

El Paso Community College

Syllabus

Part II

Official Course Description

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| SUBJECT AREA | <u>Educational Psychology</u> |
| COURSE RUBRIC AND NUMBER | <u>EDUC 1300</u> |
| COURSE TITLE | <u>Learning Framework (C)</u> |
| COURSE CREDIT HOURS | <u>3 3 0</u> Credits Lec Lab |

I. Catalog Description

Provides the foundation for effective learning in Core Curriculum courses at El Paso Community College. 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. **Prerequisite: Placement at college-level English Language Arts Reading by TSIA2 or equivalent; OR completion with a "C" or better or concurrent enrollment in the following: INRW 0311 or INRW 0312 or ESOL 0340.**

II. Course Objectives

Students will demonstrate mastery of the course objectives through the completion of a research project, self-reflection activities, class presentations, and other assigned activities. Each activity will be designed to meet the following four goals:

1. Enhance students' understanding of the learning process and their ability to succeed in college.
2. Strengthen students' academic performance and facilitate their transition to college by integrating college-level research, reading, and writing throughout each unit.
3. Enhance students' application of autonomous learning principles, critical thinking, effective academic habits, and communication skills.
4. Increase student-to-student and student-to-faculty interactions to augment the social-emotional nature of learning and the benefits of developing positive relationships.

A. Unit I. Application of Effective Academic Strategies

Upon satisfactory completion of this unit, students will exhibit knowledge of efficient academic strategies as evidenced by:

1. Demonstrating effective creative and **critical thinking skills** including innovation, inquiry, and analysis, synthesis, and evaluation of information.
2. Demonstrating college-level **communication skills** including effective development and expression of ideas through written, oral, visual, and electronic communication.

3. Demonstrating effective problem-solving skills including defining and analyzing problems and creating and evaluating solutions.
4. Demonstrating effective academic strategies including behavioral management, metacognition, research methods, time management, note-taking, study skills, and test taking skills.
5. Incorporating Internet technology and resources into course assignments such as research papers, class presentations, and discussions.

B. Unit II. Factors That Impact Learning

Upon satisfactory completion of this unit, students will apply successful learning skills as evidenced by:

1. Demonstrating effective teamwork skills including the ability to consider divergent points of view, respect others, appreciate differences, and work effectively with others to support a shared purpose or goal.
2. Demonstrating **personal responsibility** including the ability to connect choices, actions, and consequences to ethical decision-making.
3. Demonstrating social responsibility including the retrieval, analysis, and use of information related to civic responsibility and the significance of our communities.
4. Developing personal wellness plans including holistic health assessment(s) and stress reduction techniques.

C. Unit III. Personal Educational and Career Plans

Upon satisfactory completion of this unit, students will incorporate the skills and knowledge accumulated in this course by developing personal educational plans as evidenced by:

1. Setting achievable goals including the identification of personal, educational, and career goals.
2. Conducting educational planning for the future including pathway maps, and constructing personal career and transfer plans.
3. Developing personal strategic learning plans using information from self-assessments of personal strengths, weaknesses, and individual learning styles.
4. Identifying, locating, and utilizing useful academic resources and support services.

III. Evaluation

General evaluation options available for use by all instructors include examinations (multiple choice, true/false, short answer, matching, essay) classroom presentations, portfolio assessment, research activities, journaling, self-reflection, or any combination of these options.

IV. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult

with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VI. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.