

**VERNON COLLEGE
SYLLABUS**

DIVISION: Communications

DATE: 2016-2017

COURSE NUMBER AND TITLE: EDUC 1300 Learning Framework

CREDIT HRS: 3 HRS/WK LEC: 3 HRS/WK LAB: 0 LEC/LAB COMB: 3

I. VERNON COLLEGE GENERAL EDUCATION PHILOSOPHY STATEMENT

General education at Vernon College reflects the institution's deep conviction that successful, satisfying lives require a wide range of skills and knowledge. Through the Texas Core Curriculum and through support and reinforcement in all non-core courses, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

CORE OBJECTIVES (GENERAL EDUCATION OUTCOMES)

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

II. 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.

III. REQUIRED BACKGROUND:

None

IV. STUDENT E-MAIL:

All students should activate and regularly check their Vernon College issued student email account. Student emails are an official form of communication between Vernon College and students and will be used by various components of the college including the Office of

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Financial Aid, Admissions & records, the Business Office, Student Services, and Instructional Services.

Additionally, an active VC student email account is required for students to access online courses and supplemental instruction provided on the College's Learning Management System – *Canvas*.

IV. TEXTS, OTHER REFERENCE MATERIALS:

Strickland, David L., & Strickland, Carol J. (2015). *College Success: A concise practical guide*. BVT Publishing

V. METHODS OF INSTRUCTION:

Method of teaching and learning will consist of the following: Lecture, whole class discussions, discussion groups, in-class activities, films, guest speakers, written papers, student presentations, student participation, and exams,

Students desiring auxiliary aids and services for this course should make their requests to the instructor and the PASS Department Director/Office for Students with Disabilities Coordinator.

VI. COURSE CONTENT:

1. Application of Effective Academic Strategies
2. Factors that Impact Learning
3. Becoming Effective and Efficient Learners
4. Personal Career Plans
5. Personal Wellness Plan

VII. COURSE OUTCOMES:

By the end of this course each student should be able to:

1. Recognize factors that affect learning and apply those skills to become autonomous learners
2. Construct and achieve personal and academic goals
3. Discover, discuss, and apply learning styles (in academics)
4. Recognize and apply critical thinking skills
5. Develop an appreciation for social, civic, and personal responsibility
6. Construct a working knowledge of the higher education system

VIII. ASSESSMENT:

The student will demonstrate proficiency in the objectives listed above through participation in class activities/projects and performance on quizzes and/or examinations.