

**CENTRAL TEXAS COLLEGE**  
**EDUC 1100**  
**LEARNING FRAMEWORKS**

Semester Hours Credit: 1

INSTRUCTOR: \_\_\_\_\_

OFFICE HOURS: \_\_\_\_\_

**I. INTRODUCTION**

**A.** 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 PSYC 1300)

**B.** Prerequisites – None

**C.** Credit Hours: 1

**II. LEARNING OUTCOMES**

**Upon successful completion of this course, Learning Frameworks, the student will be able to:**

- A.** Explore educational/career paths through research and analysis of data derived from self-assessments such as interest or skill inventories.
- B.** Construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation
- C.** Demonstrate and apply the use of various learning strategies (i.e. prioritize, time management, and note taking strategies).
- D.** Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, and academic success.
- E.** Use technological tools and library resources to acquire information, solve problems and communicate effectively

### III. INSTRUCTIONAL MATERIALS

- A. Many resources will be available through Internet access and/or provided by the instructor.
- B. <http://www.ctcd.myplan.com/> Central Texas College MyPlan.com helps students and professionals plan more fulfilling lives by making well-informed decisions about their education and careers. Whether you're deciding on what college to go to, choosing a major, planning ahead for your first career, or thinking about making a career change, MyPlan.com can help you explore options and bring clarity and insight into figuring out what's right for you. 100% independent and unbiased, MyPlan.com gives you the truth about colleges, careers and majors.
- C. <https://www.ctcd.edu/academics/library/> Oveta Culp Hobby Memorial Library The mission of the Oveta Culp Hobby Memorial Library is to help patrons develop the information literacy competencies that will enable them to achieve success in their academic pursuits and to become effective, lifelong information users.
- D. The Cornell Notes system (also Cornell note-taking system, Cornell method, or Cornell way) is a note-taking system devised in the 1940s by Walter Pauk, an education professor at Cornell University. Pauk advocated its use in his best-selling book *How to Study in College*.

### IV. COURSE REQUIREMENTS:

- A. General evaluation options available for use by all instructors include: examinations (multiple choice, true/false, short answer, matching, and essay) classroom presentations, portfolio assessment, research activities, journaling, self-reflection, or any combination of these options.
- B. Students must complete reviews throughout semester on their time out of class. All reviews are open book and may be completed with the help of classmates. Take them as many times as you wish to get the best possible grade (watch open and close dates for reviews).
- C. Homework assignments will consist of one for each module. These assignments are considered to be a large part of the course and should be started at the beginning of each module for them to be completed on time and done correctly. Please read the directions carefully before starting work. Also, before submission check grammar and plagiarism. If plagiarism is above 25% I will not grade, it will be considered a zero. I will process written homework through SafeAssign to check both items.
- D. Course Format/Delivery: This course is offered in a face-to-face, blended, and online format. Depending on the format offered and the instructor's preference, instruction will be delivered via:

- a. Lecture
- b. Classroom discussion
- c. Multimedia resources
- d. Written discussion and/or journal exercise
- e. Critical thinking projects
- f. Blackboard Learning Management System

E. Class Participation:

## V. EXAMINATIONS

The course will have two tests. There will be a Midterm and Final Exam only. The Midterm covers Modules 1-2 and the Final covers Modules 3-5. The Midterm and Final exams must be proctored.

