

PERSPECTIVES IN LEARNING

COURSE CODE: EDU1011

COURSE DESCRIPTION

Perspectives in Learning is designed to introduce students to theories related to the cognitive, social, emotional, and cultural dimensions of learning. The purpose of the course is to foster self-awareness, critical thinking, strategic learning, and self-advocacy while providing opportunities for students to practice study skills including notetaking, active reading, test-taking, planning and organizing, and technology competencies. Students will reflect of learning and teaching processes while applying learning strategies that can be transferred to other courses of study as a proactive approach to self-understanding and self-advocacy.

Strategies for active reading, note-taking, test-taking, long-term project planning, and organizing materials will be modeled, practiced, and assessed. Students will be expected to critically read and identify key ideas being discussed. In addition, students will learn about the laws that protect individuals with diagnosed learning differences, receive an in-depth orientation to the on-campus services that provide academic and emotional support, and establish short and long-term goals related to promoting effective self- management.

COMMUNICATION:

Use your email in Canvas to contact your instructor throughout the course. Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

REQUIRED TEXTBOOK AND COURSE MATERIALS:

(Textbooks are supplied by the sending school or student unless alternative arrangements have been made) There will be digitalized texts distributed to students each week. Course materials such as highlighters, pen and/or pencil and a notebook with dividers are highly recommended.

COURSE REQUIREMENTS

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo. If your school employees content filtering systems which block access to such sites, students may have issues completing their assignments.

COURSE EXPECTATIONS

Reading at a college-level is the primary means of information gathering. Effective and efficient reading form the basis for college-level writing, research, and discussion. Students will be expected to read deeply to enable

them to understand, discuss, and apply the information to a variety of academic tasks. Working with college-level reading requires determining the meaning of unfamiliar vocabulary, using main ideas and supporting details to support content literacy, and varying the use of critical reading techniques to logically comprehend concepts.

Writing at a college-level supports comprehension of content and enhances critical thinking. Students will be expected to engage in academic writing that demonstrates an understanding of content knowledge, a clear purpose, and organization flow. Attention to spelling, punctuation, and grammar are expectations for written assignments.

Communication is integral to success in an online college-level course. Students are expected to fully access all instructor-initiated communications, ask questions if clarification is needed, and follow-up on any actions assigned. Communication will be primarily in written modes but may include oral communication through videos and conferences.

Self-management is a core component of online learning. A key expectation is that students will adhere to established due dates and assignment guidelines for the course learning activities. All assignments, tests, and quizzes are to be submitted on the date indicated for full point consideration. Any work submitted after that time will receive partial point value as per the course guidelines.

#### ADDITIONAL EXPECTATIONS

**See Addendum A:** Course Guidelines document for a comprehensive overview of course expectations.

#### COURSE FORMAT

In order to integrate online educational experiences and knowledge into Perspectives in Learning has been designed to incorporate synchronous and asynchronous learning opportunities. Students will engage with the instructor through regular feedback on assignments, periodic conferences/work sessions, and email communications. All are integral to the learning opportunities embedded in the course.

#### COURSE OBJECTIVES & GOALS

Students who successfully complete this course will be able to:

- Demonstrate an ability to maintain a basic organizational system to manage course materials, support assignment completion, and enhance participation in course discussions and preparation for quizzes and tests with planning and notebook systems.
- Demonstrate systematic approaches for vocabulary development, active reading, note-taking, and summarizing to support comprehension of entry level college text, articles, and essays through journals, discussions, application activities, and tests.
- Demonstrate an ability to analyze the impact of the issues (cognitive, social, emotional, and cultural) related to succeeding in learning through critical reflection in journals, discussions, and application activities.
- Demonstrate a basic understanding of the human learning process through journals, discussions application activities, and tests.
- Demonstrate an ability to apply knowledge of their learning by summarizing their learning differences, elaborating on their academic strengths and challenges, and advocating for appropriate accommodations through discussions and application activities.

See **Addendum B** for a correlation of Landmark College General Education Goals & Perspectives in Learning Course Objectives.

