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**Wharton County
Junior College**

**Administrative - Master Syllabus
COVER SHEET**

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/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

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

Course Catalog Description – Learning Framework is the study and application of research and theory underlying strategies for success in college and beyond. The main competencies and skills addressed in Learning Framework are critical thinking, oral communication skills, written communication skills, strategic research and note taking, time management, wellness factors that impact learning, and attitudes/values regarding the educational process. Students will gain knowledge of and utilize the available services, support, and resources at the college in order to become successful learners at the college level.

Prerequisites/Co requisites – THEA reading requirement met or concurrent enrollment in READ 0307

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by : Rebecca Helms McElroy	Signature 	Date 10/25/09
Department Head : Rebecca Helms McElroy	Signature 	Date 10/25/09
Division Chair : G. G. Hunt	Signature 	Date 10-27-09
Vice President :Dr. Ty Pate	Signature 	Date 11-3-09

- 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:

1. Knowledge of academic services and resources
2. Academic and cognitive percepts such as learning theory and components of critical thought
3. Applied skills such as reading, note taking and research methods needed for academic success
4. Knowledge of wellness factors and the impact of stress
5. Oral communication skills
6. Written communication skills
7. Time management and planning to complete coursework and study
8. Attitudes, values, and relevance regarding learning and career goals

II. Course Learning Outcomes and Assessments

Course Learning Outcomes	Method of Assessment
1. Students demonstrate ability to identify, locate, and utilize academic resources and support services.	1. Identified designees (counselors, financial aid, instructors, librarians, tutors, etc.) discuss and approve related assigned experiences; financial aid application, degree plan; career planning exercise. Student portfolio/planner is signed by designee for completion grade.
2. Students demonstrate computer literacy related to college success.	2. Completion grades for related online exercises including; registration, database research, general college information, power point presentation and online class applications.
3. Students employ self assessment and text information in order to identify, evaluate, and enhance individual learning styles.	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. Students evaluate and implement organizational, time management, and study skills related to college and career success	4. Portfolio evaluation grade, S.M.A.R.T. Goal assignment rubric assessment and section exams.
5. Students recognize factors relating to stress and health as they impact learning and well-being.	5. Stress and Hardiness scales/Section Exam.

<p>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.</p> <p>7. Students examine and discuss aspects of diversity in college and society as they relate to personal growth and learning.</p>	<p>6. Section exams.</p> <p>7. Group activity/written research report and oral presentation utilizing power point/rubric scoring.</p>
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III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.

Required texts: Holschuh, Jodi P. & Nist, Sherrie L. *Effective College Learning*. New York: Pearson Longman, Pearson Education, 2007 ISBN: 0-321-39543-3

-and associated portfolio.

Pattengale, J. A., *The Purpose Guided Student*. Boston: McGraw Hill, 2010. ISBN: 978-0-07352241-8

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 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

Points	Grade	Percentages
500 – 450	= A	90%
449 – 400	= B	80%
399 – 350	= C	70%
349 – 300	= D	60%
299 & below	= F	less than 60%

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 Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist

