

**Component Area Option
Student Learning Outcome Alignment Form**

Course Prefix/Number: PSYC 1300 / EDUC 1300

Course Title: Learning Framework

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	SLO #6 Utilization of self-management skills inclusive of emotional regulation, time management, financial intelligence, and self-discipline.	Students will apply the principles of the Seven Habits of Highly Effective College Students by using the Covey Assessment tool to identify strengths and weaknesses of their personal leadership/learning style and create a plan for improvement.	This will be assessed using the Critical Thinking Skills rubric .
Communication Skills	SLO #5: Development of college level oral and written communication skills.	Students, working in small groups. Will prepare presentations and submit research papers summarizing TC-specific facilities, services, policies and procedures, personnel, and campus culture and history. (Link to TC SmartChoice Activity)	The Communication Skills rubric will be used to assess communication skills.
Empirical & Quantitative Skills	SLO #2: Knowledge and application of learning theory inclusive of information processing, strategic learning, and critical thought.	Students will interpret data patterns from learning assessments such as LASSI, MSLQ, etc. to complete an Individual Success Plan and TC Degree Plan. (Link to Success Plan Worksheet).	The Empirical and Quantitative Skills rubric will be used to assess empirical and quantitative skills.
Social Responsibility	SLO #7: Development and use of interdependence as a means to goal attainment.	After attending a lecture on bias in the media and completing various learning styles assessments, students will employ the note-taking strategy that best fits their learning style to identify examples of bias in a TV show. They will evaluate evidence of bias and discuss the effects discrimination could have on society. (link to Bias on the Little Screen, Link to Learning Styles Inventory)	The Social Responsibility rubric will be used to assess empirical and quantitative skills.

CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or gestures or movements that distract the audience.	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.

	consistently too slow or too fast.	Speaker's talking pace is often too slow or too fast.			
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context.	Several terms are included in the presentation. May or may not be used appropriately. May lack context.	Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Identification	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified	The purpose, components, and variables of the investigation/project are clearly identified..	The purpose, components, and variables of the investigation/project are clearly identified.
Assimilation	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
Analysis	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
Presentation	A summary of the analysis is either	A partial summary of the analysis is presented.	A summary of the analysis is presented.	A good summary of the analysis is presented.	A concise summary of the analysis is

	inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.	The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	The presented information is correct, of good quality, and the terminology/figures are accurate and easy to understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings..	presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.
Application	The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence



Texarkana College

Syllabus: Learning Frameworks

Course Number: PSYC 1300/EDUC 1300

Semester & Year: Spring 2015

Instructor Information

Name:

Office: PS Bldg. Office 13

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Office Hours: Mon,Wed – 11-12, 1-3

Tue – 10-12, 5:30-6

Thur – 10-12, 1-3, 5:30-6

Fri – 10-12

Textbook Information

Supplementary Information will be provided

Student Learning Outcomes for the Course

1. Knowledge of and targeted use of Texarkana College academic services and resources.
2. Knowledge and application of learning theory inclusive of information processing, strategic learning, and critical thought.
3. Application of college level skills and techniques for computer literacy, effective reading, listening, note taking, studying, exam preparation, and research methods needed for academic success.
4. Knowledge of wellness factors, the impact of stress, and related coping strategies.
5. Development of college level oral and written communication skills.
6. Utilization of self-management skills inclusive of emotional regulation, time management, financial intelligence, and self-discipline.
7. Development and use of interdependence as a means to goal attainment.
8. Realization and exploration of attitudes, values, and relevance regarding college and career goals.

Course Topics

Course topics covered include 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 will use assessments to identify strengths and weaknesses as learners. Students will integrate and apply the learning skills discussed and become effective and efficient learners.

Presentation Methods

By the end of this semester, through class lectures, videos, discussions, in-class activities, and a variety of written and other assignments, you will increase your written and oral communication skills, critical thinking abilities, and toolbox of study strategies.

