



## Change the CSLOs as appropriate for EDUC 1200 and 1100.

### Course Student Learning Outcomes:

Upon successfully completing this course, students will have explored the relationship between their own skill, will, self-regulation, and academic environment and the interconnected impact of these elements on academic achievement and learning.

**1. Skill:** Refers to the learner's knowledge of and ability to utilize effective learning strategies and skills in order to learn information effectively, efficiently, and actively. It also includes knowledge of oneself as a learner, including strengths, weaknesses, and previous content knowledge.

Identify and apply effective learning strategies and skills:

- a. Explain how theoretical models of learning including metacognition, Bloom's Taxonomy, and the Model of Strategic Learning influence the learning process.
- b. Develop and apply critical and creative thinking skills to problem-solving, decision-making, and evaluating information.
- c. Identify personal strengths and areas for growth related to the learning process including the theory of multiple intelligences, successful intelligence, and multimodal learning.
- d. Explore and implement specific learning strategies for student success.

**2. Will:** Refers to the learner's beliefs, attitudes, and emotions about learning. This includes motivation, beliefs about abilities, level of commitment to goals, and a range of emotions from fear and anxiety to excitement and joy toward learning.

Demonstrate knowledge and application of the beliefs, attitudes, motivations, and emotions that affect learning:

- a. Reflect on previous educational experiences and how they influence current attitudes and beliefs toward college.
- b. Assess personal patterns, habits, and potential barriers which affect learning.
- c. Implement goal-setting strategies and goal-attainment behaviors.
- d. Identify the characteristics of a growth mindset and reflect on their own mindset.
- e. Reflect on personal behaviors and choices as they relate to increasing self-efficacy and strengthening emotional regulation.

**3. Self-Regulation:** Refers to the learner's ability to combine skill and will to self-manage, be self-aware, and hold themselves accountable within the learning environment.

Develop awareness of and practice strategies for effective self-regulation:

- a. Develop and practice sustainable time management and organizational skills.
- b. Identify and practice executive skills to regulate cognition.
- c. Demonstrate ability to monitor the learning progress and adjust as needed for success.
- d. Develop skills to manage and cope with stress and anxiety that impact learning and goal attainment.
- e. Identify when additional support is needed and utilize available resources to support their success.
- f. Identify and implement effective motivational strategies to achieve goals.

**4. Academic Environment:** Refers to the learning contexts and the learner's understanding of the expectations for successful performance, as well as the types of resources available.

Understand, analyze, and use resources to manage the academic environment:

- a. Determine how college and instructor policies define expected student behaviors.
- b. Identify requirements and expectations for learning activities for the purpose of managing responsibilities.
- c. Identify and use services and resources to support learning and academic success.
- d. Identify and develop social support networks that encourage and strengthen academic achievement.

*The Student Learning Outcomes are based on the Model of Strategic Learning. (Weinstein, C.E. (1994)*

**General Education Student Learning Outcomes:** As a Core Curriculum course, students completing this course will demonstrate competence in:

- **Personal Responsibility**

Identify and apply ethical principles and practices to decision-making by connecting choices, actions, and consequences.

- **Critical Thinking Skills**

Gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry, and creative thinking.

- **Social Responsibility**

Analyze differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

- **Communication Skills**

Develop, interpret, and express ideas and information through written, oral and visual communication that is adapted to purpose, structure, audience, and medium.

**Instructional Methodology:**

*This statement identifies the format in which the instruction occurs:*

- *lecture*
- *online DIL*
- *online DLS*
- *hybrid*

*Field activities, co-curricular, and service-learning activities may be mentioned here as well.*

**EDIT AS APPROPRIATE:** This course will include the following learning strategies: Lecture, videos, individual assessment and application exercises, journals, small and large group activities, online activities, papers, exams, and presentations.

This is a **Zero Textbook Cost (ZTC) section**. Students do NOT purchase a textbook. You do NOT need to create an account or login. The textbook is available at:

<https://www.oercommons.org/courseware/8434>.