## VI. ASSIGNMENTS

- A. Journal Entries - Students will be asked to complete a number of self-reflective journal entries throughout the course in order to reflect and reinforce knowledge application of theory and strategies they have learned in the course.
- B. Discussion Questions/Activities – Students will be encouraged to develop their learning community by connecting with peers and community answering and replying to discussion questions and completing a variety of course activities. Each activity will reinforce the research based theories students have learned in the modules. Assessment is by rubric and will be grounded in the knowledge of theories of learning.
- C. Projects-Each semester students will complete at least two projects that will encourage them to think critically and deepen their understanding of topics covered.
  - a. Study Habits Critical Thinking Project - Students will be encouraged to think critically. After receiving instruction, students will be asked to read, research, and reflect on information involving learning theories (e.g., Classical Conditioning, Operant Conditioning, & Observational Learning) as well as theories of memory (Levels of Processing Theory, Information Processing, & Forgetting). Students will be assigned one of the theories discussed. They will be asked to find a minimum of three articles in the Central Texas College Library relating to the theory they have been assigned. They will provide citations for the articles and choose one to discuss and summarize. After completing these tasks, students will complete a log of their study habits and self-reflect on their strengths and weaknesses by applying strategies learned to improve their performance in college and in their career. Assessment is by rubric.
  - b. Career Path Project: After instruction students will complete self-assessments (<http://www.ctcd.myplan.com/>) and analyze the results by using Strengths, Weaknesses, Opportunities, and Threats (SWOT) to

explore various possible educational/career paths. Assessment is by rubric.

## VII. SEMESTER GRADE COMPUTATIONS

The grading scale for the course is as follows:

- Journal entries 20%
- Discussions/Activities 35%
- Projects 15%
- Mid-term Exam 10%
- Final Exam 10%
- Class Participation/Attendance 10%

Your point total is determined by adding earned points on each assignment and scored assignments.

<u>Points</u>	<u>Grade</u>
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

It is the student's responsibility to complete the course requirement as defined with the syllabus and by the instructor. The final grade for the course is a compilation of the grades for each of the major requirements to include journal entries, discussions/activities, projects, and exams.

## VIII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. **Attendance/Participation:** Participation is necessary for maximum learning in this course. A student cannot participate if he or she is absent. Attendance for this course is mandatory. If for some reason you are unable to attend a class, please inform your instructor prior to class. Please do not make a habit of arriving to class late and leaving early. Habitual tardiness and leaving early will not be tolerated and points will be deducted from the total attendance/participation points.
- B. **Course Withdrawal:** (Consistent with CTC policy)
- C. **Administrative Withdrawal:** (Consistent with CTC policy)

- D. Incomplete Grade:** (Consistent with CTC Policy)
- E. Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- F. American's with Disabilities Act (DA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- G. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- H. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- I. Scholastic Honesty:** All CTC students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Each student should avoid:
- a. **Plagiarism:** the taking of passages or ideas from writing of others without giving proper credit to the source.
  - b. **Collusion:** working together with another person in the preparation of work unless such joint preparation is specifically approved in advanced by the instructor.
  - c. **Cheating:** giving or receiving information on an examination, homework, or projects.

## IX. COURSE OUTLINE

### A. Module One:

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
  - a. Explain the benefits of a college education
  - b. List reasons for attending college
  - c. Use <http://www.ctcd.myplan.com/> to explore various possible educational/career paths.

## **2. Learning Activities:**

- a. Read the U.S. Department of Education; Why Go to College or Career School fact sheet, <https://studentaid.ed.gov/sa/sites/default/files/why-go-to-college.pdf>
- b. Go online to <http://www.ctcd.edu.myplan.com>, you need to first create an account. Explore educational/career paths, and analyze the results by using Strengths, Weaknesses, Opportunities, and Threats (SWOT)
- c. Create a Career Path Project.

## **3. Equipment and Materials:**

- a. Personal computer, laptop, or a tablet.
- b. U.S. Department of Education; Why Go to College or Career School fact sheet.
- c. Strengths, Weaknesses, Opportunities, and Threats (SWOT).

## **4. Lesson Outline:**

- a. Choosing Majors and Careers
- b. Exploring Your Purpose for Attending College
- c. MyPlan.com
- d. Exploring Self-Determination
- e. Discovering Your Mindset

## **B. Module Two:**

### **1. Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:

- a. Identify and describe learning theories, cognition and motivation
- b. Identify and describe factors that impact learning
- c. Identify their learning styles and how they affect your academic success
- d. Construct a personal learning system.

