

Angelina College
Liberal Arts
PSYC 1300 Learning Framework
Instructional Syllabus

I. BASIC COURSE INFORMATION:

A. **PSYCHOLOGY – PSYC 1300 – LEARNING FRAMEWORK.** Three hour credit. 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. Three lecture/lab hours. Lab Fee. Prerequisite: TSI complete (passing scores on **all** sections of the TSI Assessment.) Cross-listed as EDUC 1300. The student may register for either EDUC or PSYC but may receive credit for only one of the two.

B. The intended audience is any college-ready student whose degree plan contains (3) semester credit hours of the Component Area Option.

C. Instructor: Benetha Jackson

Office Location: SBS 101B

Office Hours:

By appointment.

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II. INTENDED STUDENT OUTCOMES:**A. Core Objectives Required for this Course**

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. **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

B. Course Learning Outcomes for all Sections

1. Construct a personal learning system informed by research and theory in the psychology of learning, cognition, memory and motivation.
2. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.
3. Analyze and evaluate case studies using critical thinking skills and research and theory in the psychology of learning, cognition, memory and motivation to result in well informed conclusions.

III. ASSESSMENT MEASURES**A. Assessments for the Core Objectives:**

1. **Critical Thinking Skills** – The critical thinking skills will be assessed through embedded test questions, course activities and the group project. This final course project will require students to describe the theory in the psychology of learning, cognition, memory or motivation that the group has concluded to be most beneficial for the individual in a case study. Students will analyze, evaluate and synthesize the research and the theory in the psychology of learning,

cognition, memory and motivation to create a learning system for the case. The critical thinking grading rubric will be used to assess the project.

2. **Communication Skills-** Written communication skills will be assessed in the class assignments/activities and verbal communication will be assessed during class activities and group collaborations about the case studies. The case studies will contain research and theory in the psychology of learning, cognition, memory or motivation and each group member will share his/her point of view concerning the problems in each case study. The communication skills rubric will be utilized to grade communication skills.
3. **Teamwork** – Students will work as a team discussing the case studies and how the theoretical concepts of the psychology of learning, cognition, memory, and motivation apply to each of the case studies. The Teamwork Rubric will be used to assess teamwork skills.
4. **Empirical and Quantitative Skills** – Students will analyze and evaluate the empirical information from the case studies and will provide accurate explanations of information and make appropriate inferences based on that information.

B. Assessments for Course Learning Outcomes

1. Students will identify their personal learning style as well as strengths and weaknesses as a strategic learner and apply their knowledge to their academic experiences.
2. Describe basic theories in the psychology of learning, memory, cognition, and motivation.
3. Demonstrate the use of learning strategies.
4. Explain the theories of motivation
5. Identify personal individuality types
6. Write and prioritize short-term and long-term goals.
7. Evaluate and analyze personality types to manage stress.

IV. INSTRUCTIONAL PROCEDURES:

Lectures, papers, and online assignments.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks and Recommended Reading, Materials and Equipment

Textbook: *Academic Transformation: The Road to College Success, 3rd Edition*; De Sellers, et al., packaged with **Student Access Code** card to access **MyStudentSuccess Lab**

Equipment: Reliable computer with reliable internet access (required to log in to the textbook-related web content listed above and to log in to Blackboard to access course announcements, assignments, exams, study materials, course messages and grades.) **Mobile devices** (cell phones and some tablets) do not adequately support and run course content and exams and **should not be used for this course.**

Assignments will be posted in Blackboard with due dates. These will require access to Pearson's **MyStudentSuccessLab** and Blackboard course content. Any assignment requiring attachments must be submitted in WordPerfect, Microsoft Word or rich text format. **DO NOT** send attachments using MS Works. I will not be able to open a Works document and I will not be able to grade that assignment.

