EDUC 1100
SYLLABUS

Students enrolled in ALL courses MUST actively participate by completing an academic assignment required by the instructor by the official census date. Students who do not actively participate in an academically-related activity will be reported as Never Attended and dropped from the course.

Instructor:
Email:
Office Location:
Phone (s):
Division Office: HGLC 206
Division Phone: Karen Harris, Secretary 685-4799
Sonya Laster—Chair Student Success 685-6869
Lynda Webb, Dean of Adult and Developmental Education

EDUC Course Description: EDUC 1100 is the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and 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 ultimately 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 continually draw from the theoretical models they have learned.

Course Text: College Success Planner 2014-2015, 13th Edition with MTBI access card

Course Learning Objectives:
In this course, students will learn:

- To use College Vocabulary
- Use personality styles to align with career goals or expectations
- Use Midland College resources
- Develop a financial awareness plan for completing college
- Develop an education plan based on personal and career goals, and financial resources
- Learn college study skills

GRADING: Assessment for this course of study is based upon the following criteria:

- Attendance 15%
- Assignments 25%
- Reflection Papers (3) graded by rubric 25%
- Quizzes 25%
- Discussions 10%
Americans With Disabilities Act Statement:

ADA Statement—The Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require that no otherwise qualified person with a disability be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by an institution or entity receiving federal financial assistance. It is this Section 504 mandate that has promoted the development of disability support service programs in colleges and universities across the country. Subpart E of Section 504 deals specifically with this mandate for institutions of higher education. While it does not require that special educational programming be developed for students with disabilities, it does require that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable accommodations in order to allow the full participation of students with disabilities in the same programs and activities available to nondisabled students.

Learner Support and Accessibility

Midland College provides services for students with disabilities through Student Services. To receive accommodations, students must place documentation on file with the Counselor/Disability Specialist. Student Services will provide each student with a letter outlining any reasonable accommodations. The student must present the letter to the instructor at the beginning of the semester. Disability Services: For more information on MC special services see this web site: http://catalog.midland.edu/content.php?catoid=6&navoid=644 or call (432)685-5598. A complete handbook for students with disabilities is available in the Scharbauer Student Center. Information, forms, and resources are available on the MC website.

ATTENDANCE: Attendance for EDUC 1100 is mandatory for all students. Students who have less than 12 college credit hours will be required to participate within the first semester of enrolling in Midland College. This is a (1-1) 32 contact-hour, credit class, offered in 11-week sessions. Student who fail or withdraw from EDUC 1100 will be required to repeat the course.