Course Change Request

Date Submitted: 12/20/17 5:15 pm

Viewing: **ASCC STLC-101 : Application of Learning Theories to College Studies**

Formerly Known As: **STLC 101**

Last edit: 12/22/17 9:40 am

Changes proposed by: bari

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bari Brookins</td>
<td><a href="mailto:bari@tamu.edu">bari@tamu.edu</a></td>
<td>979-458-0693</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

The proposed changes are part of a routine curriculum review.

Explain other rationale

The proposed changes are to align the existing course prefix (STLC) with the new departmental code (ASCC).

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>ASCC</th>
<th>Course number</th>
<th>101</th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>TASP/TSI Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School</td>
<td>Center for Acad Enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Level</td>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate course level justification (Select One)</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Graduate</th>
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</thead>
<tbody>
<tr>
<td>Effective term</td>
<td>2018-2019</td>
</tr>
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</table>

Complete Course Title

Application of Learning Theories to College Studies

Abbreviated Course Title

APPL OF LEARNING THEORY

Catalog course description

The study of critical theories of learning with application to academic performance; designated as the university's learning framework course, this course is designed to help students understand learning theory and develop strategies for successful completion of college level studies.

Prerequisites and Restrictions

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

No

Crosslisted With

Stacked

No

Stacked with
Semester: 0-3  
Contact Hour(s): Lecture: 0-3  
(per week): Lab: 0  
Other: 0  
Total: 0-3

Repeateable for credit? No
Three-peat? No
CIP/Fund Code: 4227010001
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)
Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No
Has/will this course be(en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: ASCC 101.docx

Letters of support or other documentation: No

Additional information

https://nextcatalog.tamu.edu/coursecatalog/approve/
Reviewer Comments

Sandra Williams (sandra-williams) (12/01/17 12:41 pm): Rollback: As requested.
Joel McGee (jmcgee) (12/19/17 4:15 pm): Rollback: Add calendar
Sandra Williams (sandra-williams) (12/20/17 2:24 pm): Rollback: Updates needed: The Semester Credit Hour field shows 0-3, however, the Lecture field shows 1-3. These should be the same in both places. The syllabus still shows “STLC” listed but it should have the new prefix “ASCC.” Syllabus missing Course Outcomes, missing link to Student Rule 7 and shows old Aggie Honor Code website link.
Joel McGee (jmcgee) (12/20/17 4:32 pm): Rollback: Make needed changes.
Sandra Williams (sandra-williams) (12/22/17 9:41 am): Update received.
Sandra Williams (sandra-williams) (02/05/18 2:02 pm): UCC approved February 2018.

Reported to state?

Change
STLC 101 is a learning framework course designed to introduce students to critical theories of learning with application to college studies.

Learning Outcomes:
By the end of the course, the student will:

- Understand cognitive processes and their application to college learning.
- Understand motivational theory and how it applies to learning.
- Have an increased ability to use metacognitive skills and strategies to regulate learning.
- Develop critical thinking and problem solving skills.
- Understand learning styles and how to apply effective learning techniques.
- Have an increased ability to develop and implement effective time management strategies.
- Increase the ability to develop and implement effective goal-setting strategies.
- Have an increased ability to learn from textbooks.
- Have an increased student’s ability to learn in class and take effective notes.
- Have an increased ability to use effective methods of preparing for tests and cope with test anxiety.

Required Materials

1) Academic Transformation, 3rd edition, by Sellers, Dochen & Hodges
COURSE POLICIES

Grading Policy

Your success in life is greatly dependent on your efforts, and so it is in this class. No grades at Texas A&M University are automatic; you will have to work for them. Your grade will be computed from the basic components of the course. The weight of the assignments is distributed as follows:

<table>
<thead>
<tr>
<th>Projects/Exercises:</th>
<th>Examinations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behavior Management</td>
<td>125 points</td>
</tr>
<tr>
<td>• Spaces &amp; Places</td>
<td>25 points</td>
</tr>
<tr>
<td>• Office Visit</td>
<td>25 points</td>
</tr>
<tr>
<td>• Participation</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>200 points</td>
</tr>
</tbody>
</table>

Examinations:

- Examinations: 300 points
- Quizzes: 100 points

Total Points Available: 600

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>540 – 600</td>
</tr>
<tr>
<td>B</td>
<td>480 – 539.9</td>
</tr>
<tr>
<td>C</td>
<td>420 – 479.9</td>
</tr>
<tr>
<td>D</td>
<td>360 – 419.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 360</td>
</tr>
</tbody>
</table>

A brief explanation of assignments is contained later in the syllabus. Detailed explanations are posted on eCampus at [eCampus.tamu.edu](http://eCampus.tamu.edu). If you have questions about eCampus or are having difficulty using it, contact the Help Desk at (979) 845-8300. They are available 24 hours a day, 7 days a week. Technical issues or difficulties with eCampus are not acceptable reasons for late or missed submission of assignments. A practice assignment will be available as a “dry run” for you to familiarize yourself with eCampus.

