



## **Chapter 1**

### **Getting on Course to Your Success**

#### **Concept**

By offering students an opportunity to understand the culture of higher education, understand the expectations of college and university educators, and (perhaps most important) understand their strengths and weaknesses, we empower them with information that is essential to their success in higher education. Additionally, when we help students begin their academic journeys in an engaging and purposeful way, we motivate them to give their best effort. Students are more likely to commit to working hard in a course when they understand . . .

1. What actions they should take during their first week in college.
2. What makes higher education unique and potentially challenging.
3. What this course is about.
4. Why this course is of personal value to them academically and personally.
5. How they can do well in the course and in higher education.
6. That they will enjoy the experience.

It is as necessary for students to feel comfortable in this course as it is important for them to learn what this course is about and how it will benefit them. When students feel at ease in the classroom, they are more likely to stretch beyond their comfort zones and risk new behaviors, beliefs, and attitudes. As we begin our journey in this course, our first goal is to create a safe and motivating learning environment that encourages students to change.

#### **EMPOWERS STUDENTS TO . . .**

1. Understand the cultural norms of higher education.
2. Begin thinking about what it means to them to be successful in college, career, and life.
3. Understand the value they can create for themselves in the course.
4. Assess their strengths and weaknesses.

## **Chapter 2**

### **Accepting Personal Responsibility**

#### **Concept**

There is great value in perceiving ourselves as the primary creators of the outcomes and experiences of our lives. At the very least, we are responsible for how we respond to any event, whether the event is of our creation or not. When academic outcomes and experiences are negative, many students blame others, often teachers. When academic outcomes and experiences are positive, many students credit others. Because the

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cause of their results is seen as existing outside of themselves, these students have no reason to evaluate and possibly change their own behaviors. Students like this typically wait for the world to change while they complain, blame, make excuses, and repeat ineffective behaviors. They may even blame themselves, all the while thinking there is nothing they can do to change their fate. By offering students the opportunity to see how their own choices contribute to their past, present, and future outcomes, we empower them to approach life with the beliefs and behaviors of a Creator mindset, thus giving up the passivity and bitterness of a Victim mindset.

**EMPOWERS STUDENTS TO . . .**

1. Adopt a Creator mindset, taking responsibility for creating the outcomes and experiences of their lives (including their education), *and* reject a Victim mindset, giving up complaining, blaming, excusing, and paralyzing self-judgment.
2. Master Creator language, understanding that Creators and Victims choose different ways of thinking and speaking about their experiences, consequently changing both their perceptions of reality and the outcomes that they create.
3. Live more consciously, becoming more aware of their inner aspects—Inner Critic, Inner Defender, and Inner Guide, among others—and the corresponding inner dialogue that dictates students’ subsequent actions.
4. Make wise choices by consciously recognizing important decision points in their lives, identifying all possible options at this point, and making decisions with awareness of their future consequences.
5. Make mature decisions, choosing to make long-term gain more important than immediate pleasure or immediate escape from discomfort.
6. Replace outer authority with inner authority and resistance with cooperation.
7. Gain greater control over the outcomes of their lives.

**Chapter**  
**3**

**Discovering Self-Motivation**

**Concept**

Choosing a meaningful purpose gives our lives a direction and creates inner motivation. Many students have not defined a personally meaningful purpose for being in college, let alone for being in a particular course. Unfocused, these students are more likely to drift **from** rather than **to** academic success. By offering them the opportunity to choose personally meaningful outcomes that they would like to achieve in college or in life, we assist students to create internal motivation and thus positively impact their persistence in the face of life’s inevitable obstacles.

**EMPOWERS STUDENTS TO . . .**

1. Design a life plan that replaces external motivation with internal motivation.
2. Create a sense of “self” founded on their unique combination of personal roles, goals, and dreams.
3. Revise or upgrade their personal goals and dreams as a result of being exposed to the variety of aspirations held by other students.
4. Persist when they encounter obstacles that stand between them and their college education (or any other major goal).
5. Develop positive, affirming self-talk and powerful visualizations that will support them in pursuing their goals and dreams in the face of both internal and external obstacles.
6. Make and keep commitments to themselves.

## **Mastering Self-Management**

### **Concept**

Most major life goals, such as earning a college degree, are achieved by taking purposeful actions consistently over time. Raised in a culture that relishes instant gratification, many students have not learned the rewards of taking persistent, small steps toward a distant personal goal. Without an effective action plan, many students fail to initiate the steps they are perfectly capable of taking to achieve their goals. By regularly offering them an opportunity to identify, record, and take their next-action steps, and by acknowledging them for taking these actions (regardless of the outcome), we help students develop effective self-management and reap the benefits of taking persistent, purposeful actions.