**Textbook:** Syrett, H., et al. Learning Framework: Strategies for College Success. Provided by: Austin Community College. Located at: OER Commons, <https://www.oercommons.org/courseware/8434>.

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**Technology Requirements (for online and hybrid)**  
**EDIT AS APPROPRIATE for your course requirements**

**For help with Blackboard, visit:** <https://tled.austincc.edu/blackboard-student-help/>

- Students need to have regular, reliable access to a computer with a reliable internet connection.
- Students must be able to save files as .docx. Microsoft Office 365 is available free at [this link](#).
- Students must be able to scan documents (there are free scanning apps for phones and tablets).
- Students must be able to save scanned documents as .pdf or jpeg files.
- Students can convert Google Docs to .docx or .pdf by selecting File -> Download.
- Access to a printer is recommended but not required.

**Technology Support Services**

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/sts>.

*Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services.* Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

## **Participation and Attendance Policy**

*Each instructor should clearly express their attendance and class participation policies. The instructor also needs to be explicit about whether the class is synchronous or asynchronous, and what activities, e.g., discussion boards, have mandatory participation. If the course has a laboratory component, clear guidance is needed on how the laboratory activities will be conducted.*

*If there are specific policies for field or laboratory activities, they could be included here. Some suggested wording is:*

“Regular and punctual class and laboratory attendance are expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.”

*Or for online courses:*

“Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.”

*And to cover situations where classes are canceled because of weather, pandemic, or other emergencies:*  
“The student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor.”

Every instructor has the academic freedom to construct and implement classroom policies as they see fit. **When developing a participation and attendance policy for GSSDEV courses, please consider the following:**

- ✓ Clearly state if the class is asynchronous (DIL ONL), synchronous online (DIL DLS), hybrid (DIL HYD/HYB), or in-person classroom.
- ✓ Having a clear attendance policy helps with student complaints and grade disputes.
  - Be clear with language and define terms and expectations as specifically as possible.
  - Ensure your attendance policy can be predictably, fairly, and equitably applied in a variety of circumstances.
- ✓ Consider how attendance and participation may (or will) affect grading.
  - Attendance can be a percentage of the final grade.
  - Attendance can add or subtract points from the final grade.
  - Excessive absences (be specific) can result in a failing grade.
  - Excessive absences (be specific) can (or will) result in being withdrawn from the course.
  - Attendance can have no impact on the final grade.
- ✓ What counts as attendance for an online asynchronous (ONL DIL) class?
  - Do you require weekly participation?
  - Are there required activities or assignments to stay enrolled?

For online synchronous, hybrid, and in-person, clearly state your attendance policy and expectations.

- ✓ Clearly define “class attendance.” Consider the following:
  - Must attend full class period.

- Must arrive in the first 15 minutes.
  - Must attend more than 1/2 of the session.
  - As long as they show at all, they are marked as present.
  - Must be engaged during the class and not on phones, computers, sleeping, etc.
  - For DLS, do they need to have their cameras on? Is that an equitable practice?
  - Be specific and detailed about expectations.
- ✓ How does being late or tardy or leaving early affect attendance?
- Define “late,” “leaving early,” etc.
- ✓ Clearly state how you will take attendance and what are the students’ responsibilities.
- For DLS, will you require using a camera, chat, etc.?
  - Will you provide a physical sign-in sheet?
    - Is it passed around, at the front of the class, etc.?
    - Is it the student’s responsibility to check themselves in or is it the instructor’s responsibility to take attendance?
  - Will you use an app for attendance?
  - Will you use Exit Tickets?
- ✓ Be clear and specific about how attendance affects grading.
- If it is a part of the final course grade, clearly state how attendance is calculated and how it impacts grading.
    - Is there a limit to how many classes they can miss before failing the class?
    - Is there a limit to how many classes they can miss before being dropped from the course?
  - Are there rewards for attendance?
  - Is extra credit awarded for perfect attendance?
  - Does regular attendance affect their final grade in a positive way?
  - Do you offer “excused absences”? If so, what documentation do you require, if any?
  - If attendance is not required as part of the final grade, clearly state expectations and consequences.
- ✓ Is there a limit to how many classes they can miss and what happens if they reach that limit?
- Will you drop them after a certain number of absences?
  - Do you reserve the option to drop them after a certain number of absences?
  - Do they automatically fail after a certain number of absences?
  - Will you require them to meet with you to stay enrolled?
- ✓ Outline what happens if a student doesn’t meet the expectations and follow through accordingly.
- Example: “Students will be dropped after six absences” **requires the professor to withdraw that student.**
  - Example: “Students may be dropped after six absences” gives the professor choice.
  - Example: “Students are required to withdraw themselves from the course” assumes an instructor will not withdraw the student.
- ✓ Is there a class participation policy?