Student Requirements for Completion of the Course

You are required to complete all assignments, participate in class discussions (including those involving your Success Team and Expert Group), and submit all written work according to the stated deadline. College instructors expect students to spend time outside of class reading,

Student Assessment (For Specifics, see grade sheet)

You have the following possibilities for earning points:

1. Assignments 25%
2. Participation 15%
3. Midterm Exam 15%
4. Final Exam 15%
5. Career Project 15%
6. Group Presentation 15%

Grading Scale

Grade	
A	90%and Above
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and Below

Assignments

They include, for example, journal entries, time management plans, exam debriefs, and goal-setting outline

Participation

- Level of engagement/listening skills: You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) engage with course lectures, discussions, and activities with eye contact, taking notes, and makes thoughtful contributions.
- Behavior: You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) behave appropriately (e.g., demonstrate active listening during lectures; show respect to the differing view of group members, etc.) in the classroom.
- Preparation: You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) come to class with a pen, paper to take notes, and having read any necessary information to provide informed comments to course discussions and activities.
- Collaboration: You (almost always, sometimes, rarely, almost never, OR never or very, very rarely) collaborate (or work in groups) in appropriate and fair ways.

Written Work

In-class assignments must be completed in blue or black ink—work completed in any other color or in pencil will not be graded. In-class work must also follow standard English usage— including complete sentences. Of course, you are not expected to create polished in-class work.

Out-of-class written assignments must have one-inch margins on all four sides, be double spaced, and be done in the Times New Roman font, size 12. Please note that correct spelling and grammar and a clear, easy-to-read writing style all count toward your grade. Use professional, formal, college English (i.e., no text-message language, contractions, clichés, or slang, for example).

Absentee Policy

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institution's published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W."

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

Excused absences

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons.

- An absence is defined as any time you are not in class.
- You are allowed 4 absences for a class that meets two times a week for 1½ hours per period. You will be dropped for any absence over the 4 allowed.

Make-up Policy

Only certain work can be made up and only if the student has a very good excuse for not doing the work. Tests may not be made up.

Assignments

Any late work turned in without a very good excuse will have 10% of that grade deducted for each day late (excluding weekends) up to one week late. After one week, the paper will not be deducted.

Cell Phones

All cell phones must be turned off and placed out of sight and off your body. Violations may result in your being asked to leave the class and counted absent.

Class Behavior

There will be a zero tolerance policy for any behavior that is disruptive of classroom learning. This includes ANY use of vulgar language or rude behavior toward instructor or any other student in the class.

Course Correspondence

Any course correspondence will be through TC student email. It is the student's responsibility to check his/ her TC email regularly for any communication related to the course.

*Being dropped from the course could affect your financial aid.

Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F."

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations..

Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

**Activities to Accommodate
PSYC/EDUC 1300**

ACADEMIC SUCCESS PLAN

Your academic advisor and success advisor in the are committed to helping you reach your academic and career goals.

This worksheet is designed to help you develop a plan for returning to good academic standing. Be honest with yourself about the commitment and effort you are willing to invest so that you can develop a plan that is achievable and workable for you.

Student # _____

Student Name: _____

Step 1: Identify the obstacles you encountered last semester.

In reviewing your academic performance, what obstacles negatively impacted your grades?

Check all that apply and **circle the top 3** obstacles that impacted your academic grades.

	Academic		Personal/Other
	Ineffective Study skills		Financial difficulties
	Undeveloped time management skills		Health problems
	Unprepared for exams		Hard to get out of bed in the morning
	What worked in high school doesn't work anymore		Use or abuse of alcohol or other substance(s)
	Hard to concentrate/daydreaming		Possible learning disability
	Difficult classes/not prepared for course level		Difficulty sleeping at night
	Conflict with professor		Pressure, stress, anxiety or tension
	Unable to understand course content or find important information		Excessive time spent online
	Poor Reading Skills		

Other factors not listed above: _____

Failure is only postponed success as long as courage 'coaches' ambition. The habit of persistence is the habit of victory.

Herbert Kaufman

Step 2: Generate potential solutions for overcoming the obstacles you listed.

Use the matrix below to list the obstacles you faced last semester and three potential solutions for each obstacle.

Obstacle	Solution #1	Solution #2	Solution #3
1.			
2.			
3.			

