



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students**. It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Learning Frameworks

Course Prefix and Number

Education/Psychology 1300

Department – Division

Social Science Division

Course Type – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)
- **Academic TVCC Core Course**
- **WECM Courses**

Semester Credit Hours: Lecture Hours: Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3		

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Course Catalog Description

A study of the (1) research and theory in the psychology of learning, cognitive, 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. (Students may register for either EDUC 1300 or PSYC1300 but may receive credit for only one of the two.)

Prerequisites/co requisites

None

Topical Outline

Students are responsible for their experience in college. They will create a successful and satisfying college experience. The student will create a successful and satisfying college experience, practice an effective model of communication and employ an effective model of communication that specifically enhances listening and confrontation. Students will identify and match campus and community resources with typical student issues and problems. Students will be able to identify and utilize a variety of library resource materials and be able to describe and explain several procedures for planning and monitoring time management.

Course Learning Outcomes

To successfully complete this course you will achieve the following:

1. Discuss how you are responsible for your experience in college.
2. Describe ways you can create a successful and satisfying college experience.
3. List and describe specific methods to:
 - a. improve your information recall ability.
 - b. manage your time more efficiently.
 - c. improve your textbook reading retention.
 - d. improve your test taking and preparation ability.
 - e. enhance your note taking effectiveness.
 - f. present clear written/verbal reports.
 - g. listen more effectively to a lecture.
4. Describe and practice an effective model of communication.

5. Employ an effective model of communication that specifically enhances listening and confrontation.
6. Examine personal ideas and decisions regarding typical college student issues such as personal relationships, drug abuse, health practices, substance abuse, discrimination, residential living, etc.
7. Identify and match campus/community resources with typical student issues and problems, e.g., health, academics, relationships, substance abuse, discrimination, residential living, etc.
8. Identify and utilize a variety of library resource materials, e.g., dictionary, thesaurus, and catalogues, Reader's Guide to Periodic Literature, inter-library lending, computer searches, etc.
9. Describe and explain several procedures for planning and monitoring time management.
10. Identify and explain several procedures for being task-oriented when reading, listening, typing, and taking notes and tests.
11. Identify and discuss methods to generate critical questions that clarify, instead of confuse. Also describe methods and list resources for locating answers to well structured questions.
12. Report in writing or verbally, to peers and instructors current college experiences including problems, frustrations, and successes.
13. Identify several guidelines for making effective plans that facilitate successful achievement.

Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an "X"	General Education Outcome
	A. To communicate clearly and effectively in both oral and written English.
X	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.
	C. To understand mathematical information and utilize mathematical skills.

	D. To demonstrate qualitative and quantitative critical thinking skills.
X	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
X	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
	J. To develop skills and strategies to become an engaged learner.

Required Text(s)

Ferret, Sharon K. Peak Performance, Success in College and Beyond, 6th ed., McGraw Hill, 2008

Optional Text(s)

Material/Technology to be supplied by the student.

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

The methodology for conducting, administering, and evaluating test results is solely the responsibility of the course instructor. There will be an adequate number of exams administered in order to generate a representative grade for the student. The exams will contain questions reflecting the content/process of the course. In addition, there will be an evaluation of the class and the college in order to share experiences. There will also be a student “participation score”. It will be based on attendance, timeliness, and class participation in terms of preparation and quality of class contribution. This score will be determined at the discretion of the professors and will count the same weight as an exam. There will be no make-up exams. The student may be allowed to miss one (1) excused exam without penalty. The final exam will count double weight when this option is applied by the instructors. A quiz (10 multiple choice questions) will be given

before beginning each chapter. Regardless of whether you miss class, the student is responsible for all information given in class, the textbook and films. The grading structure is as follows:

GRADE STRUCTURE

100-90 = A

89-80 = B

79-70 = C

Below 70 = F

In progress = IP

The student's final grade will be calculated by adding up each exam score plus an average score from several assigned projects or exercises. The latter will count the same weight as one (1) exam. No grades will be posted or given over the telephone.

NOTE: You need to be aware that if you drop or are dropped from any other developmental course this semester, state law requires that the college immediately withdraw you from all enrolled courses at this institution during this semester.

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by	Signature	Date
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date