### **2. Learning Activities:**

- a. Read scholarly articles on learning theories, (Classical and Operant Conditionings) and Cognitive approaches to learning.
- b. Self-reflective journal entries and/or class discussions on learning theories and factors that impact learning.
- c. Journal exercise “How I Learn”; students will respond to questions based on their learning situations.

**3. Equipment and Materials:**

- a. Personal computer, laptop, notebook, or a tablet.
- b. Scholarly articles on learning theories; classical and operant conditionings, cognition, and motivation.
- c. Students' Self-Reflective Journals.

**4. Lesson Outline:**

- a. Learning Theories
- b. Cognition and Motivation
- c. Factors that Impact Learning
- d. Personal Learning System

**C. Module Three:**

**1. Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:

- a. Describe techniques for taking notes in class
- b. Apply techniques for taking notes from written materials
- c. Discuss strategies to manage your time effectively
- d. Explain ways to balance their time in and out of class.

**2. Learning Activities:**

- a. Self-reflective journal entries, "How do I take notes?" Students will describe their notetaking techniques and how effective would they say their notetaking techniques are.
- b. Instructors' will explain and demonstrate how to use Cornell Method of Notetaking.
- c. Instructors' will explain the importance of time management in and out of the classroom.
- d. Students will create a personal *Master Calendar* with all assignments and important activities noted on it.

**3. Equipment and Materials:**

- a. Personal computer, laptop, notebook, or a tablet.
- b. Exerts of Cornell Method of Notetaking.
- c. Cornell Method of notetaking samples.
- d. Notetaking supplies (pen, pencil, notebook, loose leaf paper, etc..).
- e. Time management log.
- f. Master calendar sample.

**4. Lesson Outline:**

- a. Cornell Method of Notetaking
- b. Time management skills
- c. Setting your priorities

**D. Module Four:**

**1. Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:

- a. Explain what stress is and how to control it
- b. Discuss strategies for managing money
- c. Describe approaches to paying for college
- d. Identify the kinds of tests they will encounter in college
- e. Discuss strategies targeted to answering specific types of test questions.

**2. Learning Activities:**

- a. Students will complete “Susceptibility to Stress-Related Illness” assessment to determine the stress in their lives.
- b. Students will read and discuss exerts on *handling stress*.
- c. Students will review and discuss different types of funding available for paying for college.
- d. Brief overview of the Federal Student Aid Center in Washington, D.C.
- e. Students will review and discuss strategies to answering specific types of test questions.

**3. Equipment and Materials:**

- a. Stress-related illness assessment.
- b. Publications, exerts, articles on handling stress.
- c. U.S. Department of Education pamphlets on funding for college.
- d. <https://studentaid.ed.gov/sa/sites/default/files/2018-19-do-you-need-money.pdf>.
- e. Student handout on strategies to answering specific types of test questions.

**4. Lesson Outline:**

- a. Stress-related illnesses
- b. Paying for College
- c. Studying for the Test
- d. Strategies to Answering Test Questions



**E. Module Five:**

**5. Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:

- a. Use technological tools to access library resources from Oveta Culp Hobby Memorial Library
- b. Access Central Texas College online college resources and services.
- c. Complete a library orientation
- d. Use Central Texas College EagleMail and electronic communications appropriately.

**6. Learning Activities:**

- a. Students will visit Oveta Culp Hobby Memorial Library website (<http://www.ctcd.edu/academics/library/>)
- b. Students will explore the Central Texas College website (<https://www.ctcd.edu/>)
- c. Students will explore their CTC EagleMail account (<https://www.ctcd.edu/students/current-ctc-students/student-email/>)

**7. Equipment and Materials:**

- a. Personal computer, laptop, notebook, or tablet.
- b. Central Texas College network credentials.

**8. Lesson Outline:**

- a. Oveta Culp Hobby Memorial Library
- b. Central Texas College website
- c. CTC EagleMail