



Learning Frameworks – EDUC 1100

Course Syllabus: Fall 2025

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

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This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description: This course is designed to be taken concurrently with MATH 0404. Included are concepts from the learning sciences to help students acquire the strategies and the tenacity necessary to succeed in mathematics, in other college coursework, and in the future careers. Course instruction focuses on four main content strands: developing and maintaining motivation for college success, developing and using strategies and skills, building community and connecting to campus resources, and developing a college completion plan. Three hours credit.

Prerequisite(s): TSI Not Complete Multiple Measures Placement: Developmental Mathematics

Corequisite(s): MATH 0404 Foundations of Mathematical

Student Learning Outcomes:

- 1300.1** Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at NTCC.
- 1300.2** Identify and use strategies to manage your time, energy, finances, and personal responsibilities.
- 1300.3** Identify and use various services at NTCC.
- 1300.4** Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.
- 1300.5** Learn and practice essential skills of academic, career, and personal success.

Program Student Learning Outcomes:

Critical Thinking Skills

CT.1 Students will demonstrate the ability to 1) analyze complex issues, 2) synthesize information, and 3) evaluate the logic, validity, and relevance of data.

Communication Skills

CS.1 Students will effectively develop, interpret and express ideas through written communication.

Teamwork

TW.2 Students will work with others to support and accomplish a shared goal.

Personal Responsibility

PR.1 Students will evaluate choices and actions, and relate consequences to ethical decision making.

Evaluation/Grading Policy: You are required to complete all assignments, participate in class discussions (including those involving your Success Team and Expert Group), 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 100 hours outside of class. This is college!

The breakdown of the course requirements is as follows:

20%	Assignments	Ongoing
TBA	Participation	Ongoing
20%	Discussion Boards	Ongoing
10%	Vision Board	Final
50%	Resume	Final

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

Other Course Requirements

Assignments (20% of semester grade)

The biggest single percentage of points for this course comes from completing regular assignments. These assignments will vary—they include, for example, journal entries, time management plans, exam debriefs, and goal-setting outlines—and they will offer many opportunities for you to apply what we are studying in class immediately. Completing these assignments on time and thoroughly will earn you full credit.

Participation (Points Awarded to your final semester grade)

Your participation grade will be based on your informed contributions to classroom discussions and exercises. You will participate in graded activities in every lesson. Some of these might take place outside of the designated classroom (e.g., in the computer lab or the library). There will be weekly quizzes in Launchpad and occasionally writing assignments in Blackboard. These writing assignments are critical to your passing the course.

Participation grades will be based on the following:

- **Level of engagement/listening skills:** You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) engage with course lectures, discussions, and activities with eye contact, taking notes, and makes thoughtful contributions.
- **Behavior:** You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) behave appropriately (e.g., demonstrate active listening during lectures; show respect to the differing view of group members, etc.) in the classroom.
- **Preparation:** You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) come to class with a pen, paper to take notes, and having read any necessary information to provide informed comments to course discussions and activities.
- **Collaboration:** You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) collaborate (or work in groups) in appropriate and fair ways.

Points will be earned as follows:

4 points, almost always (80-100% of the time)

3 points, sometimes (60-79% of the time)

2 points, rarely (40-59% of the time)

1 point, almost never (20-39% of the time)

0 points, never or very, very rarely (0-19% of the time)

If you interact with me outside of class—coming to in-person or virtual office hours and/or communicating via email and demonstrate interest in doing well in this course, you can earn up to four additional points.

Student Responsibilities/Expectations

A special note about attendance:

Attendance is mandatory. You are expected to attend every class, to arrive on time, and to remain the entire period. You need to be here in order to participate in in-class activities! It is your responsibility to find out what you missed in the case of an absence. In college there is no such thing as an “excused absence.” You may miss two classes without any penalty to your grade. For each absence over two, you will lose points off your final grade as follows:

3 absences – 2 points

4 or 5 absences – 5 points

6 or 7 absences – 8 points

8 or more absences – Failed class

Students who have six or more absences will automatically receive an F for the semester!

Attendance is so crucial for success that if you miss no more than one class, you will receive an extra 5% on your final grade. This means that if your final course average is 85% (B), your final grade could be increased to 90% (A).

Project and Group Presentation (project and group presentation combined are worth 60% of your final semester grade)

You will complete two projects this semester: an individual career project and a group presentation project. More details about each project will be given in class at the appropriate time.

Exam (exam is worth 20% of your final semester grade)

You will complete two major exams this semester, a midterm and a comprehensive final exam. These exams will be administered in Launchpad. You will be provided a comprehensive review prior to the exam by your instructor as well as a in class to assure you have the resources to be successful on these exams.

All written assignments must be completed in the suggested online format—work completed in any other will not be graded. All essays and written assignments must also follow standard English usage—including complete sentences with appropriate grammar and punctuation. You are a college student now and you must learn to write like one.

Written assignments must have one-inch margins on all four sides, be double spaced, and be completed in Times New Roman font, size 12. Please note that correct spelling, grammar and a clear, easy-to-read writing style all count toward your grade. Use professional, formal, college English (i.e., no text-message language, contractions, clichés, or slang, for example).

