

CORE Syllabus *INCLUDES REVISIONS FOR FALL 2014

Course Title: Principles of Effective Learning		
Course Prefix: CURR	Course No.: 1013	Section No.: P0X
TCCNS Equivalent:	EDUC 1300	
Department of	Academic Enhancement	College of University College
Instructor Name:	Insert info	
Office Location:	Insert info	
Office Phone:	Insert info	
Fax:	936-261-	
Email Address:	Insert info	
U.S. Postal Service Address:	Prairie View A&M University	
	P.O. Box 519	
	Mail Stop 3002	
	Prairie View, TX 77446	
Office Hours:		
Virtual Office Hours:		
Course Location:	(Building and Room #)	
Class Meeting Days & Times:		
Catalog Description: A study of the research and theory in the psychology of learning, cognition, motivation, as well as the factors that influence learning, and the application of learning strategies. Theoretical model of strategic learning, cognition, and motivation serves as the conceptual basis for instruction. The course content is divided into a four-part model (the Effective Learning Model) consisting of self-assessment, cognitive theories, self-regulation, and strategies for self- change.		
Prerequisites:	None	
Co-requisites:	None	
Required Text:	Staley, Constance (2012) .FOCUS on College Success (3 rd ed.).Wadsworth. ISBN-10:0-495-80336-7 www.cengage.com	
Recommended Text/Readings:		
Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d	
Course Goals: The goal of this course is to develop and prepare students as: <ul style="list-style-type: none"> • problem solvers, critical thinkers, and decision makers; • reflective and continual learners; • facilitators of their own growth and development; and • global citizens who understand and appreciate human diversity. 		
Course Outcomes/Objectives		
At the end of this course, the student will be able to		Core Curriculum Objective
1	Demonstrate comprehension of applicable theories of motivation, self-regulation, cognitive development, personality, learning, and memory that relate to successful collegiate learners.	1. Critical Thinking 3. Personal Responsibility
2	Appropriately apply achievement strategies that may include test preparation and test taking in different learning situations.	1. Critical Thinking 3. Personal Responsibility
3	Assess their academic motivation, learning and study skills, and abilities.	3. Personal Responsibility
4	Appropriately apply theories of motivation, self-regulation, personality, and learning to implement and analyze a personal self-change project.	1. Critical Thinking 3. Personal Responsibility
5	Demonstrate effective communication skills through written and/or oral reports, teamwork and presentations.	2. Communication 4. Teamwork
6	Appropriately apply theories of goal-setting, personality, and learning to identify and analyze career goals.	1. Critical Thinking 3. Personal Responsibility

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Participation – personal responsibility and teamwork will be assessed via points awarded for participation in class discussions, tasks, group activities, campus seminars and lectures (i.e., S.P.I.T. Knowledge), and mandatory course-sponsored workshops related to course content.

Reflective Writings – Students will demonstrate knowledge of personal responsibility, communication and critical thinking skills via written assignments in which they are required to effectively and accurately demonstrate the connection between their comprehension of the theories, strategies, and concepts learned in a chapter with their own personal and academic circumstances.

Assignments/Quizzes/Tests- Students will demonstrate knowledge of personal responsibility, communication and critical thinking skills via self-assessment activities related to learning strategies, personality, moral and cognitive development, and study skills; career preparation assignments (Get Real! Chart, Career Match online assessment, etc.); and a combination of objective and subjective quizzes and tests that are designed to measure knowledge of presented course material, progress, and ability.

Mid-Term Exam- Students will demonstrate knowledge of personal responsibility, communication and critical thinking skills via a written exam that is both objective and subjective and will measure knowledge of course material presented in weeks 1 through 7 of the semester.

Final Exam – Personal Responsibility and knowledge of communication and critical thinking skills will be assessed using the self-change project in which students are required set a behavioral goal, implement an effective reward and punishment system using the concepts learned throughout the semester, and use a behavior tracking chart to record their behavior. Throughout this four to six week period, students will compose an essay in which they record their observations and analyze and evaluate their behavior and progress. Students must also create a graph and a documentary that represents their observations and progress throughout the project.

Grading Matrix

Instrument	Value (percentages)	Total
Participation	15 %	15%
Reflective Writings	25%	25%
Assignments /Quizzes/Tests	25%	25%
Mid-term Exam	15%	15%
Final Exam	20%	20%
Total:	100%	

Grade Determination:

A = 100-90 pts;

B = 89-80 pts;

C = 79-70 pts;

D = 69-60 pts;

F = 59 pts or below

Course Procedures

Submission of Assignments:

All assignments are to be submitted by the designated due dates. The instructor is not required to accept late assignments due to unexcused absences. Unless otherwise indicated, all assignments submitted online must be uploaded to the assigned dropboxes in eCourses. Assignments that are due in class must be submitted before the conclusion of the class period; should a printed assignment span more than one page, it must be stapled in the upper left hand corner.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

16 WEEK CALENDAR

Week One: Course Introduction; Icebreakers; Syllabus Review

Chapter (s): N/A

Assignment (s): N/A

Week Two: Who You Are: Multiple Intelligences; Learning Styles; Personality Type

Chapter (s): 2

Assignment (s): Pre-test

Week Three: Who You Are; Time Management, Self-Change Project Introduction

Chapter (s): 2, Handout

Assignment (s): Journal Entry 1

Week Four: Time Management, Self-Regulation

Chapter (s): 3

Assignment (s): Quiz-Ch. 2

Week Five: Listening & Note Taking; Self-Change Project (SCP)

Chapter (s): 6

Assignment (s): Quiz-Ch. 3, Journal Entry 2, SCP Proposal

Week Six: Test Taking, Goal Setting

Chapter (s): Ch. 9, pp. 20-25

Assignment (s): Quiz-Ch. 6, SCP Week 1

Week Seven: SCP Checkup; Mid-term Exam Review

Chapter (s): 2,3,6,9, pp. 20-25

Assignment (s): Baseline Data, Self Change Contract, SCP Week 2

Week Eight: Mid-term Exam

Chapter (s): 2, 3, 6, 9, pp. 20-25

Assignment (s): Mid-Term Exam

Mid-Term Exam

Week Nine: Exam Review; Perry's Theory of Moral and Cognitive Development

Chapter (s): pp. 9-12

Assignment (s): Journal Entry 3, SCP Checkup, SCP-Week 4

Week Ten: Motivation; Developing Your Memory

Chapter (s): p. 101, 7

Assignment (s): Journal Entry 4, SCP – Week 5

Week Eleven: Career Exploration

Chapter (s): 12

Assignment (s): Reunion Bio, SCP – Week 6

Week Twelve: Career Exploration

Chapter (s): n/a, Online Handout, Career Cruising Website

Assignment (s): Career Cruising, SCP Essay Due

Week Thirteen: Career Exploration

Chapter (s): Get Real Chart

Assignment (s): SCP Documentary Due

Week Fourteen: THANKSGIVING BREAK

Chapter (s): n/a

Assignment (s): n/a

Week Fifteen: Post Test/Evaluations

Chapter (s): 1,2,3,6,7,9, supplemental handouts

Assignment (s): Post Test & Evaluations

Week Sixteen

Final Exam (Self-Change Project Evaluations)

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