Possible Solutions	
I will meet with my academic advisor to discuss my schedule and develop a plan for success	I will make better choices regarding my health, sleeping and eating habits
I will develop a time management plan that works for me	I will make better choices regarding my use of free time, for example: online gaming and social networking, use/abuse of alcohol/drugs, etc.
I will attend all of my classes	I will get to know my professors
I will go to class prepared	I will ask my professor for help if I am having difficulty in a course
I will utilize the major and career exploration services	I will seek out a representative at Counseling and Psychological Services (CAPS) to discuss my personal concerns and issues
I will set a study schedule for each class and follow it	I will meet with someone in the Office of Student Disability Services
I will study in a place that allows me to get my work done	I will seek financial guidance from someone in the Student Enrollment Center
I will attend tutoring sessions	I will focus in class
I will attend Supplemental Instruction (SI)	I will get involved in fitness activities
I will attend BALANCE or skill building workshops (i.e., time management and test taking)	I will contact the tutoring center and request tutoring services.
I will take my Study Behavior Inventory (SBI) and meet with an academic advisor to discuss the results	Other solutions that will allow me to be successful

Success is the result of perfection, hard work, learning from failure, loyalty and persistence.

Colin Powell

Step 3: Commit to workable and achievable solutions.

Using the matrix below, list the three most achievable solutions you are willing to try, how these solutions may help you, and the sacrifices you will need to make to achieve your goals.

Solution	How will this solution help me?	What will this solution require of me in terms of time and effort?
1.		
2.		
3.		

Step 4: Develop your plan of action!

Write your most important goal down below. Using the solutions you generated, list the steps you will take to reach your goal and the date by which you will complete those steps. Use the **SMART** formula for achieving your goal.

S - Specific: Make your goal as specific as possible

Example: I will have a 2.5 cumulative GPA

M - Measurable: Be sure that your goal is measurable

Example: I will be able to measure whether or not I have achieved my desired GPA at the end of the semester.

A - Attainable: Set goals that you can achieve

Example: I have done the math and know that a 2.5 cumulative GPA by the end of the semester is possible.

R - Realistic: Set goals that are realistic

Example: I can realistically achieve a 2.5 cumulative GPA if I earn 4 Bs and 1 C this semester.

T - Timely: Establish a timeline for reaching your goal

Example: I can achieve my goal by the end of the semester.

Energy and persistence conquer all things.

Benjamin Franklin

My TOP Goal: _____

The steps I will take to reach this goal:

1. _____ by _____
(PROJECTED DATE)

2. _____ by _____
(PROJECTED DATE)

3. _____ by _____
(PROJECTED DATE)

Step 5: Remember that with effort and persistence, you can return to good academic standing! Keep the following in mind:

1. **BE COMITTED** to achieving academic success
2. **UNDERSTAND** what academic probation means and what grades you'll need to earn to return to good academic standing
3. **IDENTIFY** the problems that led to your poor grades
4. **CONSIDER** all of your options - including adjusting your course load, cutting back on extracurricular activities, repeating courses.
5. **KNOW** the add, drop, and withdrawal deadlines as well as other academic policies that pertain to you
6. **LET OTHERS ASSIST YOU** and take advantage of the student support services such as tutoring, personal counseling, and academic coaching. Your academic advisor is an excellent resource person as well.
7. **THINK POSITIVELY and WORK HARD! DON'T GIVE UP!**

Notes: This worksheet was adapted from student success worksheets at Clemson University and Virginia Tech University.

Patience, persistence and perspiration make an unbeatable combination for success.

Napoleon Hill

Please complete the following information

Check the Highest Educational level of MOTHER	
<input type="checkbox"/>	High School or less
<input type="checkbox"/>	Some college but did not Graduate
<input type="checkbox"/>	Associates Degree / a College Graduate
<input type="checkbox"/>	Bachelor's Degree / a College Graduate
<input type="checkbox"/>	Graduate Education (Masters or higher)

Check the Highest Educational level of FATHER	
<input type="checkbox"/>	High School or less
<input type="checkbox"/>	Some college but did not Graduate
<input type="checkbox"/>	Associates Degree / a College Graduate
<input type="checkbox"/>	Bachelor's Degree / a College Graduate
<input type="checkbox"/>	Graduate Education (Masters or higher)

How many hours a week did you **STUDY**?

