

## Welcome: You Belong Here.

EDUC 1300 LEARNING FRAMEWORKS  
Course Syllabus

Course title: EDUC 1300 Academic Strategies (based on Learning Frameworks)  
Semester: Fall 2025  
Location: LDC 1026  
Instructor: Gail Malone, Ph.D.

### Getting started

**My Contact Info:** [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu) (806)716-2240; my office is on the Levelland campus, but I am amenable to meeting with you here at the Downtown Center or we can do a Zoom session if you wish to make an appointment. I am usually available 8:00 – 4:00 Monday-Friday by appointment on dates the college is open. **I am here to help you and support your success.**



**Communication** is of the highest importance, and I'll be contacting you via [yournamexxx@southplainscollege.edu](mailto:yournamexxx@southplainscollege.edu) email, **not through Blackboard**. Please check your **SPC student** email every day; I'll be emailing frequently (almost every Monday through Thursday) and you want to be sure you have all the information you need to be successful in this course! If you have trouble logging into your student email, check at the **Information Desk** at the building entrance or with a tutor for help. **Tutor Services** are a tremendous resource for student success, and you should know all about tutoring for success in college.

*The SPC bookstore does price matching. If you find a book somewhere at a cheaper price, the SPC bookstore will sell you the book for the same price – just bring proof of the cheaper price.*

#### Required Materials

- **Materials for taking notes (paper, pen, notebook, etc.). Bring these to every class meeting.**

I will provide lots of materials and resources you will need for the course. You do need computer and Wi-Fi access. Many assignments are online. To prove that you have done an online assignment, you can take a screenshot of an image and show me in class or email me a document or image ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). The library has laptops and wi-fi hotspots available for checkout at the **Information Desk** at the front entrance.

- There is NO Required textbook for the course.

#### Helpful Materials

- A current South Plains College catalog<sup>1</sup> [See footnote; available online.]
- A current South Plains College Student Guide [See footnote; also available online.]

Another resource that may be helpful is an OER (open educational resource) available through OpenStax called *College Success* (Go to <https://openstax.org/details/books/college-success> and check it out.). Also, you might find some helpful ideas at <https://oertx.highered.texas.gov/courseware/lesson/925> overview.

Note: Microsoft Office 365 is now available to all SPC students. You will have access to email, file storage, and Microsoft Office applications: Word, Excel, PowerPoint, Access, Publisher, Outlook, Skype and OneDrive by logging into <https://office.com> or <http://portal.office.com/account/#installs> for more apps. All new student correspondence will be sent to your new Microsoft Office 365 email account ([student1234@southplainscollege.edu](mailto:student1234@southplainscollege.edu)).

If you send files to me, they must be either Word documents or pdf files. I cannot open other file formats.

If you have any questions, please call the Help Desk (806) 716-2600.

# What is this course?

**Course description: (3:3:0) This course is about YOU. This course is designed to help you create greater success in college and in life.** This is achieved by helping you explore who you are, understand where you've come from, and decide where you are going. It is a course in **thinking**. 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.

#### From the college catalog:

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**

<sup>1</sup> Catalogs and Student Guides are accessible online at the college website (<http://www.southplainscollege.edu/>).

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.

**This course is about learning more about yourself (your strengths, preferences and weaknesses) so you are more successful at everything you do. If there is a topic you want to explore, please let me know.**

**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 philosophy:** Everyone is important and has something to say and contribute to the course. There are no secrets. There are no victims. There are no solos. This course is based on a value system of focused attention, personal responsibility, integrity, risk-taking, contribution and teamwork.

**Learning Outcomes:** Learning outcomes are observable, measurable, and performed by students.

Construct a personal learning system informed by the research and theory in the <b>science and psychology of learning, cognition, and motivation.</b>	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 strategic learners 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 <b>personal, financial, academic, and career success.</b>	Students will take a variety of assessments to identify and understand what motivates their learning (e.g., LASSI, 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 <b>educational and career plan</b> based on individual assessments and exploration of options.  <b>DEGREE PLAN → CAREER</b>	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 <b>soft skills</b> are directly correlated to	Students will read and learn about important soft skills, including how to accept personal responsibility, discover self-motivation,

personal, academic, and career success.

master self-management, employ interdependence, gain self-awareness, develop emotional intelligence and teamwork. This will be done through homework assignments, digital exercises, discussion posts, journal reflections, and the Capstone Presentation.

# My Grade: How and What?

**Grading scale:** Your grade will be determined by the following:

**Assignments = 50%** [Exams and projects count 3 times as much as daily assignments. Everything counts!]

**Attendance and Participation = 50%** [If you have more than 6 absences, I advise you to consider dropping the course. Students with excessive absences rarely make an acceptable grade in the course.] In addition to assignments in the syllabus, there will be opportunities to earn extra credit points throughout the course.