- Clearly define what you mean by “participation” and what is required.
- Are there a variety of ways for students to participate?
  - Class discussion
  - Digital participation such as Google Forms, Poll Everywhere, Kahoot, etc.
  - Consider if participation expectations are equitable and inclusive.
- What are the consequences for a student who attends class but does not participate? Clearly state expectations and consequences.
- √ Consider if your attendance policy is fair and equitable.
  - Is requiring documentation equitable to all? Does everyone have the same access to medical documentation, etc.?
  - Is it equitable to penalize tardiness if the student is relying on public transportation or ISD transportation?
  - Is extra credit for perfect attendance equitable to all students, regardless of family, work, or personal circumstances?
  - Do you provide exceptions to the attendance policy and are these equally applied and communicated to all students?
- √ Ensure your language is clear and specific.
  - Define what you mean by “attending class.”
  - Define what you mean by “being late” or “tardy.”
  - Define what you mean by “participation.”
  - Consider the implications of wording, such as “will,” “can,” “may,” etc.
  - Avoid vague terms like “excessive absences,” “regular and timely attendance,” and “consistent participation” and replace them with measurable and clearly defined terms.

## **Due Date & Late Policy Considerations**

Every instructor has the academic freedom to construct and implement classroom policies as they see fit. The following are meant only as considerations when establishing due dates and late work policies.

### **General Considerations:**

- ✓ Does your due date policy and late work policy support your Teaching Philosophy?
- ✓ Clearly define what you mean by “due date” and define what you mean by “late work.”
  - The more explicit you are, the fewer the disputes.
- ✓ Consider the equity implications of exceptions based on shared case-by-case circumstances.
- ✓ Be clear about how assignments are submitted - via Blackboard, in-class, email?

### **Due Date Policy Considerations:**

#### Workload:

- ✓ Can a student accomplish the work within the timeframe given considering the requirement of the assignment? (**ex. number of chapters covered for an exam, research for a project, etc.**)

#### Frequency:

- ✓ Is there a specific amount of time that you prefer to have between due dates (weekly, bi-weekly.)
  - A consistent timeframe can aid in creating routines and expectations.
- ✓ Will there be an assignment due every week or will there be times when students don't have an assignment due to provide a small respite or focus on applying the skills learned to other classes; using the experience for class discussions, journals or discussion boards?
  - If so, what could be other benefits? This may vary depending on the length of the section.

#### Classroom Management:

- ✓ Can the instructor accomplish grading within a reasonable timeline based on the due date issued? Clearly communicate this timeline to students.
- ✓ Are there any exceptions? If so, what are the exceptions?
- ✓ How will the exceptions be equitable to all?

### **Late Work Policy Considerations:**

- ✓ How will the late work policy be communicated in the syllabus?
- ✓ Building off the due date policy, which specific assignments are accepted late and which are not? Are all assignments accepted late?
- ✓ Is there a penalty for a late assignment? If so, what is it? Make sure it is clearly stated.