After graded work is handed back, take some time to review my feedback. Letting the feedback soak in for 24 hours before approaching me with questions and comments gives you an opportunity to reflect and come into the conversation with an open mind, rather than being emotionally fired up about your grade. You should prepare clear and specific questions before inquiring about why a certain grade was assigned to your work. Grades will be changed only if I made mistakes.

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, in accordance with the good timemanagement skills you will learn in this course, is considered highly desirable and an important habit to develop. For this reason, points can be deducted for late work. If you are having trouble completing an assignment on time, please contact me as soon as possible. If possible, I want to work with you so you can submit the assignment without losing points.

Required Instructional Materials: Understanding Your College Experience

Publisher: Macmillan

ISBN Number: etext (Included with Launchpad) **The ebook can be downloaded to your computer or ipad.**

Optional Instructional Materials: None

Minimum Technology Requirements: Must learn to navigate Blackboard and Launchpad. I am available

to assist you via Zoom during the first two weeks of the semester. Staff on campus can assist you as well if you are having technology issues. Take care of these issues immediately DO NOT WAIT UNTIL THE LAST MINUTE TO ASK FOR HELP! If you have a technology problem ask for help that day!!!

Required Computer Literacy Skills: Must have basic computer literacy skills to navigate Blackboard.

Learning Environment

Your enrollment in this class acknowledges that you intend to learn the course material. Behaviors that would impede the learning process will not be permitted. These behaviors include, but are not limited to, reading newspapers or books, text messaging, surfing the web, answering cell phones, and talking out of turn. 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, productive, intellectually engaging learning environment. Disruptive students will be instructed to leave the classroom. This is college, so warnings will not be issued. Please also read the Respectful Classroom Behavior document (Syllabus Appendix B) for more information about appropriate behaviors and classroom expectations.

Course Structure and Overview:

This is a 16-week face to face course designed to introduce students to psychological theories of learning, cognition and motivation to serve as a conceptual basis for academic strategies for success. This course will provide students with proven learning and study skill strategies that will make you a much more efficient worker in the educational process. Activities are designed to help the student promote and apply newly learned study strategies and skills to prior knowledge skills to create a platform for academic achievement. The class will deal with subject such as Test Anxiety, Learning Styles, Time Management, Memory Improvement, Mind Mapping, Study Skills, and Note-taking.

In addition, students are expected to read course textbook, and complete all assignments by the due dates. To be successful, it is very important for students to keep up with course materials and assignments.

Communications:

Emails will be responded to within 24 hours. Students are expected to abide by Netiquette rules when communicating online. See this link for details: **www.**

<https://coursedesign.colostate.edu/obj/corerulesnet.html>.

The college's official means of communication is via your campus email address. Your instructors will use your campus email and Blackboard to communicate with you outside of class. Make sure you keep your campus email cleaned out and below the limit so you can receive important messages.

Institutional/Course Policy:

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery

format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information.

All submitted work, including written assignments, discussion boards, journals, etc. are to be original to the current course. No previously written work, whether your own or someone else's will be considered for course credit. ChatGPT or any other AI software is not to be used for any assignments in the course.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to special population page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Assignment Calendar

Learning Frameworks – EDUC 1100 Assignment Calendar Fall 2025

Tentative Course Timeline (*note* instructor reserves the right to adjust this timeline at any point in the term):

***All assignments in red are graded assignments.**

10/20-10-26

- Read everything in the **Start Here folder**

Introduction Module

- Begin Introduction Module
- **Post Introductory Discussion**
- **Post two Peer Responses to the Introductory Discussion**
- **Post Syllabus Acknowledgement**

Module 1

10-27/11-2

- Read Chapter 1 - Sections: Introduction, 1.1 and 1.2
- **Post Module 1 – Initial Discussion Post (SMART Goals)**
- **Post Chapter 1 Case Study Quiz**

11-3/11-9

- **Post Video Activities: Student Voices: Goals**
- Read Chapter 1 - Sections: 1.3, 1.4, and 1.5
- **Post two peer responses to the Module 1 Discussion**
- **Learning Curve Test – Chapter 1**

Module 2

11-10/11-16

- Read Chapter 3 - Section 3.3 – Managing Your Money
- **Post Module 2 - Initial Discussion Post**
- Read Chapter 3 – Sections 3.1 and 3.2
- **Post two peer responses to the Module 2 discussion**

11-17/11-23

- **Chapter 3 – Case Study Quiz – Credit Cards**
- **Student Voices – Time Management Strategies • Learning Curve – Chapter 3**

Module 3

11-24/11-30 • **Post Module 3 - Initial Discussion Post**

- Read Chapter 4 – Sections Intro, 4.1, 4.2

- **Complete the VARK survey and post your learning style results**
- **Post two peer responses to the Module 3 discussion**

12-1/12-7 • Read Chapter 7 – Sections Intro, 7.1, 7.2, 7.3

- **Complete Chapter 7 Case Study Quiz**
- **Read Chapter 7 – Section 7.4**

- **Complete Learning Curve Chapter 7**
- **Complete Post Survey**

Module 4

12-8/12-12 • Complete Course Evaluation

- **Read Chapter 12 – Sections 12.3 and 12.4**
- **Watch Resume Video Link**
- **Complete Student Voices: Exploring Major and Career Options**
- **Submit Final Project – Resume**
- **Submit Cover Letter - Turnitin**