PSYC 1100 — Learning Framework
(Cross-listed as EDUC 1100)
Frank Phillips College

General Course Information
Credit Hours: 1

Prerequisite
Students must complete a minimum of 30 hours of college credit courses before enrolling. This course is designed to serve as a capstone of students' experiences and preparation for lifelong learning.

Course 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. Students developing these skills should be able to continually draw from the theoretical models they have learned. (*Cross-listed as EDUC 1100*)

THECB Approval Number 42.2701.51.25

Core Objectives Required for Social and Behavioral Sciences Courses
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **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
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Core Objective	Activity Related to Core Objective
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a written assignment relating to their career choice using development, interpretation, and expression of ideas
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment demonstrating appropriate use of written diagnostic criteria for the demonstration of setting goals and determining an appropriate course of action after the completion of a two-year degree, emphasizing preparation for entering the workforce and/or transferring to complete a baccalaureate degree.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom and demonstrate mastery of using various media in workplace-related applications.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an assignment utilizing creative thinking, inquiry, and analysis, to evaluate and describe their aptitude for a specific field, vocation, career opportunity, or educational opportunity.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will demonstrate creative thinking, innovation, inquiry, analysis, and evaluation on an original assignment and/or presentation of the student's choice related to core workplace skills such as: working in teams, communicating, respecting differences among people, and thinking critically/solving problems.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate and synthesize information to determine appropriate behavior for individuals entering the workplace or transferring for a four-year degree.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will evaluate data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success. Students will then discuss the variables as they apply to their own behavior and success.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating ability to analyze numerical data and/or observable facts in order to reach informed conclusions about their ability to study effectively.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Students will complete an assignment demonstrating ability to analyze numerical data and/or observable facts in order to reach informed conclusions and

	participate in peer review using specific criteria with opportunity for unstructured feedback.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will perform social service that demonstrates intercultural competence, knowledge of civic responsibility, and the ability to engage in various communities.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will provide documentation suitable for employment purposes, of their positive action benefiting the community.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will explore and identify a genuine area of need in their local, regional, national or global communities, and a way they could work toward a solution.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will work in teams to create a project for social service that demonstrates intercultural competence, knowledge of civic responsibility, and the ability to engage in various communities. The project will include a written plan, budget, and timeline, and students will present the project proposal to the class.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment/quiz that examines foundational principles and civic responsibility concerning normal and abnormal human development and the social costs of inadequate or ineffective parenting.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze, synthesize and evaluate his/her assessment results in the areas of
   a) Learning Styles (preference) and Multiple Intelligences
   b) Study and learning skills
   c) Personality development as related to learning
   d) Motivation
   e) Self-discipline and self-management behaviors
   f) Reading skills
   g) Writing skills
   h) Critical thinking skills.

2. Demonstrate comprehension and application of
   a) Learning, cognitive, and motivational theory
   b) Characteristics of successful adult learners

3. Demonstrate the ability to apply learning concepts to his/her educational experience.

Methods of Evaluation

Grades to be determined in accordance with the following:

Categories	Points Possible	Percentage of Grade
Assessments:	**350 points**	**35%**
Projects:	**250 points**	**25%**
Assignments:	**300 points**	**30%**
Attendance/Participation:	**100 points**	**10%**
Total:	1000 points	100%

Grade % A-90-100, B-80-89, C-70-79, D-60-69, F-<60

Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course
as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore,
Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.
      Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
      Perryton: (806) 648-1450
      Dalhart: (806) 244-7669

Grievance Policy
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College

Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information
Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:
Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:
Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:
Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:
Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:
Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:
Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:
Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:
Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty