Course Title – Learning Framework
Course Prefix and Number – PSYC/EDUC 1300
Department - Psychology
Division – Behavioral and Social Sciences

Course Type: (check one)
- ☐ Academic General Education Course (from ACGM – but not in WCJC Core)
- ☑ Academic WCJC Core Course
- ☐ WECM course (This course is a Special Topics or Unique Needs Course: Y ☐ or N ☐)

Semester Credit Hours #: Lecture Hours #: Lab/Other Hours # 3:3:0

EQUATED PAY HOURS FOR COURSE - 3

Course Catalog Description - This course is designed to be 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)

Prerequisites/Co-requisites – TSI satisfied in reading and writing OR concurrent enrollment in INRW 0307.

Prepared by: Rebecca Helms McElroy Date 11/4/15

Reviewed by Department Head: Rebecca Helms McElroy Date: 11/4/15

Accuracy Verified by Division Chair Amanda Shelton Date 11/4/15

Approved by Dean or Vice President of Instruction Leigh Ann Collins Date 12-18-15
I. **Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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

II. **Course Learning Outcomes:**

Upon successful completion of PSYC 1300/Learning Framework, students will:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Methods of Assessment</th>
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<tbody>
<tr>
<td>1. Students demonstrate ability to identify, locate, and utilize academic resources and support services.</td>
<td>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.</td>
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<tr>
<td>2. Students demonstrate computer literacy related to college success.</td>
<td>2. Completion grades assigned for related online exercises including: registration, database research, general college information, power point presentation, and online coursework applications.</td>
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<tr>
<td>3. Students employ self-assessment and text information in order to identify, evaluate, and enhance individual learning styles.</td>
<td>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.</td>
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<td>4. Students evaluate and implement organizational, time management, and study skills</td>
<td>4. Portfolio evaluation grade, S.M.A.R.T. Goal assignment, rubric guided</td>
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related to college and career success

| 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. |

| 5. Stress and Hardiness Scales/Section Exam questions |
| 6. Section exam questions inclusive of essay type questions. |

III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
Regular conventional classroom or computer lab, overhead projector, video/DVD projector and television/smart board technology; Computer access for instructor; Occasional computer access for students (lab).

VI. 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
• Completion of all assignments made by the instructor

The General Grading Standard is as follows.

*/**Grading Standard

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>500 – 450 = A</td>
<td>90%</td>
<td></td>
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<tr>
<td>449 – 400 = B</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>399 – 350 = C</td>
<td>*70%  (Minimum grade for course credit; see below)</td>
<td></td>
</tr>
<tr>
<td>349 – 300 = D</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>299 below = F</td>
<td>less than 60%</td>
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NOTE: **C is the minimum grade acceptable for academic credit in this course.

VII. Curriculum Checklist

☐ - Academic General Education Course (from ACGM – but not in WCJC Core)
  No additional documentation needed

☒ - Academic WCJC Core Course
  Attach the Core Curriculum Review Forms
  • ☒ Critical Thinking
  • ☒ Communication
  • ☒ Empirical & Quantitative Skills
  • ☐ Teamwork
  • ☒ Social Responsibility
  • ☐ Personal Responsibility

☐ - WECM Courses
  If needed, revise the Program SCANS Matrix & Competencies Checklist.