

## EDUC1300 Academic Strategies (based on Learning Frameworks)

*The Teaching & Learning Center  
South Plains College*

### **Instructor:**

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### **Office Location/Hours:**

Lubbock Downtown Center, Room 2021

Monday	Tuesday	Wednesday	Thursday	Friday
9:45-1:45	7:30-8:00 10:45-11:30		7:30-8:00 10:45-11:30	7:30-8:30 or by appt

### **Required Materials:**

- ***Consistent and reliable access to a computer (not a cell phone) with internet access*** for daily online work related to this course
- **College Success from OpenStax** (This is a free online textbook and it's linked in your blackboard course), ISBN: 978-1951693183, [www.openstax.org/deatils/college-success](https://openstax.org/deatils/college-success)
- **Microsoft Office 365** (Free to SPC students) for email, file storage, and MS Office applications: Word, Excel, PowerPoint, Outlook, OneDrive, etc. Visit <https://office.com> to sign up using your SPC login credentials. Contact the help desk for assistance logging in for the first time: 806.716.2600 or email [HelpDesk@SouthPlainsCollege.edu](mailto:HelpDesk@SouthPlainsCollege.edu)

**Course Description:**

This course is designed to help you create greater success in college and in life. This is achieved by helping students explore who they are, understand where they come from, and decide where they are going. By applying the strategies of active learning, self-motivation, self-management, self-awareness, and interdependence you will create greater academic, professional, and personal success. The most important part of this course, however, is learning more about yourself. You will learn who you are as a college student and human being, and you will learn what it takes for you to keep yourself balanced and on course for success.

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. 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 prepare students for college and life success, equipped with knowledge, skills, strategies and tools to apply to accomplish a variety of tasks in varying contexts.

**Course frequency & design:**

Weekly assignments/lectures/due dates TBA; Instructional methods to be used in this course will include Journals/Discussion Boards; PowerPoints; Digital Homework; Articles and other resources; and Videos.

## Student Learning Outcomes:

Learning outcomes are observable, measurable, and performed by students.

Construct a personal learning system informed by the research and theory in the science and psychology of learning, cognition, and motivation.	Students will read about how learning works, metacognition, victim/creator mindsets, the growth mindset, and complete associated homework assignments, and discussion/journal reflections. Students will identify their personal strengths and weaknesses as a strategic learner and apply their knowledge to classroom learning through discussion and journal posts. Students will demonstrate the use of learning strategies and study skills by taking notes and applying reading and study strategies and completing associated homework assignments and digital exercises. Students will learn cognitive and metacognitive strategies to increase college academic success.
Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.	Students will take a variety of assessments to identify and understand what motivates their learning (e.g., eLASSI, MBTI, VARK, multiple intelligences), as well as the unique ways in which they learn. Students will reflect on these measures in discussion/journal prompts, homework assignments, and the final reflection success paper. Students will also complete homework assignments relevant to financial, personal, academic, and career goals, culminating in a final reflection paper.
Develop an educational and career plan based on individual assessments and exploration of options.	Students will work throughout the semester to develop education and career plans, including setting up advising sessions, taking career assessments, planning their academic semester, conducting career research, completing relevant homework, reflecting in discussion posts, and completing a final and reflecting on the connections between career and academic goals. Additionally, students will identify and file the appropriate degree plan with proper advisement, write and prioritize short-term and long-term goals related to their time at South Plains College, and explore career options incorporating the use of related assessments and tools.
Identify and understand how soft skills are directly correlated to personal, academic, and career success.	Students will read and learn about important soft skills, including how to accept personal responsibility, discover self-motivation, master self-management, employ interdependence, gain self-awareness, and develop emotional intelligence. This will be done through homework assignments, digital exercises, discussion posts, journal reflections, and the final reflection paper.

## **Course Evaluation:**

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

## **Your Grades will be based on the following percentages:**

Participation (Discussion Board participation, Journal Entries, Reflective paper, Daily Assignments)	40%
Student Success Assignments (Weekly Assignments, Projects)	50%
Final Project	10%
TOTAL	100%

## **Missed or Late Assignment Policy:**

Each weekly module will open on Monday morning @ 8 am and close the following Sunday night @ 11:59 pm. You may work on your weekly assignments *anytime* during the 7 days it is open and available, but the deadline is firm. If you miss the original deadline for any reason, you will have an additional 5 days to submit your late work with a 10 point per day penalty; no late work will be accepted after 5 days past due.