**I WILL NOT DROP YOU FOR NOT ATTENDING THE COURSE AND/OR NOT DOING THE ASSIGNMENTS. You will fail the course. I do not want you to fail!**

# FOMO

**Miss class and fail the course.**

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

***When you send an assignment as an email attachment, identify the file with the name of the assignment and your name; for example, EXAM1yourlastname, initial first name. Be sure to include your name on all your assignments.***

**Academic Integrity:** It is the aim of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present assignments which he or she has not honestly performed is regarded as a serious offense. If another student has provided the work, that student is equally at fault. Offenders are liable to the consequences for cheating and plagiarism as described in the SPC catalog in sections, "Academic Integrity" and "Student Conduct." Consequences can range from an F in the course to suspension from the college.

Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as his/her own work. Both situations are representative of academic dishonesty and will be treated as such.

## Rules and Policies and all that stuff

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title IX Pregnancy Accommodations, CARE Team, Campus Concealed Carry and other college policies, please visit <https://www.southplainscollege.edu/syllabusstatements/>.

**Taping or Filming a class:** Instructor permission is required for taping or filming a class session or segment. This includes those with ADA accommodations.

**Academic Support Services:** Access electronic resources, chat with a librarian, get help with your citation, and find short videos to help you get started with using resources. **Computers** (Chromebooks and laptops) and **Wireless Internet Hotspots** are available for checkout. Visit the **Academic Support Center** on the first floor at the Downtown Campus or <https://southplainscollege.libguides.com/> or contact the library at Levelland (806-716-2330 or [library@southplainscollege.edu](mailto:library@southplainscollege.edu)).

**Internet Access** is available in all SPC buildings and certain parking lot areas. See <https://www.southplainscollege.edu/emergency/wifi-resources.php> for more information.

### Scheduling an Appointment for Tutoring

**Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, and view tutoring locations:**

<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

**NOTE: In order to make an appointment with a tutor on Penji, you must use your southplainscollege.edu email address.**

#### **Brainfuse.com**

You also have access to FREE tutoring with Brainfuse.com. Log into Blackboard, click on the tools option from the left-hand menu bar. Click on the Brainfuse.com link and you automatically will be logged in for free tutoring. You may access Brainfuse.com tutors during the following times:

Monday – Thursday: 8pm-8am; 6pm Friday – 8am Monday morning

For questions regarding tutoring, please email [tutoring@southplainscollege.edu](mailto:tutoring@southplainscollege.edu) or call 806-716-2538.

**Other Resources**

Often Khan Academy and other online free services have lessons and tools that will help in the courses we offer.

**Student Contract:** You are required to read this syllabus and sign the attached contract (page 12). Due no later than September 3.

**Tentative Schedule for Fall 2025**

DATE	TOPIC	ASSIGNMENT(S)
Aug 25	What is this? Who are you? What are you doing here?	<b>Off to a great start!</b> Read the syllabus and sign the contract (Due no later than Sep 3.)
<b>About YOU</b>		
Aug 27	Getting started: Stephanie Anchondo (IT Specialist)	<ol style="list-style-type: none"> <li>1) Write a short paper (150 – 300 words) telling me about yourself, why you are taking this class, what you want to learn in this class this semester and what your goal(s) after college is/are. Discuss if you are taking other courses this semester and why. Due on <b>September 3</b>.</li> <li>2) Get someone to take your picture while you are studying for a class. Email the picture to me <b>before class on September 8</b> at <a href="mailto:gmalone@southplainscollege.edu">gmalone@southplainscollege.edu</a>.</li> </ol>
September 1 is Labor Day. No class.		
Sep 3	Key Concepts: The Science of Learning	<ol style="list-style-type: none"> <li>1) Short papers and signed contracts are due today.</li> <li>2) Go to <a href="https://brainhealthassessment.com/">https://brainhealthassessment.com/</a> and take the Brain Health Assessment. Be prepared to show me a screenshot of your results in class on <b>September 8</b> or email me a screenshot.</li> <li>3) Watch Dr. Amen on Lessons from Brain Scans <a href="https://www.youtube.com/watch?v=esPRsT-lmw8">https://www.youtube.com/watch?v=esPRsT-lmw8</a></li> </ol>
Sep 8	The Human Brain: Dr. Marian Diamond Brain Video	<p><i>Brain Health Assessments are due today.</i></p> <ol style="list-style-type: none"> <li>1) Take the <b>Mindset Quiz</b> online<sup>2</sup> <a href="https://www.positivityguides.net/test-your-mindset-quiz/">https://www.positivityguides.net/test-your-mindset-quiz/</a></li> <li>2) Take the <b>GRIT Scale</b> online <a href="https://angeladuckworth.com/grit-scale/">https://angeladuckworth.com/grit-scale/</a>.</li> <li>3) Watch <b>Angela Duckworth on achievement:</b> <a href="https://www.youtube.com/watch?v=qaeFnxSfSC4">https://www.youtube.com/watch?v=qaeFnxSfSC4</a> (18:37 minutes). Take notes. Mindset and GRIT results are due <b>September 10</b>. The video we are watching in class is available at <a href="https://vimeo.com/261749124">https://vimeo.com/261749124</a>.</li> </ol>
Sep 10	What is your Mindset? How Gritty are you?	<p>Mindset and GRIT assessments due.</p> <p>For the next class:</p> <ol style="list-style-type: none"> <li>1. Take Career Assessment at <a href="https://southplainscollege.emsicc.com/?radius=10%20miles&amp;region=Levelland">https://southplainscollege.emsicc.com/?radius=10%20miles&amp;region=Levelland</a></li> </ol>