### **Empowers students to . . .**

1. Live life actively, rather than passively, understanding that the key to effectiveness is not time management but self-management.
2. Choose, prioritize, and schedule purposeful actions that will move them toward their goals and dreams.
3. Use effective self-management tools (e.g., monthly and weekly planners, next-actions lists, tracking forms, waiting for lists, 32-day commitments) to get and stay on course.
4. Replace compliance with or defiance against outer rules with cooperation with inner rules that, over time, develop into supportive habits.
5. Develop self-discipline, including the abilities to focus and to persist in the face of obstacles.
6. Raise personal standards about the quality of the work they do.
7. Visualize themselves successfully doing purposeful actions.

## **Employing Interdependence**

### **Concept**

The world provides valuable resources for those who choose interdependence over independence, dependence, or codependence. Many students, however, do not utilize the abundant human resources available to assist them to achieve their goals more easily and enjoyably. Worse, many students are entangled in a web of toxic relationships. Without positive assistance, many students find the achievement of personal, academic, and professional goals to be difficult, even impossible. By offering students the skills to build and nurture mutually supportive relationships, we empower them to benefit from resources that might otherwise go untapped, to experience the benefits of giving and receiving assistance, and to achieve goals that otherwise might be difficult or even impossible. Additionally, in a world that is becoming increasingly diverse, students' academic, career, and life success is affected by their cultural intelligence, which Brooks Peterson, author of *Cultural Intelligence: A Guide to Working with People from Other Cultures*, defines as

Knowledge about cultures (facts and cultural traits)

1 Awareness (of yourself and others)

1 Specific skills (behaviors)

**EMPOWERS STUDENTS TO . . .**

1. Develop interdependence, reinforcing cooperation rather than competition.
2. Identify valuable resources that can assist them in reaching their goals.
3. Request assistance in achieving their goals.
4. Create a network of support for college, career, and beyond.
5. Develop personal bonds of friendship and appreciation that can support them to persist in a course or in college.
6. Communicate more effectively both as speakers and listeners.
7. Strengthen cultural intelligence and respect for differences.
8. Reduce anxiety and reluctance about trusting others, increasing a sense of safety and willingness to interact positively with the people in their lives.

**Chapter**  
**6**

**Gaining**  
**Self-Awareness**

**Concept**

When discussing self-awareness, the thought that usually pops most quickly to mind is awareness of one's strengths and weaknesses, inclinations and disinclinations. However, there is another realm of self-awareness that may play an even bigger role than these characteristics in determining one's outcomes and experiences. Many people, despite their conscious intentions, make choices that sabotage their success. As a result of their self-defeating habit patterns (including behaviors, thoughts, emotions) and unconscious limiting beliefs, students with great potential can thwart the achievement of their most cherished goals and dreams. As a result, these students are their own greatest obstacle. By assisting students to become aware of their unconscious self-defeating habit patterns and limiting beliefs, we empower them to rewrite outdated life scripts and change their lives for the better.

**EMPOWERS STUDENTS TO . . .**

1. Recognize when they are off course from their goals and dreams.
2. Identify their self-defeating habit patterns of thought, behavior, and emotion.
3. Identify their unconscious limiting beliefs about themselves, other people, and the world.
4. Revise their outdated scripts, thereby becoming the authors of their futures.
5. Consciously take charge of the outcomes and experiences of their lives.

**Chapter**  
**7**

**Adopting Lifelong Learning**

**Concept**

Many students have lost the insatiable curiosity and effective learning strategies that served them so well as young children. For them, exciting forays into the mysteries of the unknown have been replaced by boredom,

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anxiety, and/or self-doubt. By (re)familiarizing struggling students with the skills of effective learners, we offer them the opportunity to replace their ineffective choices with more effective choices that can enable them to reach their potential. Additionally, by helping struggling students replace a fixed mindset (in which they believe there's little they can do to improve their academic success) with a growth mindset (in which they believe that hard work and persistence will improve their academic success), we empower them to make choices that improve their learning and academic success. In other words, in addition to teaching academic content, we need to help struggling students regain a learner's mindset and master the study skills they need to be a success in college . . . and a lifelong learner in the years beyond graduation.

**EMPOWERS STUDENTS TO . . .**

1. Adopt a learning orientation to life, willingly changing approaches that get them off course and actively learning new approaches that keep them on course.
2. Exchange a fixed mindset for a growth mindset.
3. Discover their preferred way of learning.
4. Become critical and creative thinkers.
5. Learn what they need to know to accomplish their greatest goals and dreams.

**Chapter**  
**8**

**Developing Emotional Intelligence**

**Concept**

People in the grip of overwhelming emotions are seldom effective. Consequently, one of the most essential components of success—by some accounts more important than academic intelligence—is emotional intelligence. Emotional intelligence is the ability to manage emotions—our own and those of others—and stay on course even when navigating life's most challenging storms. Just as we are responsible for the quality of our outer lives, we are responsible for the quality of our inner lives as well. In fact, cognitive psychologists suggest that we can only perceive what is going on outside of us through the lens of what is going on inside of us. Belief systems and inner conversations create our interpretation of the events going on around us, and in this way, our thoughts actually create our "reality." People who are emotionally intelligent are skilled at controlling the content of their consciousness. This skill allows them to make wise choices during emotional storms while others struggle merely to survive. When we assist students to gain greater emotional intelligence, we empower them not only to be more effective in the pursuit of their dreams but also to experience happiness, joy, and peace of mind on their journey.

