

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	Learning Framework
<b>Course Prefix, Num. and Title</b>	PSYC 1300/EDUC 1300
<b>Division</b>	Social and Behavioral Science
<b>Department</b>	Psychology, Sociology and Anthropology
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) 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 strategic 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 these skills should be able to continually draw from the theoretical models they have learned. (Cross listed as EDUC 1300)
<b>Pre-Requisites</b>	TSI satisfied in Reading and Writing or concurrent enrollment in INRW 0307
<b>Co-Requisites</b>	Enter Co-Requisites Here.

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	0
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	0
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	0
<b>Other Hours Breakdown</b>	0

### Approval Signatures

Title	Signature	Date
<b>Prepared by:</b>		
<b>Department Head:</b>		
<b>Division Chair:</b>		
<b>Dean/VPI:</b>		
<b>Approved by CIR:</b>		

## Additional Course Information

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Any Learning Framework course should develop and enhance the skills and tools foundational to academic success. A Learning Framework course should include and address at least the following competencies or skills:

- Knowledge of academic services and resources
- Academic and cognitive percepts such as learning theory and components of critical thought
- Applied skills such as reading, note-taking, and research methods needed for academic success
- Knowledge of wellness factors inclusive of the impact of stress
- Oral communication skills
- Written communication skills
- Time management and planning skills to enable completion of coursework and study
- Attitudes, values, and relevance regarding learning, college, and career goals

### Course Learning Outcomes:

#### **Learning Outcomes – Upon successful completion of this course, students will:**

1. Students demonstrate ability to identify, locate, and utilize academic resources and support services.
2. Students demonstrate computer literacy related to college success.
3. Students employ self-assessment and text information in order to identify, evaluate, and enhance individual learning styles.
4. Students evaluate and implement organizational, time management, and study skills
5. Students recognize factors relating to stress and health as they impact learning and well-being.
6. Students identify and discuss psychological concepts such as personality, memory, ethical considerations, and motivation as these concepts relate to success in college, career, and life adjustment.
7. Students examine and discuss aspects of diversity in college and society as they relate to personal growth and learning.

#### **Methods of Assessment:**

1. Direct academic support designees (counselors, financial aid, instructors, librarians, tutors, etc.) discuss and approve related assigned experiences; financial aid application, degree plan, IT utilization, and career planning. Student portfolio/planners signed by designee for completion grade.
2. Completion grades assigned for related online exercises including: registration, database research, general college information, power point presentation, and online coursework applications.
3. Rating scales in textbook and other current self-assessment instruments as identified by the instructors as well as section exams over related text material.
4. Portfolio evaluation grade, S.M.A.R.T. Goal assignment, rubric guided
5. Stress and Hardiness Scales/Section Exam questions

6. Section exam questions inclusive of essay type questions.
7. Group activity/written research report and oral presentation utilizing Power point/rubric scoring.

**Required text(s), optional text(s) and/or materials to be supplied by the student:**

*On Course: Study Skills Plus Skip.* Wadsworth, Cengage Learning. Paperback (most recent edition)

**Suggested Course Maximum:**

35

**List any specific or physical requirements beyond a typical classroom required to teach the course.**

None

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Active participation in class via discussion and utilization of all resources and skills imparted in class is required and will be graded as stated in the assessment of outcomes section of this syllabus.

- Active discussion may be fostered by the use of practical examples, readings and research, video, review of assessment outcomes and student inquiry.
- Reading and research assignments are mandatory and include utilization of online resources, the text, and outside readings as assigned.
- A group oral presentation is required and is meant to develop oral communication skills.
- Completion of written work and assessment instruments is mandatory. Written work may also be required in the form of essay questions on tests and written exercises in class. Such exercises are meant to foster and develop critical thinking and written communication skills.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Successful completion of assignments made by the instructor

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor
- Completion of an appropriate APA research paper
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests and departmental final assessment

Assessment may be conducted using these methods:

