I. INTRODUCTION

A. A study of the 1) research and theory in the psychology of learning, cognition, and motivation 2) factors that impact learning, and 3) 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 EDUC 1300.) (NOTE: While traditional study skills courses include some of the same learning strategies, e.g., note-taking, reading, test preparation as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not under-girded by scholarly models of the learning process, are not considered college-level and therefore are distinguishable from Learning Framework courses.)

B. Please check your degree plan to determine the status of this course in your program of study.

C. Through this course, students will prepare for contemporary challenges by developing and demonstrating critical thinking skills, communication skills, social responsibility, and empirical and quantitative skills.
   i. Critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
   ii. Communication skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
   iii. Social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
iv. Empirical and quantitative skills: to include manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

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

A. Explain the benefits of a college education and create a plan for making academic choices

B. Identify strategies in setting and reaching short-term and long-term goals

C. Describe personality, learning, and processing styles and how they affect academic success

D. Recognize major theories and theorists in the psychology of learning, cognition, and motivation and analyze the impact on one’s personal learning

E. Construct a “tool box” of study and test taking strategies to assist in understanding and retention of reading materials and in preparation for exams

F. Explain and apply techniques for managing resources (e.g. time and money)

G. Practice strategies for writing papers and delivering oral presentations effectively

H. Implement strategies for improving decision making, problem solving, and critical thinking skills

I. Utilize technology to help achieve academic success

J. Recognize how to improve cultural competence and relations with others

K. Identify stressors and understand ways to healthily cope with stress

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignments:
   Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.
B. Written and/or Oral Assignments:
Each instructor will discuss the particular written and/or oral assignments required in the course. This instruction will include:
1. Defining the written and/or oral assignments.
2. Describing the specific requirements for the written and/or oral assignments such as:
   a. Length
   b. Typed/Handwritten
   c. Format for project(s)
   d. Footnoting or other citation
   e. Due date
3. Explaining the grading criteria.
4. Explaining the weight of the written and/or oral assignments in the student’s final course grade (if assignments are weighted).

C. Class Performance:
Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade.

D. Class Participation:
Each instructor will discuss the level and type of classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.

V. EXAMINATIONS
Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor.

VI. SEMESTER GRADE COMPUTATIONS
A. It is the student’s responsibility to complete the course requirements as defined within this syllabus.

B. Your instructor will explain how to compute your semester grade based upon examinations, written work, and other measurable requirements. Grades are computed as follows:
A  90% and above
B  80 – 89%
C  70 – 79%
D  60 – 69%
F  59% and below
VII. ATTENDANCE AND WITHDRAWAL POLICY

A. Attendance: Class attendance is an essential element to the learning experience. In addition, CTC policy (effective Spring 2017) requires that instructors certify as attending and participating all students in the class the day after the census date. Students who fail to meet this attendance and participation requirement will be marked as “Never Attended” on the Census-Certification and dropped from the class.

B. Withdrawal: The instructor cannot administratively withdraw a student from class. All students whose attendance is certified on the Census-Certification Roll will receive a letter grade of A, B, C, D, or F. [Final letter grades will depend on a student’s performance.]

Students who wish to withdraw from the class after the certification date should do so before the “last day to withdrawal.” This date is listed on the academic calendar in the schedule of classes available on the CTC website. It is the student’s responsibility to know all deadlines and procedures related to withdrawing from the class.

Appeals to the attendance and withdrawal policy must be made to the Records & Registration Department (http://www.ctcd.edu/students/current-ctc-students/registration/contact-us/), not to the instructor.

VIII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Important College Policies: Students should consult the current college catalog for information related to the following policies:
   - Excessive absences
   - Withdrawal from class
   - Instructor initiated withdrawals
   - Administrative initiated withdrawals
   - Third attempt to enroll in a course
   - TEC 51.907 course withdrawal limit policy
   - Refunds of tuition and fees
   - Incomplete grades

B. Americans with Disabilities Act (ADA): Disability Support Services (DSS) provides support services to students who have appropriate documentation of a disability. Students requiring classroom, academic or other accommodations are responsible for contacting the DSS located on the central campus, Building 111, Room 207, (254) 526-1195. This service is available to all students, regardless of location. Reasonable accommodations will be given through DSS in accordance with Americans with Disabilities Act (ADA) and Section 504 Rehabilitation Act.
Additional information from DSS is available at http://www.ctcd.edu/disability-support.

C. Instructor Discretion: The instructor reserves the right of final decisions in course requirements.

D. Civility: Individuals are expected to be aware of what a constructive education 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.

IX. COURSE OUTLINE

Part 1: Getting Started

A. Chapter 1: P.O.W.E.R. Learning: Becoming a Successful Student
   1. Why go to college?
   2. Five key steps to achieving success
   3. Are you ready for college success?

| Assignments (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.) |

B. Chapter 2: Making the Most of Your Time
   1. Time for success
   2. Set your priorities

| Assignments (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.) |

C. Chapter 3: Discovering Your Learning Styles, Self-Concept, and Values
   1. Discovering your learning styles
   2. Theories of learning
      a. Classical conditioning
      b. Operant conditioning
      c. Cognitive approaches to learning
   3. Self-concept and self-esteem
   4. Preparing a personal mission statement
   5. Explaining motivation

| Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.) |
Part 2: Using P.O.W.E.R. for Academic Success

A. Chapter 4: Taking Notes
   1. Taking notes in class
   2. Strategies for using your notes
   3. Taking notes as you study

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

B. Chapter 5: Taking Tests
   1. Getting ready
   2. Studying for the test
   3. Taking the test

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

C. Chapter 6: Reading and Remembering
   1. Sharpen your reading and memory skills

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

D. Chapter 7: Writing and Speaking
   1. The writing process
   2. Acknowledging others’ ideas: Academic honesty and plagiarism
   3. Speaking your mind

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

E. Chapter 8: Choosing Your Courses and Major
   1. Making academic choices
   2. Service learning: Helping yourself by helping others
   3. Choosing your major

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)
F. Chapter 9: Technology and Information Competency
   1. You and technology
   2. Using the web
   3. Distance learning: Classes without walls
   4. Finding facts: Developing information competency

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

Part 3: Life Beyond the Classroom

A. Chapter 10: Making Good Decisions
   1. Making good decisions: A framework
   2. Problem solving: Applying critical thinking to find solutions
   3. Don’t fool yourself: Avoiding everyday problems in critical thinking

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

B. Chapter 11: Diversity and Your Relationships with Others
   1. Living in a world of diversity
   2. Building lasting relationships
   3. Communicating in relationships

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

C. Chapter 12: Money Matters
   1. Building a financial philosophy
   2. Managing your money
   3. Credit cards
   4. Paying for college

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)

D. Chapter 13: Stress, Health, and Wellness
   1. Living with stress
   2. Keeping well
   3. Making safer choices

Assignments: (e.g. discussion questions, activities, reflection, checklist, inventory, project, exam and/or other assessments.)