

Perspectives in Learning

Course Code: EDU1011

Course Description

Perspectives in Learning is designed to introduce students to theories related to the cognitive, social, emotional, and cultural dimensions of learning. The purpose of the course is to foster self-awareness, critical thinking, strategic learning, and self-advocacy while providing opportunities for students to practice study skills including note-taking, active reading, test-taking, planning and organizing, and technology competencies. Students will reflect of learning and teaching processes while applying learning strategies that can be transferred to other courses of study as a proactive approach to self-understanding and self-advocacy.

Strategies for active reading, note-taking, test-taking, long-term project planning, and organizing materials will be modeled, practiced, and assessed. Students will be expected to critically read and identify key ideas being discussed. In addition, students will learn about the laws that protect individuals with diagnosed learning differences, receive an in-depth orientation to the on-campus services that provide academic and emotional support, and establish short and long-term goals related to promoting effective self-management.

Course Format

In order to integrate educational experiences and knowledge into fundamental aspects of each student's life, Perspectives in Learning has been designed as a course incorporating experiential and online formats.

Course Requirements

There are no pre-requisites for this course.

Course Objectives and Goals

Students who successfully complete this course will be able to:

1. Demonstrate an ability to maintain a basic organizational system to manage course materials, support assignment completion, and enhance participation in course discussions and preparation for quizzes and tests through the use of planning and master notebook systems.
2. Demonstrate systematic approaches for vocabulary development, active reading, note-taking, and summarizing to support comprehension of entry level college text, articles, and essays through journals, discussions, application activities, and tests.
3. Demonstrate an ability to analyze the impact of the issues (cognitive, social, emotional, and cultural) related to succeeding in learning through critical reflection in journals, discussions, and application activities.
4. Demonstrate a basic understanding of the human learning process through journals, discussions application activities, and tests.
5. Demonstrate an ability to apply knowledge of their learning profiles by summarizing their learning differences, elaborating on their academic strengths and challenges, and advocating for appropriate accommodations through discussions and application activities.

Required Text and Course Materials

- Laptop Computer
- Software/Systems
 - Microsoft Office (Word & PowerPoint) Compatible Program
 - Canvas Course Management System Access
- Headphones
- Master Notebook System
- Planner System
- Study Tools
 - Highlighters (3 colors minimum)
 - Pen and/or pencil
 - Paper

Technical Requirements and Skills

A productivity suite such as Microsoft Office, Microsoft Office 365, Google Workspace (formerly G-Suite), or Open Office is recommended and may be required for some Landmark College Online courses. Students also need the ability to access Landmark College's online course content through a web browser running on a desktop or laptop computer with a webcam. An audio headset is recommended, but not required. All popular browsers are supported, but Landmark College recommends Chrome or Firefox.

Landmark College Online Dual Enrollment courses are optimally experienced through a full-featured web browser running on a desktop or laptop computer running Microsoft Windows or Apple Mac OS. Mobile phones and tablets may not be adequate or appropriate for completing certain aspects of your course work. However, when your laptop or desktop equipment is not available you can still access your courses through a mobile web browser such as Chrome or Safari. This allows you to keep up with your assignments, calendar, to-do list, and Inbox even when traveling. (The mobile app called "Canvas Student" is not compatible with our courses and should be avoided.)

If students access courses from school networks that use content filtering systems, which block access to public sites such as YouTube and Vimeo, students may have issues completing their assignments.

Skills for Success

To succeed in an online class, you should have the ability to:

- Navigate the WWW, including downloading and reading files from web sites;
- Download and install software or plug-ins such as Adobe Reader or Flash;
- Use the Learning Management System (Canvas) and be able to upload videos, files, and other materials as necessary. More about Canvas can be found in the Canvas Overview course located on your dashboard;
- Save files in commonly used word processing formats (.doc, .docx, .rtf);
- Copy and paste text and other items on a computer;
- Save and retrieve documents and files on your computer; and
- Locate information on the internet using search engines.

Course Topics

Orientation

- Canvas Navigation
- Syllabus
- Course Guidelines
- Executive Function Tools (Master Notebook & Planner)

Dimensions of Thinking and Learning

- Dimensions of Learning
- Bloom's Taxonomy – Levels of Thinking
- Information Literacy (Active Reading)
- Planning and Organizing (Self-management)

Executive Functions

- Executive Functions
- Organizing Information (Note-taking Strategies)

Learning Process

- Information Processing
- Factors Impacting Learning

Learning & Self

- Learning Disabilities
- Self-awareness, self-adjustment, & self-advocacy

Grading

Students will be assessed on their attainment of course objectives through:

- Assignments 30%
- Discussions 30%
- Participation 20%
- Self-Evaluations 5%
- Graded Quizzes 15%

Letter Grades

Letter Grades will be assigned as follows:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 and below

Due Dates

Assignments are directly correlated to the learning taking place in-class and online at that time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions and preparation for quizzes and tests. Therefore, established due dates will be strictly adhered to throughout the semester.

Graded assignments must be submitted by the designated time on the assigned date.

Students seeking an exception to policy must contact the instructor the day prior to the due date. If an exception to policy is granted, the student will have 24 hours to complete the assignment at a loss of 10% of the assignment grade.

Accommodations Policy

"Given the unique mission of Landmark College, many academic accommodations that might be customary or required at traditional institutions would not be appropriate at Landmark, because they would alter the College's academic program."

If you need individual accommodations to meet course objectives, please make an appointment with your professor to discuss your needs within the two weeks of the semester.

To view the full accommodations policy for Landmark College please visit:

<https://www.landmark.edu/student-life/our-community/request-for-accommodations>.

Learning Outcomes

General Education Goal	Course Learning Outcomes (based on GE Learning Outcomes)
Metacognition & Lifelong Learning (Goal 1) Sustain an ongoing process of self-reflection, self-awareness and self-advocacy that leads to both self-understanding and the successful management of the skills and strategies of a life-long learner.	1, 4, 5
Critical Thinking (Goal 2) Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines.	1, 2, 5
Information Literacy (Goal 3) Recognize when information is needed and have the ability to access, evaluate, and use it effectively and ethically.	2, 5
Communication (Goal 5) Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression.	1, 5
Critically Reading (Goal 7) Read critically in order to gain disciplinary knowledge and to explore important questions and ideas.	3, 5
Wellness (Goal 8) Develop an understanding of how physical, social, and emotional wellness affect learning and contribute to personal and community well-being.	4, 5