<sup>2</sup> When you are assigned to take an assessment, you can either print out the results or show me a screenshot on your phone or laptop to earn credit for the assignment. Some websites will send promotional/sales information; participation in those activities is NOT a part of the course. You are not required to do any activity that charges you a fee.


		<p><a href="#">%2C%20TX.</a></p> <p>2. Check this out and create an account: <a href="https://www.mytexasfuture.org/">https://www.mytexasfuture.org/</a>.</p> <p>3. Sign up for a <b>LinkedIn®</b> account (if you don't already have one).</p>
Sep 15	Preparing for the Future: Degree Plans/Transfer/Career Information and More (Yolanda Salgado, guest speaker)	<p><b>*Long-term Assignment: Make an appointment with an advisor to develop a degree plan for your coursework at South Plains College. A copy of your completed degree plan is due on or before midnight Dec 2. Be sure you discuss with your advisor your plans for transfer or starting your career.</b></p> <p>*Take the LASSI. Due on September 17. <a href="https://www.collegelassi.com/lassi/">Go to https://www.collegelassi.com/lassi/</a></p> <p>School Number: 82324 User Name: mpxk User Password: ykw</p> <p><b>Remember your student ID number for the assessment; you will need it when you take the post-assessment.</b></p>
Sep 17	LASSI: Know your strengths and challenges	<p>LASSI due. You can print the results for later reference or show me a screenshot of your results graph. Know your scores. Pay attention to your high and low scores.</p> <p>*Take the <b>Typology Assessment</b> (<a href="http://www.humanmetrics.com/personality">http://www.humanmetrics.com/personality</a>).</p> <p>Personality Typology assessments due on <b>September 22</b>.</p>
Sep 22	What type are you?	<ol style="list-style-type: none"> <li>1) Take the <b>VARK</b>. <a href="http://vark-learn.com/the-vark-questionnaire/">http://vark-learn.com/the-vark-questionnaire/</a></li> <li>2) Take the <b>Emotional Intelligence Quiz</b>. <a href="https://www.mindtools.com/pages/article/ei-quiz.htm">https://www.mindtools.com/pages/article/ei-quiz.htm</a></li> <li>3) Take the <b>Multiple Intelligence Assessment</b> <a href="https://www.literacynet.org/mi/assessment/findyourstrengths.html">https://www.literacynet.org/mi/assessment/findyourstrengths.html</a></li> </ol> <p>These assessments are due on <b>September 24</b>.</p> <hr/> <p><b>Start the Reflection paper worksheet (See instructions in this syllabus package.). Due by midnight</b></p> <p><i>What have you learned about yourself?</i>  <i>What are your learning strengths and weaknesses?</i>  <i>What are your personality strengths and challenges?</i>  <i>What did you learn about your emotional intelligence and multiple intelligences?</i>  <i>What about your learning style (VARK)?</i>  <i>What about your Mindset and GRIT?</i>  <i>What goals are you setting for yourself?</i>  <i>What is your plan for reaching these goals?</i></p> <p>Use the reflection rubric and worksheet attached to your emailed syllabus. <b>Email me a copy of your final paper attached as a Word or pdf file. This assignment is equal to a major exam.</b></p>
Sep 24	You are a complicated person! VARK Emotional Intelligence Multiple intelligence	<p>Homework: View the following videos and take notes!</p> <p>Howard Gardner on Multiple Intelligences:  <a href="https://www.youtube.com/watch?v=s2EdujrM0vA">https://www.youtube.com/watch?v=s2EdujrM0vA</a> [Short introduction: 4 minutes]  <a href="https://www.youtube.com/watch?v=lfzrN2yMBaQ">https://www.youtube.com/watch?v=lfzrN2yMBaQ</a> [Take notes on this lecture with Dr. Gardner: 17 minutes.]</p> <p>Emotional Intelligence (Daniel Goleman on how to manage ourselves and our relationships):  <a href="https://www.youtube.com/watch?v=pt74vK9pgIA">https://www.youtube.com/watch?v=pt74vK9pgIA</a> [10 minutes]</p> <p><b>Begin group assignment to research questions regarding learning styles. Prepare a group presentation (PowerPoint, Canva, Google slides, etc.) to</b></p>