- ✓ Are there automatic provisions for extensions (illness, etc)?
- ✓ What is the deadline for submitting late work?
- ✓ Some instructors may seek to determine late work policies based on a student's personal situation. This is at the discretion of the instructor. Below are a few points to consider:
  - Will personal circumstances in terms of work, family or other personal commitments be considerations in terms of acceptance of late work? If so, how will this policy be equitably applied to all students (working, unemployed, single mom, single w/no children, etc.)
  - Is it equitable to require a student to share personal information to receive an extension?
  - Is it clearly stated to all how exceptions can be requested and determined?
  - What could be the benefits of implementing this type of policy?
  - What could be the challenges of implementing this type of policy?

### Grading

Every instructor has the academic freedom to construct grading policies and develop assignments that meet the Course Student Learning Outcomes and the General Education Requirements.

- ✓ The course requires that faculty cover all **Student Learning Outcomes (SLOs)** via a combination of assignments, activities, and classroom discussions
- ✓ The course requires at least one **writing assignment with a minimum of 750 words**. Professors will provide specific written guidelines for this (and other) writing assignments.
- ✓ The course requires one or more assignments where students can develop, interpret, and express ideas and information through **visual communication** that is adapted to purpose, structure, audience, and medium.
- ✓ The course requires one or more assignments where students can develop, interpret, and express ideas and information through **oral communication** that is adapted to purpose, structure, audience, and medium.
- ✓ The course requires low-stakes **reflection assignments** such as journals, self-reflection, and reading responses to allow students to experience writing as a means of thinking, learning, and discovery.
- ✓ The course requires one or more assignments about **Social Responsibility**. This assignment will provide an opportunity to analyze differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- ✓ The course requires one or more assignments about **Personal Responsibility**. This assignment will provide an opportunity to identify and apply ethical principles and practices to decision-making by connecting choices, actions, and consequences.

- ✓ The course requires one or more assignments about **Critical Thinking**. This assignment will provide an opportunity to gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry, and creative thinking.

### **Grading and assignment considerations:**

- ✓ Have a clearly stated grading scheme so students know how to earn an A, B, C, etc.
  - This can be a point system (ex. earn 900 out of 1000 points, etc.)
  - This can be a percentage system (exams are worth 20% each, paper is worth 15%, etc.)
  - Can be specs grading (what material do they have to master to earn a specific final grade.)
- ✓ Clearly define what final grade equals an A, B, C, etc.
  - Is an A 90% or higher? Do you round up?
- ✓ How will assignment grades be communicated with students (Blackboard grade book, etc.)
- ✓ Consider having a grading grid within your syllabus.
- ✓ Will you offer extra credit?
  - Will it be added to the final course grade or to assignment grades?
  - Is there a limit to how much extra credit can be earned?
  - Is the extra credit policy equitable to all students?

### **EDUC 1300: Session Schedule**

Every instructor has the academic freedom to construct and implement a course schedule as they fit and as it meets the Course Student Learning Outcomes and General Education Requirements.

When developing your class schedule, consider the following:

- ✓ Does your course schedule support your Teaching Philosophy?
- ✓ Does your course schedule align with the Course Student Learning Outcomes and General Education Requirements?
- ✓ Consider the modality of your course?
  - Is it ONL DIL, ONL DLS, HYB/D, in-person?
- ✓ Consider the frequency of our course?
  - Does it meet weekly, bi-weekly? Is it 16-week, 10-week, 8-week, 5-week, etc.?
  - Clearly define what day starts a new week and what day a week ends.
- ✓ Clearly identify due dates for all assignments.
  - Consider and include how much time students need to complete assignments.
  - It might be helpful to remind students of study formula.
- ✓ Be specific about expectations based on course structure and timeframe.

- √ Consider including a statement about student responsibilities.
  - It is the student's responsibility to read the assigned chapters of this book, complete assignments in a timely manner, and check Blackboard regularly.

**Options to present your course schedule:**

✓ A day-by-day schedule (may be best suited for DLS and classroom sections.)