## COURSE GRADING

Total Possible Points to Earn: 1150

Students will be assessed on their attainment of course objectives through:

- Application - 550 points
  - Graded Discussions and Teach Backs – 14 weeks (240 points)
  - Content Knowledge – (480 points)
    - Weekly Activity – 14 weeks (210)
    - Weekly Quiz – 14 weeks (70)
    - Final Project – 110 Points
      - Curated document of best work (50)
      - Final Presentation (60)
  - Self-Knowledge/Reflection – (320 points)
    - Engage the Brain/Learning Journal (220)
    - LASSI (50)
    - Neurotracker (50)
  - Graded Communication and Participation – (200 points)
    - Conferences – Individual, Liaison, Small Group & Guest Speakers (100)
    - Timely email communication with Instructor and Liaison (100)

### Explanation of Course Assessments and Grading Criteria

As an online course instructional opportunity primarily happen outside of a physical classroom. Additionally, instruction takes place both through asynchronous and synchronous modes. The course discussions are integral to content delivery, instruction, and demonstration of learning. Demonstration of learning will take place through written, oral, and video formats. Thus, the number of discussions and their total value is significant.

Online learning involves greater levels of self-management and independent communication than a traditional face-to-face course. The value assigned for communication reflects its importance for success in Perspectives in Learning.

Each assignment and discussion contain a rubric with explicit guidelines for assignment grading. These rubrics explain the criteria for grading and demonstrated scoring for mastery.

### Landmark College Grading Scale

Letter Grade	GPA Equivalency	Grade Scale	Definition (credit courses only)
A	4.0	93-100	Excellent; distinguished achievement in all phases of the course
A-	3.7	90-92	
B+	3.3	87-89	Very good; high level of achievement in some phases of the course
B	3.0	83-86	
B-	2.7	80-82	

C+	2.3	77-79	Fair; basic understanding of subject has been demonstrated
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	Poor; minimal performance
D	1.0	63-66	
D-	0.7	60-62	Passing
F	0.0	0-59	Failure

### Work Completion

Students who do best in this course complete readings and assignments on a regular basis—and on the days that such assignments are due to be discussed and reviewed. Not coincidentally, these students are the ones who benefit most from the course and who also find it the most interesting. After all, it’s much easier to become bored if you haven’t done the day’s requisite reading and/or homework. This also explains why “Preparation” and “Participation” are linked together in the assessment section above: students who are prepared by having completed the day’s requisite reading/assignments are much more likely to participate (or participate meaningfully) than those who don’t.

### Late Policy

Assignments are due on time each week. All assignments are available on the assignments page and in the suggested student schedules as well on the Canvas “to-do list” and calendar. Assignments are directly correlated to the learning taking place at the time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions, quizzes, and tests. **As with any college course, established due dates will be strictly adhered to throughout the semester.** If you find yourself challenged with an assignment, you must contact your instructor to discuss an Action Plan.

### COURSE TOPICS & SCHEDULE

<b>Week</b>	<b>Topics</b>	<b>Assessment(s)</b>
<b>1</b>	Navigate Canvas Identify why understanding your legal rights is important Explain why the Perspectives in Learning course is so important for your academic success	Email instructor Graded Quiz Set up notifications Set-up SPARK Introductory discussion forum Engage the Brain (1)
<b>2</b>	Describe how our brains organize and process information Compare psychological and physiological components of learning Identify how emotions, threats, and novelty affect the brain	Lesson readings Discussion forum Engage the Brain (6) Reading Activity Quiz Self – evaluation Engage the Brain (1)
<b>3</b>	Describe Cognitive Load Identify strategies for reducing Cognitive Load Understand, identify and describe the stages of memory	Lesson readings Discussion forum Schedule instructor meeting Engage the Brain (6) Reading Activity Quiz