## **Attendance Policy:**

Students must actively attend and participate in the classroom and/or online environment to reach a measure of success.

**Failing to attend class and/or failing to participate in the online environment 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 to make an action plan. If you have excessive absences and you do not respond to my attempts to contact you, you will receive an F in the course.

- Students are expected to log in to Blackboard frequently in order to stay up to date with assignments, due dates, and email messages.
- If a student goes 7 days (one week) without logging in to Blackboard and/or responding to attempts from the instructor to contact them, they may be dropped from the course.

## **Withdraw Policy:**

The last day to withdraw/drop with a grade of "W" is Thursday, December 4, 2025. It is the student's responsibility to withdraw from this course. Otherwise, students will be assigned their earned letter grade at the end of the course. Course averages will be updated each week, and guidance will be provided throughout the term to help students decide whether they need to drop the class or not. For more information regarding drops/withdrawals, please visit <https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php>.

### **Tutoring Services:**

Additional information regarding this area will be made available closer to the start of the term. Tutoring Services will be offering face-to-face tutoring one-on-one appointment, one-on-one live virtual sessions with SPC tutors, as well as using services from tutor.com. For additional questions regarding Tutoring Services or scheduling, please contact Ms. Dalila Gonzales at 806-716-2538 or at [dgonzales@southplainscollege.edu](mailto:dgonzales@southplainscollege.edu)

### **Library Resources:**

Access electronic resources, chat with a librarian, get help with your citation, and find short videos to help you get started with using Library services. Visit <https://southplainscollege.libguides.com/> or contact the library at Levelland (806-716-2330 or [library@southplainscollege.edu](mailto:library@southplainscollege.edu)) or at Reese (806-716- 4682 or [referencelub@southplainscollege.edu](mailto:referencelub@southplainscollege.edu)).

### **Technology Resources:**

**Computers for Checkout** - Chromebooks are available for students to checkout. Contact the Library for additional information at Levelland (806-716-2330 or [library@southplainscollege.edu](mailto:library@southplainscollege.edu)) or at Lubbock Downtown Ctr (806- 716-4682 or [referencelub@southplainscollege.edu](mailto:referencelub@southplainscollege.edu)).

**Wireless Internet Hotspots for Checkout** - Wireless internet hotspots are available for checkout from the Library on the Levelland campus for students who do not have access to the internet while off campus. More information is available by calling the help line in Levelland (806-716-2330 or [library@southplainscollege.edu](mailto:library@southplainscollege.edu)) or Lubbock (806-716- 4682 or [referencelub@southplainscollege.edu](mailto:referencelub@southplainscollege.edu)).

### **Online Syllabus Statements**

For information regarding Intellectual Exchange, Disabilities, Non-Discrimination, Title IX, CARE Team, and Campus Concealed Carry, please use the following link: [Syllabus Statements \(southplainscollege.edu\)](#).

### **Plagiarism and Cheating Policy**

There is zero tolerance for academic dishonesty in this course. Do not under any circumstances use words you didn't write in an essay or assignment without proper documentation. If you're not sure about proper documentation, you must reach out via email or office hours to ensure academic integrity. Plagiarism will automatically result in an F for the assignment and can result in getting dropped from the course with an F. In addition, an Academic Dishonesty Report may be filed with the Dean of Students.

**Plagiarism violations** include, but are not limited to, the following:

1. Using Artificial Intelligence websites or apps **to generate, revise, or translate** all or part of a paper or other assignment;
2. Turning in a paper that has been purchased, borrowed, or downloaded from another writer or from an online site;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;

4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them;
5. Submitting an assignment for this course that you also submitted to another course without my express approval;
6. Missing in-text citations and/or missing works cited entries.

**Cheating violations** include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, texting, internet, Quizlet, etc.) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Reviews so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper

Artificial Intelligence Usage: AI writing apps like Grammarly and Quillbot have become popular, but they now go beyond fixing grammar and spelling and can change wording, sentence structure, and diction level. They also leave an AI "footprint," which can be detected, not to mention alter your writing so it doesn't read like your voice at all. Do not use AI apps to create your essays or assignments, and do not use Grammarly, Quillbot, and other AI paraphraser to change your words, diction level, or sentence structure. If you do, you may earn a zero and be dropped from the course for plagiarism/cheating. If you struggle with wording and grammar, meet weekly with a free tutor and work to strengthen your own writing skills.