Commented [MG1]:

Commented [MG2R1]: Check these websites.

		<b>answer the questions given in class. Be prepared to answer questions your classmates or professor may have.</b> <b>Group presentation due October 20.</b>
Sep 29	What all college students need to know about research	Guest presenter: Tracey Pineda *Start your <b>Time Tracker (to be completed by October 6).</b>
Oct 1	I Create It All	1) Reflection paper is due by midnight tonight 2) Keep recording your time on the Time Tracker.
<b>Skills for Success</b>		
Oct 6	Intro to Time Budgeting <b>Career Profile</b> Jennifer Barbee, Guest Speaker	<b>Time Trackers to be finished today; Time Planners will be due October 8.</b> Watch video on time management: <a href="https://innovativeeducators.wistia.com/medias/lsgwrby2o">https://innovativeeducators.wistia.com/medias/lsgwrby2o</a> [2 minutes] <b>Career Profile: Identification of the success traits and characteristics:</b> Select someone in a career field of interest to you. Contact this individual and schedule a time for an interview. Follow the rubric in your syllabus packet to develop a paper about the traits that make this person successful in his/her field. This assignment is the <b>Career Profile. Your Career Profile will be due by midnight October 22.</b>
Oct 8	Reading Tips	<b>Time planners due.</b> <b>Sign up for one-on-one meetings on October 13.</b> Directions: Select a memory resource (website, video, library reference that you think is especially useful); be prepared to demonstrate it to the class and explain why you selected it. <b>View Time Management Tips from Daniel Levitan</b> <a href="https://www.youtube.com/watch?v=F_TujxpW-fs">https://www.youtube.com/watch?v=F_TujxpW-fs</a> [3 minutes] <b>Check out this time management resource:</b> <a href="https://www.mystudylife.com/">https://www.mystudylife.com/</a>
Oct 13		<b>NO CLASS: Individual meetings</b>
Oct 15		<b>If you keep your appointment on Monday, you can use this day to work on your group presentation. Otherwise, you have to come to class and listen to me lecture.</b>
Oct 20	Group Presentations Introduce Memory Discussion	<b>Group presentation day; research summary reports due.</b> View the video on Learning Styles and take notes: <a href="https://www.youtube.com/watch?v=855Now8h5Rs">https://www.youtube.com/watch?v=855Now8h5Rs</a> [18 minutes] <b>Watch the Benefits of Exercise:</b> <a href="https://www.youtube.com/watch?v=BHY0FxoKZE">https://www.youtube.com/watch?v=BHY0FxoKZE</a> [13 minutes] <b>Check out these resources:</b> <a href="https://apps.ankiweb.net/">https://apps.ankiweb.net/</a> , <a href="https://vocapp.com/">https://vocapp.com/</a>
Oct 22	The World of AI: Kristi Barker, Special Guest Speaker	Handouts will be provided. Take notes over material covered by Professor Barker. Bring notes to class October 27. <b>Career Profile paper due by midnight.</b>
Oct 27	Reading and Notetaking	Handouts will be provided. <b>Check out this resource:</b> <a href="https://bubbl.us/">https://bubbl.us/</a> <b>Career Profile is due by midnight tonight.</b>
Oct 29	Test-taking	Test-taking assignment due <b>November 3.</b> (Instructions will be provided in class.) <b>Check out this resource:</b> <a href="https://www.google.com/quizlet/">Google</a> quizlet.



