

Syllabus: Foundations of Learning

Instructor: _____ Course Meeting Times: _____

Text: *Foundations of Learning*, Edition 4 Revised, Pacific Crest, 2009.

Welcome to *Foundations of Learning*! Please read this syllabus carefully. It contains information you need in order to be successful in this course.

Following are the outcomes expected of you after completion of this course. Reading through these outcomes will give you a sense of what you will be doing throughout this course.

Learning Outcomes

Competencies: *The collection of knowledge, skills and attitudes needed to perform a specific task effectively at a defined level of performance*

- Can produce a complete Reading Log
- Can apply the Writing Methodology
- Can identify levels and types of knowledge
- Can appreciate different learning styles
- Can apply the Problem Solving Methodology in qualitative and quantitative contexts
- Can function productively within a collaborative learning team
- Can complete an evidence-based self-assessment identifying strengths, areas for improvement (including action plans), and insights
- Can interpret the steps of a new methodology and execute those steps when prompted
- Can identify goals within a life vision

Movement: *Documented growth in a transferable process or learning skill*

- Increases in self-confidence and self-esteem as evidenced by their self-assessments and testimonials
- Accepts more responsibility for their own learning goals
- Improves reading and writing performance across disciplines
- Becomes more comfortable in using methodologies without prompting

Experience: *Interactions, emotions, responsibilities, and shared memories that clarify one's positioning relationship with oneself, others, one's community, or discipline*

- Applies critical thinking strategies
- Uses reading logs and self-assessments that document learning on a weekly basis
- Adds value to collaborative learning teams

Achievement: *Significant work products or performances that transcend normal class requirements and are affirmed by an outside client or expert*

- Creation of a Life Vision Portfolio that documents past history, future direction, a self-analysis, and the plan for achieving a set of challenging life goals that can be used in job searches, recruiting mentors, getting scholarships, and building network connections for future opportunities

Integrated Performance: *The synthesis of prior knowledge, skills, processes, and attitudes with current learning needs to address a difficult challenge within a strict timeframe and set of performance expectations*

- Students are able to apply the performance model to develop an effective approach to meeting new challenges.

Course Schedule

Week 1 Introduction to course; review of “How to Use this Book” in *Foundations of Learning*

The approach of this course may differ radically from your expectations. We will therefore spend some time investigating that approach.

Week 2 Improving Performance (Chapter 1 in *Foundations of Learning*)

Would you like to improve your performance? Are you a quality learner? What is your current level of performance? What level would you like to achieve by the end of the term? You will also set initial goals for this course. Activities will be “Building Learning Communities” and “Analyzing a Course Syllabus.”

Written Work to be Completed:

- Critical Reflection: Assess Yourself as a Learner
- What Do You Think?: Learning Skills
- What Do You Think?: Assess Your Level of Learning
- Goals for this Course
- SII Self-Assessment
 - Activity 1.1 Building Learning Communities
 - Activity 1.2 Analyzing a Course Syllabus

Week 3 Strengthening Identity (Chapter 2 in *Foundations of Learning*)

When asked to define who you are, what do you say? What are your passions? What have you achieved so far and what would you like to achieve in your lifetime? Who are your supports along the path of life? Throughout the course, you will be working on your Life Vision Portfolio. In this chapter, you will begin that process. You will also explore your current learning environment: your campus.

Written Work to be Completed:

- Life Vision Worksheet
- Critical Reflection: Possible Support Systems
- What Do You Think?: Refining Goals
- Life Vision Portfolio Entry: Key Highlights
- SII Self-Assessment
 - Activity 2.1: Creating Your Life Vision Portfolio
 - Activity 2.2: Exploring Your Campus

Week 4 Reading Methodology (Chapter 3 in *Foundations of Learning*)

What kind of reader are you? How do you read? How well do you remember what you read? In this book, you will learn to use a number of methodologies. The first is a Reading Methodology. In addition, you will begin using a reading log.

Written Work to be Completed:

- LVP Entry: A Meaningful Reading
- SII Self-Assessment
 - Activity 3.1: Using a Reading Log
 - Activity 3.2: Practicing the Reading Methodology
 - Activity 3.3: Analyzing a Literary Text

Week 5 Learning to Learn (Chapter 4 in *Foundations of Learning*)

How do you learn? What is your preferred learning style? What is your level of learning? How can you improve your level of learning? Meet your second methodology, the Learning Process Methodology. Through the activities for this chapter, you will become more familiar with this valuable methodology, which is also the core methodology of this book.

Written Work to be Completed:

Critical Reflection: Your Learning Style Preferences

Critical Reflection: Your Level of Learning

SII Self-Assessment

Activity 4.1: Analyzing the Learning Process Methodology

Activity 4.2: Applying the Learning Process Methodology

Week 6 Problem Solving Skills (Chapter 5 in *Foundations of Learning*)

Do you consider yourself a strong problem solver? What problem solving skills do you possess? What skills are in need of improvement? As in other chapters, you will meet a methodology to help you improve as a problem solver: the Problem Solving Methodology.

Written Work to be Completed:

Critical Reflection: A Problem Needing a Solution

Critical Reflection: Skills Assessment

Critical Reflection: Applying Your Skills to the Problem

What Do You Think?: Assessing Yourself as a Problem Solver

LVP Entry: Your Problem

SII Self-Assessment

Activity 5.1: Analyzing the Problem Solving Methodology

Activity 5.2: Applying the Problem Solving Methodology

Week 7 Context of Performance (Chapter 6 in *Foundations of Learning*)

Currently, your context of performance is college. In this chapter, you will explore that context through a critical examination of the student handbook and college catalog. Now, further define yourself within that context by deciding on a major and developing an educational plan. Interview some experts in your field of interest.

