



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Learning Framework

Course Prefix and Number – PSYC 1300 (Cross-listed with EDUC 1300)

Department – Psychology, Sociology and Anthropology **Division** – Social and Behavioral Science

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

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

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. (Cross-listed as EDUC 1300)

Prerequisites/Co-requisites – Texas Success Initiative (TSI) satisfied in Reading, Writing, and Math or concurrent enrollment in INRW 0307, NCBE 0300, NCBM 0300, or NCBR 0300. This course must be successfully completed with a grade of “C” or better to receive course credit.

Prepared by Rebecca McElroy

Date 02-02-2015

Reviewed by Department Head Rebecca McElroy

Date 02-02-2015

Accuracy Verified by Division Chair Amanda Shelton

Date 02-03-2015

Approved by Dean or Vice President of Instruction gghunt

Date 02-03-15



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 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

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Identify, locate, and utilize academic resources and support services in the creation of one or more of the following: degree plan, career plan, university transfer plan, or financial aid plan. 2. Demonstrate computer literacy skills related to college-level research. 3. Employ self-assessment and text information in order to identify, evaluate, and enhance individual learning styles. 4. Evaluate and implement organizational, time management, and study skills related to college and career success. 5. Recognize factors relating to stress and health as they impact learning and well-being 6. Identify and discuss psychological concepts such as personality, memory, 	<ol style="list-style-type: none"> 1. Direct academic support designees (counselors, financial aid, instructors, librarians, tutors, etc.) discuss and approve related assigned experience: 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 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 assessment, and section exam questions. 5. Stress and Hardiness Scales/ Section Exam questions 6. Section exam questions inclusive of essay questions

<p>ethical considerations, and motivation as these relate to success in college and transfer to a university, career, and life adjustment</p> <p>7. Examine and critically discuss aspects of diversity in college and society as they relate to personal growth and learning.</p>	<p>7. Group activity/ written research report and oral presentation utilizing Power Point scored by a rubric.</p>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of :

Downing and Skip. *On course: Study skills plus Custom Current Edition*. Wadsworth, Cengage Learning.

IV. Suggested Course Maximum – 28

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

Regular conventional classroom. 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 with Power Point is required and is meant to develop interdependence, database research, and 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

Grade Percentages

A 90% or above

B 80% or above

C 70% or above

F less than 70%

*Overall minimum percentages for all assessments are as follows: 20% Final exam; 20% Written assignments; 40% other assessments, i.e., projects, quizzes and tests.

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.



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

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.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____