		Self - evaluation
<b>4</b>	Identify four broad areas of personalized learning Begin to build your own learning network Articulate ideas on how to “fit in” and make friends in a new environment	Lesson readings Discussion forum Engage the Brain (6) Reading Activity Quiz LASSI assignment Self - evaluation
<b>5</b>	Develop an understanding of executive function Develop a common language for EF using the Brown Model Demonstrate an understanding of the concept of self-regulation	Lesson readings Discussion forum Engage the Brain (5) Reading Activity Quiz Self - evaluation
<b>6</b>	Identify areas of executive function that can be strengthened Describe several strategies to strengthen your executive function skills Develop a plan to implement EF strategies for academic success	Lesson readings Discussion forum Engage the Brain (1) Reading Activity Quiz Self - evaluation
<b>7</b>	Define neurodiversity and the research associated Compare and contrast neurodivergent and neurotypical Define learning disability and its impact in the college classroom	Lesson readings Discussion forum Engage the Brain (6) Reading Activity Quiz Self – evaluation
<b>8</b>	Identify fixed vs growth mindset Discuss strategies for developing a growth mindset Describe intrinsic and extrinsic motivation Recognize strategies for increasing motivation	Lesson readings Discussion forum Engage the Brain (3) Writing Activity Quiz Self – evaluation
<b>9</b>	Define metacognition Develop your own metacognitive strategies Apply metacognitive strategies to become a self-directed learner	Lesson readings Discussion forum Engage the Brain (1) Writing Activity Neurotracker assignment Quiz Self – evaluation
<b>10</b>	Articulate barriers to reading fluency Summarize active reading strategies Recognize types of highlighting strategies Use proven techniques to jump-start your writing	Lesson readings Discussion forum Engage the Brain (5) Note-taking Activity Continue Neurotracker assignment Quiz

		Self – evaluation
<b>11</b>	Identify reasons for procrastination Devise a time management strategy Identify and utilize technologies to reduce distractions	Lesson readings Discussion forum Engage the Brain (4) Writing Activity Quiz Self – evaluation
<b>12</b>	Recognize the progress and ongoing need for reform in Disability Law in the US Identify the legal differences between entitlement and civil rights laws Articulate the differences in rights and responsibilities between high school and college	Lesson readings Discussion forum Engage the Brain (2) Writing Activity Bonus Assignment Quiz Self – evaluation
<b>13</b>	Identify technology supports for college and the workplace Plan strategies for fitting in and belonging in college	Lesson readings Discussion forum Engage the Brain (3) Writing Activity Quiz Self – evaluation
<b>14</b>	Share your Learning Profile Compare changes in your LASSI results Cite Highlights and Takeaways from the course	Learning Profile 1. Curation 2. Presentation LASSI final Self – evaluation
<b>15</b>	Recap and Review	Discussion forum

## Addendum A

### COURSE GUIDELINES & COLLEGE POLICIES

#### Academic Honesty and Plagiarism Policy

"As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility."

To plagiarize is to give the impression that a thought or piece of writing is original, when, in fact, it is borrowed from another, or from a source, without providing a reference.

Academic integrity and responsibility are important. In cases of Academic dishonesty, a conversation with the student and professor will convene and the college policy for Academic dishonesty will be followed.

#### Accommodations Policy

"Given the unique mission of Landmark College, many academic accommodations that might be customary or required at traditional institutions would not be appropriate at Landmark, because they would alter the College's academic program."

If you need individual accommodations to meet course objectives, please make an appointment with **the Vice-President of Student Affairs, Michael Luciani**, to discuss your needs within the first week of the semester. Any requests not noted in this time frame will not be considered for this semester.

View the full [accommodations policy](#) for Landmark College.

#### Behavior Expectations

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the [Student Handbook](#).

#### Communication

Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

#### Office Hours

Office hours will be scheduled by your course instructor and available in the syllabus. Times may vary as we seek to address schedules that vary across schools and states. Office Hours will be held via Conferences in the course Canvas website.

## Addendum B

### LANDMARK COLLEGE GENERAL EDUCATION GOALS & OUTCOMES (8/2017)

Goals & Objectives	Course Objectives	Course Assessment
<b>Self-knowledge (Metacognition/Self-awareness)</b>		
<ul style="list-style-type: none"><li>Articulate how a learning profile affects individual learning</li></ul>	#1, 2, 4, 5, 6	Conferences Discussion Forums Engage the Brain/Learning Journal

