

## Learning Frameworks (EDUC 1100) Online



**Credit:** 1 semester credit hour (1 hour lecture)

**Prerequisite/Co-requisite:** Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment:  
<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

### 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-listed as PSYC 1100) This course is time-bound, structured, and completed totally online.

### Required Textbook and Materials

1. Many resources will be available through Internet access and/or provided by the Instructor
2. Strong-Campbell Interest Inventory or Self-Directed Search
3. Suggested but not required:
  - a. Make It Stick by Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel ISBN 978-0-674-72901-8
  - b. How We Learn by Benedict Carey ISBN 978-0-8129-9388-2

### 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.

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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. Making the Right Choice for Majors and Careers
  - B. Exploring your Purpose for Attending College
  - C. O\*Net Job investigation
  - D. Exploring Self-Determination
  - E. Discovering Your Mindset
- II. Module II
  - A. Emotional Intelligence
  - B. Mindfulness and Time Management
  - C. The Neuroscience of Learning
  - D. Learning to Exhibit Critical Thinking
- E. Improving your performance on Exams and Tests
- III. Module III
  - A. Writing and Speaking Effectively
  - B. Managing Your Money
  - C. Stress Management
  - D. Maintaining Health and Wellness
- IV. Module IV
  - A. Elementary Data Analysis
  - B. Exploring and Understanding Diversity
  - C. Civic Responsibility: Becoming Engaged in Community Organizations

**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:

1. Core Assessment Project 10%
2. Weekly Assignments 25%
3. Mid-Term Portfolio Project 25%
4. Final Assignment Portfolio 40%

**Course Policies**

1. The student must log onto Blackboard and access the course a minimum of three times per week.
2. Cheating of any kind will not be tolerated.
3. The student is responsible for initiating and completing the drop process. Students who stop coming to class and fail to drop the course will earn an ‘F’ in the course.

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4. Belligerent, abusive, profane, threatening, and /or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the disciplinary process.
5. 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.
6. 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:

<http://www.blackboard.com/student-resources.aspx> 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](http://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.

### **Starfish**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT. Students may obtain additional information by accessing the following QR Code:

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