

Instructor Information	
Instructor	Jackquelyn Lavergne
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Office	Educational I - Room: 131
Office Hours	Office hours TWTH 10:45-11:30, Class hours 11:35-12:20 TWTH
Additional Contact Information	
Course Information	
Description	Study of the research and theory in the psychology of learning, cognition and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g. learning inventories) to identify their strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become more effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1300).
Required Textbooks	<i>Textbook Purchasing Statement: A student attending Lamar State College Port Arthur is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.</i> Textbook purchasing Statement: A student attending Lamar State College Port Arthur is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer Textbook Title: On Course: Strategies for Success in College, Career, and Life. Ninth Edition, Cengage Publishing. Authors: Skip Downing and Jonathan Brennan. For students taking EDUC 1300-the book is available through e-book format on Blackboard. If you prefer not to have an electronic version, you must opt out of the first day book materials program.
Additional Materials/Resources	None
Corequisites/Prerequisites	None
Learning Outcomes	A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories to help them identify their own strengths and weaknesses as strategies. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing to these skills should be able to continually draw from the theoretical models they have learned; (Cross-listed as PSYC 1300).
Program Student Learning Outcomes	
Lecture Topics Outline	A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition and motivation serve as the conceptual basis for the introduction of college-level student academic strategies learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing should be able to continually draw from the theoretical models they have learned (Cross-listed as PSYC 1300). Week 1: Getting on Course to Success Week 2: Getting on Course to Success/Accepting Personal Responsibility Exam 1 Week 3: Accepting Personal Responsibility /Discovering Self-Motivation Week 4: Discovering Self-Motivation/Mastering Self Management Exam 2 Begin Core Project Career Awareness Week 5: Mastering Self Management/Employing Interdependence Week 6: Employing Interdependence Learning Week 7: Gaining Self-Awareness/Adopting Life

	Week 8: Adopting Life Long Learning Week 9: Emotional Intelligence Week 10: Emotional Intelligence Week 11: Staying On Course to Your Success Week 12: Staying on Course to Your Success Week 13: Core Project Awareness Due Week 14: Career Awareness Oral Presentation Week 15: Career Awareness Oral Presentation/ Final Exam Week 16: Career Awareness Oral Presentation Last Class Day,, Thursday, May 15, 2025.
Major Assignments Schedule	Week 1: 1/21-1/23 - Getting on Course to Success, Syllabus Review, What's in a Name, Assignments-Journal Entry p. 21/Budgeting p. 37 Week 2: 1/28-1/30 Getting on Course to Success/Accepting Personal Responsibility Exam 1 Week 3: 2/4-2/6 Accepting Personal Responsibility p. 46 Case Study in Critical Thinking p. 52 Journal Entry 4 Week 4: 2/11-2/13 Discovering Self-Motivation Journal Entry 5, Victim Language p. 59 Exam 2 Begin Core Project Career Awareness Week 5: 2/18-2/20 Mastering Self Management p. 85-86 Week 6: 2/25-2/27 Employing Interdependence Gaining Self-Awareness DAPPS p. 95, Exam 3 Week 7: 3/4-3/6 Gaining Self-Awareness Journal Entry 15, Weekly Calendar p, 131 Spring Break 3/11-3/13 Week 8 3/18-3/20 Adopting Life Long Learning begin Entry 15, p, 157 Week 9 3/25-3/27 Adopting Lifelong Learning Case in Critical Thinking Debate p.164-165 Week 10- 4/1-4/3 Developing Emotional Intelligence, Journal Entry 21 p, 209 Week 11 4/8-4/10 Staying on Course to Your Success Assignment p, 255-256 Week 12 4/15-4/17- Staying on Course to Your Success Core Project Due 4/23/25 Week 13 4/22-4/24 - Staying on Course to Your Success Assignment Critical Thinking Debate p, 277 Week 14 4/29-5/1 Core Project Career Awareness Debate p. 277 Week 15; 5/6-5/8 Career Awareness Oral Presentation Final Exam Week 16 5/13-5/15 Career Awareness Oral Presentation Last Class Day Thursday, May 15, 2025
Final Exam Date	May 6, 2025 - 9:05 AM Through May 15, 2025 - 12:25 PM
Grading Scale	90-100 A, 80-89 B, 70-79 C, 60-69 D, Below 59-F
Determination of Final Grade	Exams/Quizzes/Projects 60% Participation/Attendance/Homework 40%. One week to make-up work, 5 points subtracted for each day of missed assignment.
Course Policies	
Instructor Policies	
Attendance Policy	I will not discuss your grades over the phone or by email. If you want to discuss your grades, you must come to my office, in person. Research has shown a cause and effect relationship between attendance and college success. Students with more than 5 absences from the course will receive an academic penalty (which is spelled out by the instructor) 5 points for each absence after 3 unexcused absences (at instructors discretion)
Additional Information	
Institutional Policies	
MyLSCPA	Be sure to check your campus email and Course Homepage using MyLSCPA campus web portal. You can also access your grades, transcripts, academic advisors, degree progress, and other services through MyLSCPA .
Academic Honesty	Academic honesty is expected from all students, and dishonesty in any form will not be tolerated. Please consult the LSCPA policies (Academic Dishonesty section in the Student Handbook) for consequences of

academic dishonesty.

ADA Considerations	The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights 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 of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Coordinator , Room 117, in the Student Success Center. The phone number is (409) 984-6241.
COVID 19 Information	The Lamar State College Port Arthur (LSCPA) Student Code of Conduct COVID 19 Policy requires students who have been diagnosed with COVID 19 to report their condition directly to their local health department. Students should also contact their course faculty to report their quarantine status. In addition, this policy requires all students to wear face coverings when directly exposed to COVID 19 in compliance with the criteria included in the policy. For more information please refer to the COVID 19 link on the LSCPA website.
Facility Policies	No food or tobacco products are allowed in the classroom. Only students enrolled in the course are allowed in the classroom, except by special instructor permission. Use of electronic devices is prohibited.
HB 2504	This syllabus is part of LSCPA's efforts to comply with Texas House Bill 2504.
Mandatory Reporting of Child Abuse and Neglect	As per Texas law and LSCPA policy, all LSCPA employees, including faculty, are required to report allegations or disclosures of child abuse or neglect to the designated authorities, which may include a local or state law enforcement agency or the Texas Department of Family Protective Services. For more information about mandatory reporting requirements, see LSCPA's Policy and Procedure Manual .
Title IX and Sexual Misconduct	LSCPA is committed to establishing and maintaining an environment that is free from all forms of sex discrimination, including sexual harassment, sexual violence, and other forms of sexual misconduct. All LSCPA employees, including faculty, have the responsibility to report disclosures of sexual misconduct, including sexual harassment, sexual assault (including rape and acquaintance rape), domestic violence, dating violence, relationship violence, or stalking, to LSCPA's Title IX Coordinator, whose role is to coordinate the college's response to sexual misconduct. For more information about Title IX protections, faculty reporting responsibilities, options for confidential reporting, and the resources available for support visit LSCPA's Title IX website .
Clery Act Crime Reporting	For more information about the Clery Act and crime reporting, see the Annual Security & Fire Safety Report and the Campus Security website .
Grievance / Complaint / Concern	If you have a grievance, complaint, or concern about this course that has not been resolved through discussion with the Instructor, please consult the Department Chair.
Department Information	General Education and Developmental Studies Chair: Dr. Steven Zani Email: zanisj@lamarpa.edu Phone: (409) 984-6431