Nov 3	Review Day for Exam One	Start working on your group film projects. See instructions on long-term project in the syllabus with attachment in Blackboard. Due December 3. [Here's an example from a past semester: <a href="https://www.youtube.com/watch?v=bWtxYBXLTIg">https://www.youtube.com/watch?v=bWtxYBXLTIg</a> .] <b>Capstone Presentation:</b> What have you learned as a result of being in this class? How has this course changed you as a student? How will you use what you have learned and the skills you have acquired to improve your life? Be sure to include your LASSI pre- and post-results and your degree plan. <b>Capstone Presentation due December 5.</b>
Nov 5	EXAM ONE: No Class Meeting	<b>Exam 1 will be sent to you before noon today and will be due by midnight on November 9.</b> Check this out: <a href="https://www.khanacademy.org/college-careers-more/financial-literacy">https://www.khanacademy.org/college-careers-more/financial-literacy</a>
<b>Learning With and From Others</b>		
Nov 10	Finances and Money Management	Guest speaker Jordan Flores
Nov 12	Title IX and other important information	Guest Speaker: <b>Brant Farrar, Professor of Sociology</b> <a href="https://www.youtube.com/watch?v=pZwvrxVavnQ">https://www.youtube.com/watch?v=pZwvrxVavnQ</a> [3 minutes] <a href="https://www.youtube.com/watch?v=77ORER_LAzI">https://www.youtube.com/watch?v=77ORER_LAzI</a> [3 minutes]
Nov 17	Health and Wellness	Guest Speaker: <b>Dee Dee Ninemire, Director of the Physical Education Complex and Professor of Kinesiology.</b>
Nov 19	Campus Safety	Guest Speaker: <b>Nickolis Castillo, Executive Director of Administrative Services and former SPC Chief of Police</b>
Nov 24	EXAM TWO: No class meeting.	<b>EXAM 2 will be emailed to you before noon on November 24 and will be due before midnight on Dec 2.</b> Homework: Be sure you have taken the LASSI post test. Go to <a href="https://www.collegelassi.com/lassi/">https://www.collegelassi.com/lassi/</a> School Number: 82324 User Name: mpxk User Password: ykw Due Dec 2.
<b>Thanksgiving Break November 26-30</b>		
Dec 3	Being Successful in College (and Life)	Group Film Projects due. *LASSI post-test and degree plan due by midnight tonight.
Dec 5	YOU: Capstone Presentation	<b>Your time to shine!</b> Your presentations and final course evaluations 
<b>Finals December 8-11 GRADUATION December 12</b>		
<b>FINAL PAPER DUE BY MIDNIGHT, December 8.</b> <b>Your final paper is a letter to written to a future college student, telling the student what you think college students need to know (and what you wish you had known before you started college).</b>		



## **Everything on this syllabus is subject to change.**

(Except the dates below)

**Important Dates to Remember:** August 24 is the last day for 100% refund; September 15 last day for 70% refund; September 22 last day for 25% refund. October 17 Fall Break: All campuses are closed. November 7 online registration begins for Winter Interim, Spring 2026, Spring I and Spring II 2026 at 8:00 a.m. November 26 - 28 Thanksgiving Holiday: All campuses closed. December 4 last day to drop classes. December 8-11 finals week. December 11 last class day. Fall Commencement Ceremony is at 10:30 am in Texan Dome, Levelland Campus on December 12. All campuses closed December 15, 2025 – January 1, 2026.

**EDUC 1300 Fall 2025**

Assignment Checklist: You can use this checklist to keep track of your grade in the course.

Assignments	Date Due	Your pts	Max pts
1. Paper (150- 300 words) about yourself, why you are taking the course, and what you want to learn this semester.	Sep 3		100
2. Signed Contract	Sep 3		100
3. Brain Type Result (online)	Sep 8		100
4. Mindset Quiz (online)	Sep 10		100
5. GRIT Scale (in-class)	Sep 10		100
6. LASSI (online; remember your student key _____ )	Sep 17		100
7. Typology (AKA MBTI, online)	Sep 22		100
8. VARK (online)	Sep 24		100
9. Multiple Intelligence	Sep 24		100
10. Emotional Intelligence Quiz (online)	Sep 24		100
11. Reflection Paper (and Self-Assessment sheet)	Oct 1		300
12. Time Tracker/Planner	Oct 8		100
13. Group Presentation – Research Project	Oct 20		300
14. Career Paper (Interview report/summary)	Oct 22		300
15. Notetaking Assignment	Oct 27		100
16. Test-taking Assignment	Nov 3		100
17. Major Exam 1 (Skills topics, readings)	Nov 9		300
18. Major Exam 2 (Guest speakers)	Dec 2		300
19. Group Project: Film/Video	Dec 3		300
20. LASSI post-test	Dec 3		100
21. Proof of degree plan	Dec 3		300
22. Capstone Presentation	Dec 5		300
23. Final: Letter to Future Students	Dec 8		100
<b>TOTAL</b>			<b>3,900</b>

Contract for Dr. Malone's EDUC 1300 Course  
South Plains College

By signing this contract, I affirm that I have read the syllabus and understand its contents. I understand the course objectives, attendance policy, and how my grade will be calculated for this course.