<b>Week 5 February</b>	17 (Monday)  <b>Chapter 5: Getting and Staying Organized</b>	19 (Wednesday) Library Day: Librarian Presentation on researching and library services  <b>DUE: Time Management Project due to Blackboard by 11:59pm.</b>	<b>Read:</b> Chapter 5  <b>Watch:</b> UBC Students Talk: Multitasking - Does It Work? In Chapter 5  <b>Do:</b> Time Management Project (February 19) Due to Blackboard
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<b>Week #3</b>	<b>Chapter 3: Values and Goals</b>	Read Chapter 3
2/1	Core Values, Goal Setting	START: Time Management Project
2/3	SMART Goals, Action Plan	<b>DUE: Journal #2</b>

✓ A weekly schedule (may be best suited for ONL DIL, HYB/HYD)

<b>Week #5</b>	<b>Chapter 5: Getting and Staying Organized</b>	Read Chapter 5
2/14 – 2/20	<b>EXAM #1 (Units 1 and 2)</b> Work on Time Management Paper	<b>DUE: Discussion Board #2</b> <b>DUE: Exam #1</b>
<b>Week #6</b>	<b>Chapter 6: Theories of Learning</b>	Read Chapter 6
2/21 – 2/27	Work on Time Management Paper	Chapter 6 Module in BB <b>DUE: Discussion Board #3</b>

<b>Week 4 March 7 - March 13</b>  <b><u>EXAM 1</u></b>	<b>Chapter 6: Theories of Learning</b>  <b>Exam 1</b> Available Monday March 7 through Sunday March 13	<b>Read:</b> Chapter 6 ( <b>Unit 3</b> )  <b>Watch:</b> Chapter 6 Lecture video and supplemental Videos  <b>Do:</b> Time Management Project by <u>Sunday</u> March 13 to Blackboard
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**EDIT AS APPROPRIATE:**

*Instructors should include actions that show a respectful climate. Some examples are below, but edit this to make sense for your unique course setting. When developing your Classroom Climate statement, consider equity, if it aligns with your Teaching Philosophy, and if it supports your other course policies.*

**Classroom Climate:** Learning takes place best in a setting where there is mutual respect, positive regard toward others, and freedom from distraction. It is my responsibility and intention to provide these conditions during the semester, and I will need your help to do so.-

- Make every effort to **arrive on time** for class. If you are delayed, please enter quietly in an effort not distract your classmates.
- We will have discussions in-person or on discussion boards about a variety of topics. Remember to treat others with the respect and courtesy that you would want for yourself. While you may not agree with a topic or classmate, it is crucial to show mutual respect when discussing challenging topics. Dr. Scott, the VP of student programs recently shared “the role of community colleges in fostering the mutual respect and civil dialogue that are the essence of a mature democratic republic.” We will embody that civil dialogue in this classroom.
- When you are in class, being engaged is crucial. This means not working on other assignments or scrolling on your computer.
- All **cell phones or other electronic devices should be silenced** during class.
  - Please do not use your phones while class is in session since that is a distraction to you and others. If you have an emergency or special circumstance, please communicate with me prior to class. If you need to take a call, please go to the hallway.

**Withdrawal:** It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date. The last day to withdraw is **FILL**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans’ benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a “W”) from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

**Incomplete Grade:** Students are expected to complete the course within the session time frame. A grade of incomplete will only be given in very special circumstances and only if the student has a passing grade at the time of the request. Agreement between the instructor and student **MUST** take place before the end of the semester in order for an Incomplete grade to be entered. If you fail to complete the requirements of the incomplete grade agreement by the due date, you will receive a grade of “F.”

Students may request an Incomplete from their faculty member if they believe circumstances warrant it. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the “I” is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name), and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student’s performance grade from an “I” to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an “F.” Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

### **COLLEGE POLICIES**

Update based on current ACC Master Syllabus

**A description of college policies and student support services can be found [HERE](https://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/college-policies). This includes information on health and safety protocols, tutoring, testing, accessibility, student rights and responsibilities, academic integrity, student complaint process, campus carry, Title IX, etc. <https://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/college-policies>**

*Some faculty may consider adding a student sign-off page at the end of the syllabus to be removed and handed back to the instructor providing evidence that the student received a copy of the syllabus and had an opportunity to ask questions, but it is optional.*