I. Course Number & Title:

A. COL 165 Introduction to Learning Theory
B. Prerequisites-None
   Requires concurrent enrollment in a Structured Study Program (SSP) course
C. 1 or 2 credit hours
D. Total clock hours: 2  Total Class Hours: 30

II. Department: College Preparation

III. Course Description:

This class is offered to supplement instruction in one or more classes. It will enhance the student’s abilities to successfully complete college work in one or more classes. The course will enhance class vocabulary, self-assessment, study skills, cooperative learning, involvement in a learning community, critical thinking skills and problem solving. It will also provide an introduction to Gardner’s Multiple Intelligences and selected findings of brain research with implications for learning. Students will be required to develop a personal learning strategy for their college coursework and to participate in a learning community. A key advantage of the course over traditional study skills classes is that the course is linked to classes the student is currently taking, therefore, the student learns and practices the skills in the context of actual classes and assignments.

IV. Course Competencies:

A. To identify personal learning style and its implications for studying and learning

B. To understand the opportunities and expectations of learning communities

C. To develop vocabulary-building skills for personal and classroom use
D. To develop skills for properly utilizing textbooks, class notes and assignments

E. To understand group interactions and contributions

F. To examine and evaluate cooperative learning and learning networks

G. To develop critical thinking and problem-solving skills for typical kinds of college classes:

H. To develop a personal method of organizing thoughts

I. Demonstrate understanding of the general concepts of multiple intelligences & personal implications for individual college career

J. Identify implications for learning of selected brain research findings

K. Develop personal learning strategy for college classes

V. Assessment Items

A. Learning style inventory & study plan

B. Attendance/participation in SS sessions

Cooperative learning group evaluation

Self Evaluation

C. Vocabulary exercises in SS

D. Class notes from SS courses

E. Practice tests & SS exercises

F. Study session observations & assignments

G. Journal assignments & SS activities

H. Study time log book

I. Essay relating multiple intelligences to personal learning
VI. Course Content:

A. Learning Styles Assessment & Implications

B. Learning Communities & Personal Involvement

C. Vocabulary Building Skills for Personal and Class Use

D. Texts & Tests, Note-taking & Completing Assignments

E. Group Dynamics & Individual Responsibility

F. Cooperative Learning & Learning Communities

G. Critical Thinking Skills and Problem Solving

H. Thought Organization
   1. Mind-mapping
   2. Outlining
   3. Clustering

I. Multiple Intelligences & Implications for Learning

J. Brain Research & Implications for Learning

K. Personal learning strategy

VII. Instructional Materials:

1. Course Texts for related classes
2. SS Session Handouts
3. Web based materials
4. Highlighters (at least three colors)
5. Three ring binder or spiral notebook w/dividers

VIII. Dress & Behavior Code

A. Remove headgear upon entry into classroom

B. Speech & conduct to demonstrate courtesy and respect to all

C. Dress to demonstrate respect for learning, other students and instructor

   e.g. shirts with sleeves or hemmed edge at shoulder, no exposed undergarments

Guidelines for Requesting Accommodation Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

On-Campus Students: At enrollment all on campus students will complete a form which will allow them to self-identify any disability. Questions should be directed to the Disabilities Coordinator.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor preferably prior to the first night of class or early in the semester.