Numerous resources are available to facilitate study of each chapter including objectives, flashcards, video clips, activities, animations and practice quizzes/tests. The materials are accessible in MyStudentSuccessLab. There will be assignments requiring the use of these resources. These assignments will be posted in Blackboard with required deadlines for submission. **IMPORTANT NOTE:** You should log in to the course website and MyStudentSuccessLab as soon as possible in the first week of the semester as per instructions in order to make sure that you have appropriate access to the resources available. You will need an email address for log in to the website resources. The A.C. firewall will block "hotmail" and "yahoo" email addresses. **You must use your Angelina College student email address** to avoid firewall problems.

B. Course Policies – This course conforms to the policies of Angelina College as states in the Angelina College Handbook.

1. **Academic Assistance** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Karen Bowser, Room 208 of the Student Center. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Bowser will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Dr. Patricia McKenzie, Administration Building, Room 105 or (936)633-5201.

2. **Attendance** – Attendance is required as per Angelina College Policy and will be recorded every day. Any student with three (3) consecutive absences or four (4) cumulative absences may be dropped from the class. Records will be turned in to the academic dean at the end of the semester. Do not assume that non-attendance in class will always result in an instructor drop. **You must officially drop a class or risk receiving an F.** This is official Angelina College Policy.

1. **Additional Policies Established by the Instructor**

Conduct

I have a few codes of conduct. Please be nice to each other on the discussion board. Use proper internet etiquette. If you have a problem please let me know.

PROTECT YOUR GPA! -To avoid getting an F in this or any class, if and when you decide to no longer attend class, **DROP THE CLASS OFFICIALLY!**

Communication-*You may contact me through the blackboard email or by phone.*

Participation-Participation in the form of postings and discussions are expected. You will receive a grade for participating.

Expectations-I expect you to read the textbook. Do not get behind in your reading. If you get behind, you will fail. I expect you to work hard in my class. Make earning an A your goal. You may not earn an A, but the only way to do well in any course is to shoot for the A. If you shoot for the moon and don't make it, at least you are among the stars. However; if you shoot for the trees and don't make it, you'll hit the ground hard, Aim high.

Assigned Work-Please make two copies of all assigned work submitted. Submit one to me, and keep one for yourself throughout the duration of the semester. **Submit your work via the Blackboard assignment drop box. Save your work as a rich text file and send it as an attachment. If you do not know how to attach a document contact me.** You are responsible for all information in the book. You are responsible for asking me about missed work. Part of my job as an Instructor is not only to teach you Psychology, but also to prepare you for what lies ahead, whether it is joining the workforce or more years as a student. I take my job seriously.

Late Assignments-Late assignment, will receive a 10% penalty for each day that the assignment is late.

PLAGIARISM/CHEATING:

Plagiarism (Intentional or Unintentional), Collusion, or Cheating (in any form) will result in a grade of "0" on the exam or assignment involved and will have a serious impact on the overall course grade. Each student's work must be original and their own work.

VI. COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines.

Mystudentsuccess lab Chapter Tests – Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 = **12 grades**

6 Discussions = 1 grade

Annotated Bibliography – Career Choice = **1 grade**

Find five articles about your career choice or your dream job. Include a cover sheet, abstract and the five article summaries, article evaluation, and reflection on the article. Instructions can be found under the written assignment tab.

Social Responsibility Flyer – View the Power Point on Social Responsibility

Use the questions in the video to create a flyer about how you will be Socially Responsible. =**1 grade**

Mystudentsuccess lab - (End of chapter critical thinking journal assignments.) = **1 grade**

Case Study Group Assignment

All grades are equal, thus your course grade is a straight average. All grades together and divide by the number of grades.

Due Dates

September 10 – Module 1

(Chapters 1-3 Test)

Critical Thinking Assignments

October 1- Module 2

(Chapters 4-6)

Critical Thinking Assignments

October 2- Social Responsibility Flyer

Tell me how you will be Socially

Responsible in you field?

October 8- Report

October 23- Midterm-Self Reflective Paper

October 29 – Module 3 (Chapters 7-9)

November 19- Module 4 (10-12)

November 26-Annotated Bibliography

Research Your Dream Career

December 3- Group Case Study Project

December 9-10- Final