<b>Goals &amp; Objectives</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
<ul style="list-style-type: none"> <li>Apply skills and personalized strategies to facilitate effective learning</li> </ul>	#1, 2, 3, 5, 6	Discussion Forums Content Notes Quizzes Engage the Brain/Learning Journal
<ul style="list-style-type: none"> <li>Advocate for and access to appropriate resources in order to assert his or her own goals, interests, desires, needs, and rights</li> </ul>	#1, 2, 3, 4, 6	Conferences Discussion Forums Activities
<b>Information Literacy</b>		
<ul style="list-style-type: none"> <li>Determine the nature and extent of the information needed</li> </ul>	#3	Discussion Forums Content Notes Quizzes
<ul style="list-style-type: none"> <li>Critically evaluate information and select the appropriate materials for the information needed</li> </ul>	#3	Content Notes Engage the Brain/Learning Journal
<ul style="list-style-type: none"> <li>Appropriately use information gathered for a particular academic purpose</li> </ul>	#3, 4	Discussions
<ul style="list-style-type: none"> <li>Identify when and why to cite sources and create accurate citations in order to use information ethically and legally</li> </ul>	#3	Engage the Brain/Learning Journal Writing Assignments
<b>Critical Analysis Skills</b>		
<ul style="list-style-type: none"> <li>Read purposefully, employing strategies appropriate to the context</li> </ul>	#3	Content Notes Quizzes
<b>Critical Listening</b>		
<ul style="list-style-type: none"> <li>Actively listen, interpret, and evaluate the creative and informed ideas expressed by others</li> </ul>	#4	Conferences Discussions
<b>Effective inter/intrapersonal communication</b>		
<ul style="list-style-type: none"> <li>Use spoken language appropriate to the context and audience</li> </ul>	#4	Conferences Discussions
<ul style="list-style-type: none"> <li>Identify and demonstrate effective interpersonal communication practices between individuals, small groups, and organizations</li> </ul>	#1	Conferences Discussions
<b>Effective Digital Interaction</b>		
<ul style="list-style-type: none"> <li>Locate, retrieve, and efficiently store data using appropriate</li> </ul>	#2	All course learning, assessment, and communication activities
<ul style="list-style-type: none"> <li>Identify and successfully use appropriate assistive technology</li> </ul>	#1	
<ul style="list-style-type: none"> <li>Intentionally shape a digital identity that is characterized by ethical digital practices and optimizes networking opportunities</li> </ul>	#4	

<b>Goals &amp; Objectives</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
<ul style="list-style-type: none"> <li>• Successfully navigate, access, and engage digital materials in support of instructional experiences</li> </ul>	#1, 3	
<b>Diversity</b>		
<ul style="list-style-type: none"> <li>• Describe the variation inherent within multiple communities</li> </ul>	#4, 6	Discussions
<ul style="list-style-type: none"> <li>• Participate in opportunities to interact with people across cultures</li> </ul>	#4, 6	Conferences Discussions
<b>Wellness</b>		
<ul style="list-style-type: none"> <li>• Identify ways in which physical wellness choices impact learning as well as personal and community well-being</li> </ul>	#4, 5, 6	Conferences
<ul style="list-style-type: none"> <li>• Identify ways in which social wellness choices impact learning as well as personal and community well-being</li> </ul>	#4, 5, 6	
<ul style="list-style-type: none"> <li>• Identify ways in which emotional wellness choices impact learning as well as personal and community well-being</li> </ul>	#4, 5, 6	
<ul style="list-style-type: none"> <li>• Analyze one's wellness choices and consequences with recommendations for improvement</li> </ul>	#4, 5, 6	
<b>Career/Life Readiness</b>		
<ul style="list-style-type: none"> <li>• Self-direct plan for next phase of individual growth</li> </ul>	#1, 2	All course learning, assessment, and communication activities
<ul style="list-style-type: none"> <li>• Demonstrate professionalism in a work setting</li> </ul>	#4	
<ul style="list-style-type: none"> <li>• Demonstrate grit, perseverance, and resilience when faced with adversity</li> </ul>	#4	
<b>Community Responsibility</b>		
<ul style="list-style-type: none"> <li>• Set personal and community goals by identifying and assessing strengths, weaknesses and choices that affect personal and community well-being</li> </ul>	#4, 6	All course learning, assessment, and communication activities