- 0
- 1 – 4
- 5 – 8
- 9 – 12
- more than 12 hours per week

How many hours a week did you **WORK**?

- 0
- 1 – 4
- 5 – 8
- 9 – 12
- more than 12 hours per week

Advisors coaching goals:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

THIS SHEET SHOULD NOT BE COPIED AS PART OF THE HANDOUT

Help Sheet

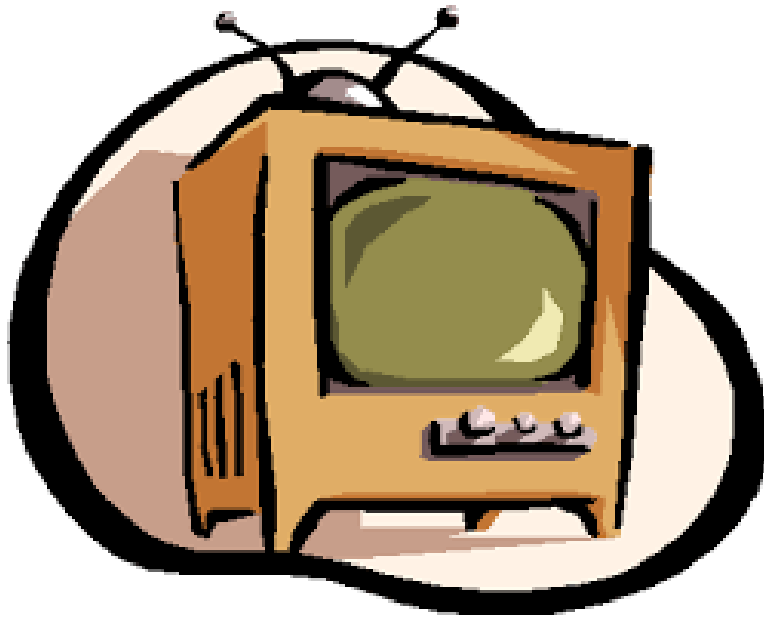
- 1. GPA Calculator is located at Degree Works**
- 2. Tutor Application is in the packet**
- 3. Balance Schedule is located in the
packet 4.**

File name/location

**O:\Advising Center\GPA Low\Success Summit 2013\ Students development of a Academic
Success Plan 2012**

Bias on the Little Screen

PSYC 1300/EDUC 1300 Texarkana College



1.

Assignment Description:

In order to evaluate a television show for bias and the effect that such discrimination could have on society, students will watch a 30 minute, current, primetime television show. While watching the show, students will incorporate their previously-identified learning style based upon educational research and learning theory and make notations of observed bias. Examples of bias can include race, gender, disability, region, religion, age, or sexual orientation.

After viewing the show, students will write a 2-page paper following MLA guidelines for style and format. The paper will be evaluated by the professor using the Social Responsibility Rubric.

TC: The Smart Choice

PSYC 1300/ EDUC 1300



Description of Assignment:

Teams of approximately 5 students will complete a research study of TC-specific facilities, services, resources, policies and procedures, personnel, campus culture and history; each team will design and present a PowerPoint presentation illustrating findings to the class.

Teams will research their chosen topic, gather information, and find examples using information and technological literacy skills. The results will be summarized and showcased in a team-generated, in-class or online, presentation to inform and educate the class regarding the topic.

Each team member will individually research one aspect of the group topic and present his or her findings to the team for further discussion and analysis. The team members should express their individual discoveries, clearly explain and argue the merit of their position, and integrate their research into the team project. While the team members should express their various viewpoints, the team should work together to negotiate and agree upon information to include.

To give each student the opportunity to develop his or her presentation skills, all members are required to prepare and present a portion of the class presentation. The class presentation will utilize presentation software. The content of the presentation should focus on information the team explored.

Presentations will be evaluated based on content, presentation skills/appearance, visual aids, organization, and response to audience questions. All teams will be expected to do at least some of this work outside of class using collaboration software such as the college Moodle LMS, Google Docs, Windows Live, etc. to store and edit documents and hold virtual meetings. These skills will be reviewed in class prior to the assignment.

Team members will present peer evaluations to provide an assessment of the contribution of each member.

This assignment will be assessed using the Communication Skills Rubric.