- Objective assessment as measured on multiple choice, matching, true/false, and short answer tests
- Subjective assessment as measured on essay type questions or critical thinking assignments
- Writing, research, interpretation, and application assessment as measured on research paper

A typical grading composition for this course might look like this:

- 3-5 exams—50% of final grade
- 1 term paper or another substantial critical written assignment—25%
- Active participation/attendance/resource utilization as required—25%

90-100=A; 80-89=B; 70-79=C; 60-69=D; Below 60=F

### **Curriculum Checklist:**

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
  - Critical Thinking
  - Communication
  - Empirical & Quantitative Skills
  - Teamwork
  - Social Responsibility
  - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

### Core Curriculum Review Form

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** PSYC 1300/EDUC 1300

**Core Objective:**

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
Created by Department	4. Students evaluate and implement organizational, time management, and study skills.	Study of related organizational exercises inclusive of: Exploration of financial aid application, degree planning, advising and registration.  Utilization of college level study skills: database research, reading for critical thought and comprehension, note and test taking strategies.	Exercises/lectures/projects with completion grade  Scored test items pertaining directly to specifically related lecture, text concepts, exercises, and information.
Created by Department	3. Students employ self-assessment and synthesize text information in order to identify, evaluate, utilize, and enhance individual learning styles.	Study of related text material and exercises inclusive of: personal learning style analysis	Exercises/lectures/projects with completion grade  Scored test items pertaining directly to specifically related lecture, text concepts, exercises, and information.
Created by Department	5. Students recognize factors relating to stress and health as they impact learning and well-being.	Study of related text material and exercises inclusive of: examination of subjective well-being and the mind-body connection,	Exercises/lectures/projects with completion grade  Scored test items pertaining directly to specifically related



<b>SLO Status</b>	<b>Student Learning Outcome (SLO)</b>	<b>Learning Activity</b>	<b>Assessment</b>
		i.e.; How stress impacts health and the ability to learn effectively and how to effectively mediate stress	lecture, text concepts, exercises, and information.

### Core Curriculum Review Form

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** PSYC 1300/EDUC 1300

**Core Objective:**

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
Created by Department	6. Students identify and discuss psychological concepts such as personality, memory, ethical considerations, and motivation as these concepts relate to success in college, career, and life adjustment.	Group participation in text discussions and exercises. Assessment instruments (personality inventories and quadrant exercises) from text utilized and discussed.	Scored test items pertaining directly to specifically related lecture, text concepts, exercises, and information.
Created by Department	1. Students demonstrate ability to identify, locate, and utilize academic resources and support services.	Direct academic support designees (counselors, financial aid, instructors, librarians, tutors, etc.) discuss and approve related assigned experiences; financial aid application, degree plan, IT utilization; and career planning. Interdependence with support services introduced and required.	Student portfolios, tests, and related discussions signed off on by designee for completion grade.

**Core Curriculum Review Form**

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** PSYC 1300/EDUC 1300

**Core Objective:**

**Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
Created by Department	2. Students demonstrate computer literacy related to college success	Completion grades for related online exercises including; registration, database research, general college information, power point presentation and online class	Research and writing assignment scored by instructor rubric assigning points to accuracy and veracity of writing, format, interpretation, and evaluation of findings. Scored test items pertaining directly to related lecture, text concepts and information



**Core Curriculum Review Form**

**Foundational Component Area:** Core 090: Component Area Option

**Course Prefix & Suffix:** PSYC 1300/EDUC 1300

**Core Objective:**

**Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

<b>SLO Status</b>	<b>Student Learning Outcome (SLO)</b>	<b>Learning Activity</b>	<b>Assessment</b>
Created by Department	7. Students examine and discuss aspects of diversity in college and society as they relate to personal growth and learning.	Group participation in text discussions and exercises i.e.; micro aggressions; IAT. Current event discussions regarding relevant societal issues/causes/remedies.	Exercises/lectures/projects with completion grade  Scored test items pertaining directly to specifically related lecture, text concepts, exercises, and information.