I understand that some assignments require access to a computer with Internet connectivity and a printer. I know that computers with Internet and printers are available here at the SPC Downtown Lubbock Campus. **I understand that late work may not be accepted for course credit.**

I affirm that I understand the policy on academic integrity and the consequences of not doing my own work and/or of cheating.

I understand I am expected to treat others in the class as I wish to be treated myself.

I understand that it is my responsibility to ask questions when I do not understand something. I understand that I need to check my **SPC student email** daily for messages from my professor. I understand that I can contact my professor at [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu) at any time and expect **a reply within 48 hours.**

I understand that the work I submit may be used as an example of classwork (keeping my identity confidential).

I understand that if I have a problem or special need, it is my responsibility to let my professor know.

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Student Signature

Date



September 3, 2025

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Instructor Signature

Date

### Reflection Paper General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics.

**Topic:** As a result of all the assessments and assignments you have done in this course, what have you learned about yourself? What are your learning strengths and weaknesses? How will you improve? What are your personality strengths and challenges? How will you improve?

**Format:** A reflection paper should be 2-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. This paper should reflect your thinking process about the questions posed and will be used as proof of your understanding of yourself as revealed by the assessments and concepts and issues discussed in class.

**Grading Rubric:** The following rubric will be used to evaluate your work.

Reflection Paper Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 2-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page	
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and observations/points difficult or impossible to follow.	
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
<b>Includes information from LASSI, Type, GRIT, Mindset, emotional intelligence, VAK, VARK, multiple intelligence</b>	Provides excellent support for claims, cites specific scores from the assessments used in the course.	Provides support for claims.	No support for observations/claims.	
<b>Completeness</b>	Addresses all 5 elements contained within the stated objective(s) of assignment and extends beyond.	Addresses most elements contained within the stated objective(s) of assignment.	Fails to address the elements contained within the stated objective(s) of assignment.	
<b>Total</b>				

At the top of the first page include: Your name and the date. *It is not necessary for you to provide a cover sheet. Please email your paper to me ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). Name your file reflectionpaperEDUC1300fa2025yourname (example: reflectionpaperEDUC1300fa2025gmalone).*

### Reflection Paper Worksheet

Amen Brain Type	What is your Brain Type? What is your understanding of your type? Is this new information for you? What do you think/how do you feel about this information? Have you discovered some ideas about ways to change how you study and learn?	
Mindset quiz	Do you have a growth or fixed mindset? How did this quiz make you feel? Do you plan to make any changes because of what you learned by taking this quiz?	
LASSI	What are your three highest scores? Do you agree or disagree? What are your three lowest scores? Do you agree or disagree? Which is higher for you: Skill, Will or Self-regulation? Which is lowest? Did the results surprise you? Are you making an Action Plan to change?	
Grit Scale	How gritty are you? Did the results of this assessment surprise you? How does this match your self-perception?	
Typology	Are you an E or an I? Are you an S or an N? Are you a T or an F? Are you a P or a J? Were you 75% or higher in any area(s)? How do you feel about the outcome? Do you agree or disagree with the results? Have any of these factors been an issue for you in the past? Have you thought about how your personality affects the choices you make and your performance?	
Multiple Intelligence	Had you ever considered the concept of multiple kinds of intelligence? Before you took the inventory, what did you think about your areas of intelligence? Where are you strongest? Are there areas where you feel challenged?	
VARK	Do you agree with the results of the VARK? How does this affect your study skills?	
Emotional Intelligence	Do you agree/disagree with the EQ score? How does your emotional intelligence affect your life (as a student, parent, sibling, friend,	

employee(er)?	
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**Other Observations:**

**Summarize:** Overall, what were the most surprising things you learned as a result of these self-assessments? What affirmed what you already knew about yourself? What new things did you learn about yourself? In what ways, do you want to change or improve?

What is your **ACTION PLAN** for the semester? What things are you going to do as a result of your self-knowledge?





### EDUC 1300 Group Research Presentation

The state of Texas has identified six core objectives for courses taught at Texas colleges and universities. These are:

- **Critical Thinking Skills** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** - ability to connect choices, actions and consequences to ethical decision-making.

**The purpose** of the group project is to exercise, strengthen and demonstrate Critical Thinking Skills (CR), Communication Skills (CM), Teamwork (T), and Personal Responsibility (PR).

**The assignment** is to work in groups, gathering information to address assigned questions through research, summarizing your findings and presenting your conclusions to the class in a PowerPoint presentation. Your presentation should be 5 – 10 minutes in length. Be prepared to discuss your presentation and answer questions regarding your conclusions.