## EDUC1300 Course Schedule:

<b><u>Module/Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading &amp; Learning Strategy Focus:</u></b>
<b><u>Start Here Module</u></b> Aug 21-Aug 31	<i>Welcome to EDUC1300: Class Orientation</i>	Start Here Module (Blackboard)
<b><u>Module 1</u></b> Sept 1 – Sept 7	<i>Getting Organized for Success</i>	LASSI Pre Assessment + Getting to Know Blackboard Ultra & Course Tools
<b><u>Module 2</u></b> Sept 8 – Sept 14	<i>The Human Brain &amp; Learning</i>	<u>Reading:</u> Flex Your Cortex (Neuroplasticity & Neuroscience of Learning) <u>Learning Strategy:</u> Pomodoro Technique & Cornell Notes
<b><u>Module 3</u></b> Sept 15 – Sept 21	<i>Mindset</i>	<u>Reading:</u> The Learning Myth by Solman Khan Victim vs. Creator Mindset <u>Learning Strategy:</u> LASSI, Focus & Diffuse Thinking
<b><u>Module 4</u></b> Sept 22 – Sept 28	<i>Anxiety &amp; Attention</i>	<u>Reading:</u> How to Overcome Being Stuck How to Motivate Yourself Even When You Don't Feel Like it <u>Learning Strategy:</u> GRIT, SMART Goals
<b><u>Module 5</u></b> Sept 29 – Oct 5	<i>Information Processing</i>	<u>Reading:</u> Using Brain Research to Boost Studying How to Maximize Working Memory How to Study (Dr. Stephen Chew Learning Series) Speaking & Writing Study Strategies  <u>Learning Strategy:</u> Interleaving, Spaced Learning, & Retrieval Practice
<b><u>Module 6</u></b> Oct 6 – Oct 12	<i>Information Processing, cont.  + Academic Coaching</i>	<u>Reading:</u> TBA  <u>Learning Strategy:</u> Academic Coaching for College & Career Success

<b><u>Module 7</u></b> Oct 13 – Oct 19	<i><b>Time Management</b></i>	<u>Reading:</u> Time & Self-Management for College Students How to Exert Self-Discipline Even When You Don't Have Any How to Focus Intently & Beat Procrastination  <u>Learning Strategy:</u> Time & Self-Management Tools
<b><u>Module 8</u></b> Oct 20 – Oct 26	<i><b>Self-Testing &amp; Testing Strategy</b></i>	<u>Reading:</u> How to Study (Dr. Stephen Chew Learning Series) Speaking & Writing Study Strategies  <u>Learning Strategy:</u> Studying & Testing
<b><u>Module 9</u></b> Oct 27 – Nov 2	<i><b>Academic Integrity</b></i>	<u>Reading:</u> The New Rules of AI AI: A Learning Revolution AI Literacy in the Age of ChatGPT University & SPC Policies on Generative AI  <u>Learning Strategy:</u> Ethical & Effective AI; Academic Integrity
<b><u>Module 10</u></b> Nov 3 – Nov 9	<i><b>Financial Literacy</b></i>	<u>Reading:</u> Ch 10 College Success – Financial Literacy Paying for College  <u>Learning Strategy:</u> Financial Literacy
<b><u>Module 11</u></b> Nov 10 – Nov 16	<i><b>Career Planning &amp; Mapping</b></i>	<u>Reading:</u> TBA  <u>Learning Strategy:</u> Career Coaching for Future Planning
<b><u>Module 12</u></b> Nov 17 – Nov 23	<i><b>Interdependence &amp; Communication</b></i>	<u>Reading:</u>  <u>Learning Strategy:</u>



<b><u>Module 13</u></b> Nov 24 – Nov 30	<i>Health &amp; Wellness</i>	<u>Reading:</u> <u>Learning Strategy:</u>
<b><u>Final Module</u></b> Dec 1- Dec 9	<i>Course Wrap-up + Capstone Project</i>	No Final Exam in EDUC1300 – <b>Final Capstone Project</b> due no later than <b>Tuesday, Dec 9th @ Midnight</b> .
		Modules open Monday mornings @ 8 am and close the following Sunday @ 11:59 pm.  The Course Schedule is an overview of the readings/topics/learning strategies discussed in EDUC1300, but the Modules in Blackboard will contain detailed information about each learning module. You must log in to obtain that information.

+Although rare, I reserve the right to make changes to assignments and participation grades as needed to meet learning outcomes. These changes will be communicated to students as soon as possible.