I. Course Number & Title:
   A. COL 165B Introduction to Learning Theory
   B. Prerequisites-COL165A
       Co-requisite: enrollment in at least one academic core class is required
   C. 1 credit hour
   D. Total clock hours: 1
       Total Class Hours: 15

II. Department: College Preparation

III. Course Description:
This course is a continuation of COL165A with deeper exploration of selected topics: critical thinking, Gardner's theory of multiple intelligences and brain research. You will continue to further strengthen study skills and academic success by developing a comprehensive study strategy and schedule that builds on your personal learning style strengths and strengthens areas of less ability. One of the key things that you will do is participate in and further develop relationships in a learning community. You will contribute to a weekly study group for a selected class by preparing and sharing study materials for the topics covered.

IV. Course Competencies:
   During the course of the semester, you will:
   A. Demonstrate further awareness of your personal learning style and its implications for studying and learning
   B. Experience the opportunities and expectations of your learning community
   C. Expand your vocabulary for personal and classroom use
   D. Extend your skills in properly utilizing textbooks, class notes and assignments
   E. Demonstrate positive individual and group interactions and contribute to others
   F. Increase critical thinking skills as appropriate for a college student
   G. Demonstrate understanding of the general concepts of multiple intelligences & describe personal implications for your college career
   H. Describe how you will incorporate selected brain research findings into your success strategy
   I. Develop and share your personal learning strategy for selected college classes
   J. Contribute to a weekly study group and help other students be successful

V. Assessment Items
   A. Personal learning strategy based on individual learning style
   B. Attendance/participation in class & weekly study sessions
   C. Vocabulary activities
   D. Class notes from core course
   E. Journal assignments
   F. Study time log book
   G. Essay/journal entries relating multiple intelligences to personal learning
   H. Essay/journal entries relating selected brain research findings to personal learning
   I. Essay: reflections on semester

VI. Course Content:
   A. Review of Learning Styles Assessment & Implications
   B. Personal learning strategy
   C. Forming and Maintaining a Study Group
   D. Critical Thinking Skills and Problem Solving
   E. Vocabulary Building Skills for Personal and Class Use
F. Texts & Tests, Note-taking & Completing Assignments
G. Multiple Intelligences & Implications for Learning
H. Brain Research & Implications for Learning

VII. Instructional Materials:
1. Course Texts for related classes
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.