<b>Group Presentation Rubric</b>	<b>Exceeds Standards 3 points</b>	<b>Meets Standards 2 points</b>	<b>Unsatisfactory 1-0 points</b>	<b>Score</b>
<b>Selection of Content (CR)</b>	Thoroughly addresses the assigned questions	Addresses the assigned questions	Fails to address the assigned questions	
<b>Quality of content (CM)</b>	Excellent use of library resources	Good use of library resources	Lacking in use of library resources	
<b>Organization (CM)</b>	Well-organized, easy to understand	Organized, but lacking coherency	Organization lacking and story difficult or impossible to follow	
<b>Involvement (PR, T)</b>	Shows strong evidence of involvement and participation from the entire group	Shows evidence of good group participation	Shows lack of group participation	
<b>Overall quality of the project (CR, CM, T, PR)</b>	Excellent	Good	Insufficient	
<b>Teamwork (T)</b>	Completion of group evaluation; average of the group score		Failure to complete the group evaluation; average of group score.	



How would you rate this learning experience/assignment?

1

2

3

4

5

*good for me*

*not good*

Comments:

## EDUC 1300 Career Profile

A **Career Profile** is a paper about a person in the career field or occupation that you have chosen or are interested in learning more about. Dave Ellis, author of *Becoming a Master Student*, has identified qualities of a master student; he says the qualities are *inquisitive, able to focus attention, willing to change, able to organize and sort, competent, joyful, able to suspend judgment, energetic, well, self-aware, responsible, willing to take risks, willing to participate, a generalist, willing to accept paradox, courageous, self-directed, spontaneous, relaxed about grades, tech savvy, intuitive, creative, willing to be uncomfortable, optimistic, willing to laugh, hunger, willing to work and caring.*

Make an appointment to interview a person in your chosen field and ask her or him what s/he thinks about these qualities and if they apply in your chosen career. Ask which of these characteristics/qualities are more important in that career. Ask about her/his accomplishments in life and the greatest lessons he/she has learned. After the interview, decide which of the qualities you see most strongly in that individual. Write a Career Profile about this person to share with the class.

**Format:** Your Career Profile paper should be 1-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. This paper should reflect your understanding of the assignment and why you chose this person for your **Career Profile**.

**Grading Rubric:** The following rubric will be used to evaluate your work.

Career Profile Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 1-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page	
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but "flow" could be improved.	Organization lacking and observations/points difficult or impossible to follow.	
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
<b>Includes reference to the qualities of the Master Student</b>	Provides excellent support for claims, cites specific qualities listed in the instructions.	Provides support for claims and lists a few specific qualities listed in the instructions.	No support for observations/claims.	
<b>Completeness</b>	Satisfies all criteria for the assignment; a Success Profile is produced.	Addresses most criteria for the assignment.	Fails to address criteria for the assignment.	
<b>Total</b>				

At the top of the first page include:

Your Name  
Date  
Class & Semester

*It is not necessary for you to provide a cover sheet. But, if you do, include the same information on your cover sheet. Please email a copy of your paper to [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu). Name your file CareerEDUC1300fa2025yourname (Example: CareerSuccessEDUC1300fa2025 gmalone).*

### EDUC 1300 Group Film Project

The state of Texas has identified six core objectives for courses taught at Texas colleges and universities. These are:

- **Critical Thinking Skills** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** - ability to connect choices, actions and consequences to ethical decision-making.

The **purpose** of the group project is to exercise, strengthen and demonstrate Critical Thinking Skills (CR), Communication Skills (CM), Teamwork (T), and Personal Responsibility (PR).

The **assignment** is to prepare a video selecting a **topic related to college success**. Meet with your group and working as a group, identify and select content covering what it takes to be successful in college.

- Write a script; there needs to be a story line, not just interviews.
- Cast characters for the video.
- Film the presentation.
- Present the finished video to the class. **You need to save your video to a thumb drive or as a YouTube video.**

Group Project Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
<b>Selection of Content (CR)</b>	Excellent selection of topics	Good selection of topics	Minor/insignificant topics selected	
<b>Quality of content (CM)</b>	Additional information beyond the class is incorporated	Good presentation of information	Lacking important/pertinent information	
<b>Organization (CM)</b>	Well-organized, easy to understand	Organized, but lacking coherency	Organization lacking and story difficult or impossible to follow	
<b>Involvement (PR, T)</b>	Shows strong evidence of involvement and participation from the entire group	Shows evidence of good group participation	Shows lack of group participation	
<b>Overall quality of the project (CR, CM, T, PR)</b>	Excellent	Good	Insufficient	
<b>Teamwork (T)</b>	Completion of group evaluation; average of		Failure to complete the group evaluation;	

	the group score		average of group score.	
				<b>Total</b>

The Teamwork score will be an average from the evaluation from other members of your team.