Note: Assignments are due on the due date by the specified time unless prior arrangements have been made. Any assignment that is due “in person” that is turned in late will be subject to a 50% deduction.
Assignments submitted on eCampus are due by 10:00 pm on the due date unless prior arrangements have been made. Any assignment turned in after 10:00 pm, but before 11:59 pm on the day it is due will be accepted, but with a 40% deduction. Assignments submitted at or after 12:00 midnight of the due date will be subject to a 50% deduction. Late work will be accepted up to one week after the original due date and time.

Depending on the assignment type, all uploaded assignments must be submitted as one of the following:
- MS Word: .doc or .docx extension ONLY,
- MS Excel: .xls or .xlsx extension ONLY.
Mac users must convert/export the file to one of the above.

No other file types (.wps, .odt, pages, etc.) will be accepted. Mac users must convert/export the file to one of the above. It is your responsibility to make sure that your assignments are uploaded correctly using the correct file type.

All typewritten assignments are to be college level writing and should be free of grammatical and spelling errors.

Attendance

Attendance in class is fundamental to your academic success in any course. Attendance is required with the exception of University excused absences as defined in the current issue of the Texas A&M Student Rules (see Student Rule 7 for details: http://student-rules.tamu.edu/rule07). Unless you have a University excused absence, all work is due on the assigned dates. If you have an excused absence, it is your responsibility to determine and complete the work you missed. It is also your responsibility to provide the required documentation within the timetables listed in the Student Rules. It is your responsibility, as well, to get class notes for missed classes from one of your classmates. Students who miss class due to an unexcused absence will not have the opportunity to make up missed work.

In accordance with Student Rule 7.1.6.2, documentation for an absence will require confirmation by a health care professional. This confirmation must be in writing from a visit to a health care professional affirming the date and time of the visit and the medical professional’s confirmation that the student is too ill or contagious to attend class. The self-report form, Texas A&M University Explanatory Statement for Absence from Class, will not be accepted for this class.

For absences that occur on the date graded work (exams, quizzes, assignments, online assignments, etc.) is due, whether in class, in person or on-line (and not necessarily on a date when class meets), students must notify the instructor within the time limits specified in Student Rule 7. The student is responsible for providing satisfactory evidence to the instructor within one week of his or her absence return to substantiate the reason for absence.
YOU WILL BE ALLOWED TWO (2) UNEXCUSED ABSENCES WITHOUT PENALTY. EACH UNEXCUSED ABSENCE AFTER THIS WILL RESULT IN THE LOWERING OF YOUR COURSE GRADE BY ONE (1) LETTER GRADE. Example: If you have three unexcused absences at the end of the term and have a course average of B, your final course grade will be C.

Aggie Integrity

"An Aggie does not lie, cheat or steal or tolerate those who do."

Information about the Aggie Honor Code can be found: http://aggiehonor.tamu.edu.

If you have any questions regarding plagiarism, please consult the current issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Electronic Devices

As a community of learners, fully engaged with classroom and community activities, cell phones, smart phones and other mobile communication devices must be on silent and remain out of sight during class time. Use of other electronic devices, such as laptop computers, tablets, etc., should first be discussed with the instructor and such devices may only be used with instructor permission.

Classroom Etiquette

It is my intention that this classroom would be a place where everyone is respected and each of us can feel free to express our opinions in a respectful manner. Please show respect for yourself and other students in all course interactions.

E-Mail Communication

If you need to communicate with me via e-mail, use my TAMU e-mail address: bari@tamu.edu and e-mail me from your TAMU e-mail account, not another e-mail account. Please make sure this e-mail is not forwarded to another e-mail address and get in the habit of checking this account frequently. Please make sure all e-mail correspondence contains your (full) name, UIN and Course/Section information.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services currently located in the Disability Services building at the Student Services at White Creek Complex on West Campus or call 845-1637. For additional information visit http://disability.tamu.edu.
Details about Course Requirements

This information is provided to give you some brief details about your assignments and other course requirements. It is your responsibility to ask questions about any assignment you are not sure about and to keep up with your grades. It would be especially helpful for any questions about assignments to be asked during class in case other students have similar concerns. However, please consult the syllabus and/or eCampus at eCampus.tamu.edu to see if your question is answered there.

I. Examinations:

Like any college course, this one requires that you be prepared for class and prepared for exams. Exams will cover material from class (notes and/or class discussion) and material from the textbook and assigned readings. An 882E Scantron is required for all exams.

