

Learning Frameworks PSYC 1100



Credit: 1 semester credit hour (1 hour lecture)

Prerequisite/Co-requisite: None.

Course 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 as EDUC 1100).

Required Textbook and Materials

1. All resources will be available through Internet access and/or provided by the Instructor
2. A package of #882 Scantrons and #2 pencils.

Course Objectives

Upon completion of this course, the student will be able to:

1. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.
2. Use technological tools and library resources to acquire information, solve problems and communicate effectively.
3. Develop an educational and career plan based on individual assessments and exploration of options as evidenced by the appropriate degree plan on file.

Core Objectives

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Outline

- I. Module I
 - A. Exploring your Purpose for Attending College
 - B. Managing your Time
 - C. Understanding Emotional Intelligence
 - D. Emotional Skills Assessment Profile Pre-Test Discovering How You Learn
- II. Module II
 - A. Thinking Critically: The Basis of a College Education
 - B. Being Engaged in Learning: Listening, Taking Notes, and Participating in Class
 - C. Reading to Learn from College Textbooks
 - D. Learning to Study Comprehend, and Remember
- E. Improving your performance on Exams and Tests
- III. Module III
 - A. Writing and Speaking Effectively
 - B. Making the Right Choice for Majors and Careers
 - C. Managing Your Money
 - D. Establishing and Maintaining Relationships in College
 - E. Maintaining Wellness
- IV. Module IV
 - A. Exploring and Understanding Diversity
 - B. Civic Responsibility: Becoming Engaged in Community Organizations
 - C. Emotional Skills Assessment Profile Post-Test

Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Course Evaluation

Final grades will be calculated according to the following criteria:

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|--------------------------------|-----|
| 1. Weekly Assignments | 30% |
| 2. Mid-Term Portfolio Project | 30% |
| 3. Common Assignment Portfolio | 40% |

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Phones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
6. Attendance Policy. One absence is allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5% deduction from your final grade.

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Course Syllabus

7. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
8. Additional class policies as defined by the individual course instructor.

Technical Requirements (for courses using Blackboard)

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at: https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/015_Browser_Support_Policy

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Cecil Beeson-Student Services. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.