**EDUC 1300**  
**Evaluation Form for Group Work**

Your name \_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

### Capstone Presentation General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics and to write and present in different formats to varying audiences.

**Topic:** As a result of everything you have learned in this course, describe your progress as a student this semester. Refer to your pre- and post-LASSI assessments, other assessments you took during the course, any videos we watched or readings assigned, information provided by the instructor and guest speakers in summarizing your experience this semester. Explain how you have changed as a student and an individual throughout the progress of the semester. Include your degree plan.

**Audience:** The audience is the professor and other students in the course.

**Presentation Format:** Your presentation may be a PowerPoint or Prezi or another presentation format if you wish. If you have any questions, please consult with your instructor. Your paper will be graded according to the rubric below.

#### Capstone Rubric

	1	2	3	4	Total
<b>Creativity</b>	Inappropriate choice of medium; boring, lackluster.	Typical medium for project presentation selected with minimal effort or skill demonstrated.	Mastery of a standard medium for project presentation	Creative, innovative, and interesting medium for presentation	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Content: What have you learned about yourself this semester?</b>	Student does not reference any class assessments or activities in project.	Only a few assessments or activities are discussed/presented.	Student includes reference to several assessments done in class as well as a variety of activities.	Student demonstrates full knowledge (more than required) including reference to numerous assessments and class activities.	
<b>Analysis</b>	Student does not	A conclusion or summary	A few	Careful and	



<b>(Personalization)</b>	draw any conclusions.	is included.	conclusions and insights are shared.	thoughtful analysis of what the class has meant to the student is presented.	
<b>Analysis (Application)</b>	Student does not indicate how any information will be applied.	Student mentions one or two applications.	Student names several applications.	Student names and explains several applications of the information covered in the course.	
<b>Presentation</b>	Student reads all of report with no eye contact; fails to stay within time limit constraints. Tense, no movement. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report; does not satisfy suggested time recommendations. Movement stilted. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation	Student maintains eye contact most of the time but frequently returns to notes. Movement relaxed Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Movement adds to understanding of major points. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
		.		<b>Total Points:</b>	

**Comments:** At the top of the first page include: Your Name, Class and Semester. *Please email a copy of your presentation to ([gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu)). Name your file CapstoneEDUC1300fa2025yourname (example: CapstoneEDUC1300fa2025gmalone).*

### Final Paper General Instructions and Rubric

**Purpose:** Throughout your education, you will be expected to provide evidence that you both understand material and have certain knowledge and skills. One way of doing this is to produce a well-written and thoughtful response to important questions and issues facing both you as an individual and society as a whole. Therefore, you will be asked on several occasions and in several different courses to develop reflective responses on various topics and to write in different formats to varying audiences.

**Topic:** What do students need to know to be successful in college? What are the things that you now know that you wish you had known before? What can students expect from taking this course?

**Audience:** The audience college students who will take this course next semester.

**Format:** A **letter** written to future students, 1-3 pages long, typed, double-spaced and in a 12 point regular font (such as Times New Roman or Arial) with one-inch margins. Give advice as to what you thought was most important and what helped you the most. What do you wish you had known before you started college?

**Grading Rubric:** The following rubric will be used to evaluate your work.

<b>Letter Rubric</b>	<b>Exceeds Standards 3 points</b>	<b>Meets Standards 2 points</b>	<b>Unsatisfactory 1-0 points</b>
<b>Format</b>	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins, and 1-3 pages in length	Paper is neatly typed, double-spaced, 10-12 point regular font, one-inch margins and 1-2 pages in length	Formatting rules ignored, shorter than 1 page
<b>Grammar and Spelling</b>	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.
<b>Organization</b>	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and observations/points difficult or impossible to follow.
<b>Reflection</b>	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.
<b>Includes information from the course</b>	Provides excellent support for claims, cites specific examples	Provides support for claims.	No support for observations/claims.
<b>Completeness</b>	Addresses all elements contained within the stated objective(s) of assignment and extends beyond.	Addresses most elements contained within the stated objective(s) of assignment.	Fails to address the elements contained within the stated objective(s) of assignment.

At the top of the first page include:

Your Name

Date

Class & Semester: *It is not necessary for you to provide a cover sheet. But, if you do, include the same information on your cover sheet. Please email a copy of your paper to [gmalone@southplainscollege.edu](mailto:gmalone@southplainscollege.edu). Name your file FinalPaperEDUC1300fa2025yourname (example: FinalPaperEDUC1300fa2025gmalone).*