Administrative Master Syllabus

Course Information

Course Title	Learning Framework
Course Prefix, Num. and Title	EDUC 1100 – Learning Framework
Division	Technology and Business
Department	Education / Early Childhood
Course Type	Academic WCJC Core Course
Course Catalog Description	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 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. *(Note: Students may only take one of the following: EDUC 1100, EDUC 1300, or PYSC 1300)*
Pre-Requisites	None
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours	1:1:0
Equated Pay Hours	1
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:	Sandra McCarstle, Education / Early Childhood Program Director	01/25/2024
Division Chair:	David Kucera, Technology Business Division Chair	01/25/2024
VPI:		

Wharton County Junior College

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).

Topical outline for EDUC 1100:

Week 1: Welcome! Your Successful Transition to College. Topics:
- Orientation and Introductions;
- Strengths-Finding;
- College Resources (including website, email, portal, D2L, etc.)

Week 2: What is Success? Topics:
- Establishing SMART Goals for Personal and Educational Growth
- Academic Integrity

Weeks 3 and 4: Planning for Success Topics:
- Time Management;
- Methods for Organizing and Prioritizing Tasks;
- Schedule Planning and Follow-Through

Weeks 5 and 6: Learning for Success Topics:
- Learning Theories;
- Information Processing and Critical Thinking

Weeks 7 and 8: Practicing Success Topic:
- Active Reading and Listening;
- Critical Appraisal of Texts

Weeks 9 and 10: Strategies for Success Topics:
- Note-Taking Strategies;
- Test-Taking Skills

Weeks 11 and 12: Advocates for Success Topic:
- WCJC Student Service Offices and Resources (with a focus on Advising, Financial Aid, Library)

Weeks 13, 14, and 15: My Future Success Topics:
- Career Exploration;
- Physical and Mental Well-Being;
- Finance Management

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Course Learning Outcomes:

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

1. TLW articulate clear and measurable goals related to their personal and educational journey.
2. TLW integrate structured time management practices and prioritize tasks effectively.
3. TLW compare and contrast learning theories and strategies in order to identify their educational preferences.
4. TLW experiment with active reading strategies and practice critical appraisal of texts within the classroom setting.
5. TLW examine various skills related to note-taking and test-taking and identify practices that will positively impact their academic performance.
6. TLW identify and appropriately utilize academic and support service resources.
7. TLW explore career pathways within the context of personal strengths and affinities.

Methods of Assessment:

1. TLW articulate clear and measurable goals: SMART Goal assignment
2. TLW integrate structured time management practices: Weekly planner assignments
3. TLW compare and contrast learning theories and strategies: Group activity
4. TLW experiment with active reading strategies: Active reading assignment
5. TLW examine various skills related to note-taking and test-taking: Portfolio assignment
6. TLW identify and utilize academic and support resources: Advocate check-in assignment
7. TLW explore career pathways within the context of personal strengths: Career assessment and strengths finder assessment

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

https://open.lib.umn.edu/collegesuccess/
https://oercommons.org/courseware/8434
Weekly planner (may be an e-calendar or physical planner)

Suggested Course Maximum:

35

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

None required.

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

Assignment values:

- In-Class Assignments: 5% each
    - o SMART Goals
    - o Career Assessment
    - o Strengths Finder
- Homework Assignments: 5% each
    - o Weekly Planner (x10)
    - o Note-Taking Portfolio
    - o Advisor Check-In
    - o Library Check-In
    - o Financial Aid Check-In
- Group Learning Theory Activity: 20%
- Active Reading Assignment: 10%
- Final Exam: 25%
- Active Participation/attendance: 5%

Overall grading scheme:

A: 90-100%   B: 80-89%   C: 70-79%   D: 60-69%   F: ≤59%

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: EDUC 1100

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	3. TLW compare and contrast learning theories and strategies in order to identify their educational preferences.	Text readings. In-class discussions. Group Learning Theory diagram: Students will complete a group activity in which they compare/ contrast learning theories, while also diagramming their personal stylistic preferences and strengths.	Group Activity (Rubric) Final Exam
Created by Department	4. TLW experiment with active reading strategies and practice critical appraisal of texts within the classroom setting.	Text readings. In-class discussions. Active Reading assignment: Students will bring a text from another course to class and engage in active reading strategies with the aid of their instructor and peers.	Active Reading assignment (Rubric) Final Exam

Core Curriculum Review Form

Foundational Component Area: Core 090: Component Area Option

Course Prefix & Suffix: EDUC 1100

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	1. TLW articulate clear and measurable goals related to their personal and educational journey.	Text readings. In-class discussions. SMART Goal activity: Students will follow the SMART process to develop a minimum of 2 personal and 2 educational goals.	SMART Goal activity (Rubric) Final Exam
Created by Department	6. TLW identify and appropriately utilize academic and support service resources.	In-class discussions. Resource Check-In activity: Students will provide a brief overview of their meetings with: an advisor, a financial aid counselor, a member of the library staff.	Resource Check-In activity (Rubric) Final Exam

Core Curriculum Review Form

Foundational Component Area: Core 090: Component Area Option

Course Prefix & Suffix: EDUC 1100

Core Objective:

Teamwork — To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

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	3. TLW compare and contrast learning theories and strategies in order to identify their educational preferences.	Text readings. In-class discussions. Group Learning Theory diagram: Students will complete a group activity in which they compare/contrast learning theories, while also diagramming their personal stylistic preferences and strengths.	Group Activity (Rubric)
Created by Department	4. TLW experiment with active reading strategies and practice critical appraisal of texts within the classroom setting.	Text readings. In-class discussions. Active Reading assignment: Students will bring a text from another course to class and engage in active reading strategies with the aid of their instructor and peers.	Active Reading assignment (Rubric)

Core Curriculum Review Form

Foundational Component Area: Core 090: Component Area Option

Course Prefix & Suffix: EDUC 1100

Core Objective:

Personal Responsibility — To include the ability to connect choices, actions, and consequences to ethical decision-making.

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. TLW integrate structured time management practices and prioritize tasks effectively.	Text readings. In-class discussions. Weekly Planner: Students will submit their weekly planner which must include a minimum of: class times; study blocks; work/persona responsibilities; social/free time.	Weekly Planner (Rubric)
Created by Department	5. TLW examine various skills related to note-taking and test-taking and identify practices that will positively impact their academic performance.	Text readings. In-class discussions. Note-Taking Portfolio: Students will develop a portfolio consisting of notes taken for a minimum of two other classes.	Note-Taking Portfolio (Rubric)
Created by Department	7. TLW explore career pathways within the context of personal strengths and affinities.	Text readings. In-class discussions. Career Assessment activity: Students will take a minimum of one online career assessment and evaluate the results in comparison to their strengths identified earlier in the course.	Career Assessment activity (Rubric) Final Exam