II. Quizzes:

Preparation for class is essential to success in college. A vital part of that preparation is having read the assigned readings prior to class. Quizzes will cover assigned readings and will be administered on-line through eCampus. Any time reading is assigned, a reading quiz will be administered. Each quiz will be worth 10 points. Quizzes will be open for 48 hours and your top 10 quiz grades will be included in your course grade. A practice quiz over the Introduction will be available as practice and will not be included in your grade.

III. Behavior Management Assignment:

Effective Behavior Management is one of the major challenges for college students. This 3-part assignment will cover time management, study skills and exam preparation and will be submitted either via eCampus or in person, depending on the part of the assignment. The depth and detail of the assignment (and its various parts) will be discussed in class.

IV. Spaces and Places Assignment:

As a college-level learner, it is important to know where you study best. This assignment will give you the opportunity to experience studying in several different environments to help you determine the best study environment for you. This assignment will be explained in more detail in class and will be submitted via eCampus.

V. Office Visit:

A sign-up sheet will be distributed in class for individual office visits. They will last approximately 15 minutes. During your visit we’ll discuss any thoughts or concerns you have regarding your college experience. All you have to do is show up!
VI. Participation:

Active participation is crucial to your success in this class. My expectations are that all students will be on time to class each day that class meets and prepared for that day’s topics. You will earn full participation points if you are present for the entire class and contribute to class discussions. If you are late or leave early, you will not earn participation points (up to 5 points per occurrence) for that day unless you have a university authorized excuse or you have communicated with me via e-mail prior to class.

VII. Extra Credit:

There will be a limited number of opportunities to earn extra credit points throughout the semester. I would encourage you to take advantage of these opportunities as they happen. No late extra credit will be accepted. Extra credit will only be available to students who submit every assignment.

FINAL WORDS

I am excited to have each and every one of you as a student this semester. You are embarking on an exciting time in your life. It may also be scary for you. If you feel that you are overwhelmed and just need someone to talk to, know that my door is open. No concern is too small or too petty. If it bothers you, it matters. If you just want to drop by and see a friendly face, that’s fine, too. You’re always welcome!!!
### ASCC 101: Application of Learning Theories
To College Studies
Course Calendar

**Fall/Spring 201X**

<table>
<thead>
<tr>
<th>Class Session:</th>
<th>Topic:</th>
<th>Reading Due:</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td></td>
<td>Purchase Textbook</td>
</tr>
<tr>
<td>Week 1</td>
<td>Higher Education in US</td>
<td>Bok*</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Academic Success/Autonomous Learning</td>
<td>Intro., pp.1-8; Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Goal Setting</td>
<td>Chapter 7</td>
<td>Practice Assign. (X/X; 10:00 pm; eCampus)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Goal Setting</td>
<td>Chapter 8</td>
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<tr>
<td>Week 4</td>
<td>Time Management</td>
<td>Chapter 9, Wong</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Time Management</td>
<td></td>
<td></td>
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<tr>
<td>Week 5</td>
<td><strong>Exam 1</strong></td>
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<tr>
<td>Week 6</td>
<td>Learning &amp; Memory</td>
<td>Chapter 5, Chapter 11</td>
<td>Behavior Mgmt., Part 1 (X/X; 10:00 pm; eCampus)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Learning Strategies</td>
<td>Chapters 2 &amp; 3, Chapters 4 &amp; 6</td>
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<tr>
<td>Week 8</td>
<td>Individual Learning</td>
<td>Chapter 12</td>
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<tr>
<td>Week 9</td>
<td><strong>Exam 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Exam Preparation</td>
<td>Lipsky, Ch.7</td>
<td>Behavior Mgmt., Part 2 (X/X; 10:00 pm; eCampus)</td>
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<tr>
<td>Week 10</td>
<td>Office Visits</td>
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<tr>
<td>Week 11</td>
<td>Exam Preparation</td>
<td>Intro., pp 8-14 Van Blerkom</td>
<td>Spaces &amp; Places (X/X; 10:00 pm; eCampus)</td>
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<td>Week 12</td>
<td>Taking Exams</td>
<td>Lipsky, Ch. 8 VanderStoep &amp; Pintrich</td>
<td>Behavior Mgmt., Part 3 (X/X; 5:00 pm; Rudder Tower, 9th Floor)</td>
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<td>Week 14</td>
<td>Reducing Anxiety</td>
<td>Chapter 10</td>
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<tr>
<td>Week 14</td>
<td><strong>Exam 3</strong></td>
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* -- When no author is specified, reading is from *Academic Transformation* by Sellers, Dohen, & Hodges.