

Midland College

Master Syllabus

EDUC 1100 - Effective Learning

Core Curriculum Course

Notice: For **Online** classes, students **MUST** actively participate by completing an academic assignment by the official census date. Students who do not do so, will be dropped from the course.

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.

Texts:

- *Keys to Community College Success*. 7th Pearson. Carol Carter and Sarah Lyman Kravits
ISBN: 978-0-321-91853-6
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, NY: Scribner. ISBN: 978-1-5011-1110-5
- Dweck, C. S. (2008). *Mindset: The new psychology of success*. New York: Ballantine Books. ISBN: 978-0-345-47232-8

Students Learning Outcomes and Core Competencies:

Students will:

- Develop and determine effective communication and critical thinking skills for academic and professional success
- Student will compare and contrast specific learning theory models.
- Apply autonomous learning strategies to fulfill the demands of a successful college student
- Construct a realistic college plan for completion which includes semester course work and the cost to complete
- Develop and manage measurable goals that are applicable to specific career and academic pathways

Core Objectives:

This is a Core Course in the 42-Hour Core of Midland College. As such, students will develop proficiency in the appropriate Intellectual Competencies, Exemplary Educational Objectives, and Perspectives.

- **Critical Thinking:** Students will demonstrate critical thinking skills to solve problems, make choices and judgments as they apply to academics and life. Students will create/design an academic plan and identify requirements for successful completion. Students will implement metacognition skills to approach learning by monitoring comprehension and evaluating progress toward the completion of a task or assignment.
- **Communication:** Students will demonstrate effective communication skills for academic and professional success which include written, oral, and visual form within classroom setting through instructor posed questions and collaborative peer assignments.
- **Personal Responsibility:** Students will formulate, monitor, and modify academic goals for college completion. Students will be able to discuss and respect different points of view to work effectively with others to support a shared purpose or goal.

Student Contributions, Responsibilities and Class Policies:

- Student will be responsible for logging in and actively participating through Canvas.
- Students are expected to read the material in the textbook provided via Canvas.
- Students will take tests (covering text material and lecture notes) and turn in assignments on time.
- Students should reduce distractions in the classroom and online by refraining from private discussions with other students and by turning off cell phones, iPods, and beepers during class time. No texting.
- A schedule of classroom activities will be discussed/ accessible to each student at the beginning of the semester.
- Cheating policy: Students are expected to complete their own work and academic dishonesty will not be tolerated. (See MC Catalog & Handbook for college policy.) The minimum penalty for academic dishonesty will be failure on that assignment. Information should be put in your own words and references should be cited. Quoted material must include quotation marks and cited sources.
- Instructors cannot drop students with a “W”. This must be accomplished officially by the student in the registrar’s office.

Evaluation of Students:

Weights:

- Attendance & Participation – 15%
- Assignments – 25%
- Discussion & Weekly Journals – 25%
- Assessments & Portfolio – 35%

Letter Grades:

- A – 90-100
- B – 80-89
- C – 70-79
- D – 60-69
- F – 59 or below

Course Schedule:

The sequence of instruction follows the course modules on Canvas.

NON-DISCRIMINATION STATEMENT: Midland College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. For information and inquiries regarding Midland College’s non-discrimination policies, go to: <https://www.midland.edu/about/tix/index.php>

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

DISABILITY SUPPORT SERVICES: Any student who, because of a disabling condition, may require some special arrangements to meet course requirements should contact disabilities support services as soon as possible at: <https://www.midland.edu/services-resources/accommodation-services.php>

Conditions may include documented physical or educational disabilities. Please be aware that services or accommodations are not automatic. Each student must request them and secure the proper authorizations/documentation. Accessibility Links can be found on the Pages tab in Canvas.

DIVISION OFFICE: Social & Behavioral Sciences; MHAB 176; 685-6829