Written Work to be Completed:

Critical Reflection: Where am I headed?

LVP Entry: Interviews with Experts

SII Self-Assessment

Activity 6.1: The Terminology of College

Activity 6.2: The Student Handbook

Activity 6.3: Developing an Educational Plan (add to LVP)

Week 8 Addressing Personal Obstacles (Chapter 7 in *Foundations of Learning*)

What does it mean to be a self-grower? We grow from facing challenges and learning from them. See how the Personal Development Methodology can help you move toward becoming a self-grower.

Written Work to be Completed:

What Do You Think?: Competing Values

Critical Reflection: Coping

LVP Entry: Reflecting on Your Self-Growth So Far
SII Midterm Assessment

Activity 7.1: Becoming a Self-Grower

Activity 7.2: The Personal Development Methodology

Week 9 Living in the Information Age (Chapter 8 in *Foundations of Learning*)

More than ever before, we are bombarded with information on a daily basis. How are you at processing information? The Information Processing Methodology will lead the way.

Written Work to be Completed:

Critical Reflection: Scavenger Hunt

LVP Entry: Passion Exploration: Favorites

SII Self-Assessment

Activity 8.1: The Information Processing Methodology

Activity 8.2: Using a Software Help System

Week 10 Time Management (Chapter 9 in *Foundations of Learning*)

Time management skills are critical in college and life in general. How do you manage your time?

Written Work to be Completed:

Critical Reflection: The Last 24 Hours

What Do You Think?: Action Priority Matrix

LVP Entry: Your Time Management Matrix

SII Self-Assessment

Activity 9.1: Time Management

Activity 9.2: Creating a Course Record Sheet

Week 11 Finding and Working with Resources (Chapter 10 in *Foundations of Learning*)

Key to the success of any student are researching skills. Are you a skillful researcher?

Written Work to be Completed:

What Do You Think?: Evaluating Credibility

LVP Entry: Researching a Life Goal

Critical Reflection: Researching

SII Self-Assessment

Activity 10.1: Academic Honesty

Activity 10.2: Team Research Plan

Week 12 Writing in College (Chapter 11 in *Foundations of Learning*)

You already know about the Reading Methodology...let's take a look at the Writing Methodology.

Written Work to be Completed:

Critical Reflection: The Writing Process

LVP Entry: Creative Vision

SII Self-Assessment

Activity 11.1: Applying the Writing Methodology

Activity 11.2: Assessment and Revision

Activity 11.3: Interviewing about Reading and Writing in a Discipline

Week 13 Communication and Teamwork (Chapter 12 in *Foundations of Learning*)

Throughout this course, you have participated in collaborative learning. Through the activities in this chapter, you will further hone your skills as a collaborative learner and oral communicator.

Written Work to be Completed:

What Do You Think?: Teamwork
Critical Reflection: Team Member
Critical Reflection: Interventions
Critical Reflection: Assessing Recorder and Reflector Reports
What Do You Think?: Oral Communication Levels in Action
Critical Reflection: Diversity
SII Self-Assessment
 Activity 12.1: Exploring Team Roles
 Activity 12.2: Team Logo Competition
 Activity 12.3: Team Design Competition

Week 14 Assessment for Self-Improvement (Chapter 13 in *Foundations of Learning*)

Strengths, Areas for Improvement, and Insights are at the core of assessment. Through the activities of this chapter, improve your assessment skills by analyzing and using the Assessment Methodology.

Written Work to be Completed:

Critical Reflection: Assessment
What Do You Think?: Assessment or Evaluation?
SII Self-Assessment
 Activity 13.1: Exploring the Assessment Methodology
 Activity 13.2: Building a Criteria List
 Activity 13.3: Assessing a Work Product

Week 15 Continuing the Journey... (Chapter 14 in *Foundations of Learning*)

We've reached the end of the term. Complete a final assessment and a self-growth paper, where you also identify your plans for the future.

Written Work to be Completed:

Critical Reflection: New Assessment of Performance Level
Final SII Self-Assessment
 Activity 14.1: Self Growth Paper

Evaluation

Your evaluation will be based on how well you have achieved the learning outcomes identified in this syllabus. Your instructor will base his or her evaluation on the following work products:

Work Product	Weight	Criteria
Exercises Within Chapters <i>Critical Reflections</i> and <i>What Do You Think?</i>	15%	Do the responses to prompts demonstrate an understanding of the chapter contents and an ability to apply them?
Activities	25%	Were all activities completed? Do the answers to the Critical Thinking Questions reflect an increase in the competencies identified in the learning outcomes?
SII Self-Assessments	20%	Are all self-assessments completed? As the term progressed (especially after the rubric is introduced in Chapter 7,) did the self-assessments become stronger? Was there movement in the level of self-assessment (see rubric in Chapter 7)?
Participation/Persistence	10%	Does the student demonstrate good collaborative skills in team work? Is he or she actively engaged in class activities?
Life Vision Portfolio	20%	To what degree does the student's Life Vision Portfolio meet the criteria provided in Chapter 2?
Self-Growth Paper	10%	To what degree does this paper meet the criteria for the self-growth paper provided in the final chapter (Continuing the Journey)?