 4:<br>Interview |
| 6  | Tues, Feb 14                                       | Ch8: Developing Your Memory.  |                    | Covey Workbook:<br>Habit 5                                | Covey Workbook:<br>Habit 4                                |
|    | Thurs, Feb 16<br><b>(Last day to drop: Feb 17)</b> | Ch9: Reading and Studying.  | Habit 6            | Key Activity 5:<br>Career<br>Presentation                 | Video Reviews: 1-6  |
| 7  | Tues, Feb 21                                       | Ch10: Taking Tests.   |                    | Covey Workbook:<br>Habit 6                                | Covey Workbook:<br>Habit 5                                |
|    | Thurs, Feb 23                                      | Ch11: Building Relationships, Valuing Diversity.                        | Habit 7            | Journal Portfolio 2                                       | Key Activity 5:<br>Career<br>Presentation                 |
| 8  | Tues, Feb 28                                       | Ch11: Building Relationships, Valuing Diversity (cont).                 |                    | Covey Workbook:<br>Habit 7                                | Covey Workbook:<br>Habit 6                                |
|    | Thurs, Mar 1                                       | Ch13: Creating Your Future.   |                    | Video Reviews: 7-10                                       | Journal Portfolio 4,<br>5, 6, 7, 8                        |
| 9  | Tues, Mar 6  | All Make-up Quizzes<br>All Extra Credit Video Reviews                   |                    |   | -Covey Workbook:<br>Habit 7<br>- Video Reviews: 7-10      |