**EMPOWERS STUDENTS TO . . .**

1. Take responsibility for the quality of their inner experience of life.
2. Honor their emotions, seeing both pleasant and unpleasant emotions as important feedback for keeping them on course.
3. More consciously choose the content of their consciousness, thinking and speaking more positively about themselves, others, and their world, thus creating an experience of greater optimism, joy, and happiness.
4. Avoid emotional hijackings, thus persisting in the face of challenges and setbacks.
5. Manage and reduce stress.
6. Learn how to create more happiness in their lives.
7. Improve relationships through empathy for and an understanding of the emotions of others.
8. Postpone instant gratification for future rewards.

## **Staying on Course to Your Success**

### **Concept**

Staying on course to a rich, personally fulfilling life is one of a human being's greatest challenges. Forces both outside of us and inside of us seemingly conspire to divert us from this achievement. By assisting students to plan and take their next steps, we not only remind them of the changes they have made to empower themselves and better their lives, but we also help them keep their sights on both a positive future and the wise choices that will guide them there. As we bid our students farewell for now, we give them the momentum to head off into great lives of their own creation.

### **EMPOWERS STUDENTS TO . . .**

1. Review what they have learned about themselves in this course.
2. Assess the changes they have made to improve the outcomes of their lives.
3. Identify additional changes they wish to make in the near and distant future.
4. Plan their next steps toward creating a rich, personally fulfilling life.

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**Learning Frameworks - Course Schedule Fall 2021**

<b>Date</b>	<b>Time</b>	<b>Room</b>	<b>Topic</b>	<b>Other Assignment</b>
M 08/23/21	EDUC 1300 Time: 8:00-8:50	<b>PAC 130</b>	Review of Syllabus & Library Activity	Review of Syllabus & Library Activity
Mon 08/30/21	EDUC 1300 Time: 8:00-8:50		Getting on Course to Your Success	Chapter 1
Mon 09/06/21	EDUC 1300 Time: 8:00-8:50		<b>Labor Day Holiday 08/06/2021</b>	<b>Labor Day Holiday 08/06/2021</b>
Mon 09/13/21	EDUC 1300 Time: 8:00-8:50		Accepting Personal Responsibility	Chapter 2
Mon 09/20/21	EDUC 1300 Time: 8:00-8:50		Discovering Self-Motivation	Chapter 3
Mon 09/27/21	EDUC 1300 Time: 8:00-8:50		<b>Cooperative Learning Group Activity</b> Mastering Self-Management – Chapter 4	
Mon 10/04/21	EDUC 1300 Time: 8:00-8:50		<b>Exam 1: Chapters 1-3 Library Computer Lab</b>	<b>Read Chapter 5</b>
Mon 10/11/21	EDUC 1300 Time: 8:00-8:50		<b>PAISD Student Holiday Employing Interdependence</b>	<b>PAISD Student Holiday Read Chapter 5</b>
Mon 10/18/21	EDUC 1300 Time: 8:00-8:50		Employing Interdependence	Chapter 5
Mon 10/25/21	EDUC 1300 Time: 8:00-8:50		Gaining Self-Awareness Adopting Lifelong Learning	Chapter 6 Chapter 7
Mon 11/01/21	EDUC 1300 Time: 8:00-8:50		<b>Exam 2: Chapters 4-6 Library Computer Lab</b>	Read Chapter 8
Mon 11/08/21	EDUC 1300 Time: 8:00-8:50		Developing Emotional... Staying on Course...	Chapter 8 Chapter 9
Mon 11/15/21	EDUC 1300 Time: 8:00-8:50		<b>Exam 3: Chapters 7-9 Library Computer Lab</b>	Practice for PPT. Presentation
Mon 11/29/21	EDUC 1300 Time: 8:00-8:50		<b>Personal Responsibility Leads to Success PPT (3E)</b>	<b>Personal Responsibility Leads to Success PPT (3E)</b>
Mon 12/06/21	EDUC 1300 Time: 8:00-8:50		<b>Personal Responsibility Leads to Success PPT (2E)</b>	<b>Personal Responsibility Leads to Success PPT (2E)</b>
Mon 12/13/21	EDUC 1300 Time: 8:00-8:50		<b>Financial Literacy</b>	<b>Presenter</b>

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**LAMAR STATE COLLEGE-PORT ARTHUR  
A Member of the Texas State University System**

**Acknowledgement of Syllabus**

**EDUC 1300 Students**

The EDUC 1300 syllabus has been reviewed in class with the instructors. Students were given an opportunity to ask question for clarification. A copy of the class syllabus is posted online in Blackboard and on the LSCPA website. It is the student's responsibility to print a copy of syllabus from Blackboard for guidance during the course.

***This acknowledgement page must be signed and given to Instructor WD Wells, M.Ed. by August 30, 2021.***

I have read and understand the EDUC 1300 syllabus.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_