El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number:	**Educational Development 32**
Descriptive Title:	**Psychology of Affective Learning**
Course Disciplines:	**Special Education**
Division:	**Health Sciences and Athletics**

Catalog Description: This course examines the relationship and importance of self-awareness and personal attitude to help students change aspects of their motivation and learning strategies to promote academic performance and college success. The course emphasizes self-management, including various techniques and approaches that facilitate self-awareness, academic confidence, effective study strategies, and learning habits to increase success in college and life.

Note: This course is appropriate for students with disabilities.

Conditions of Enrollment: *You have no defined requisites.*

Course Length:	**X** Full Term ☐ **Other (Specify number of weeks):**
Hours Lecture:	**3.00 hours per week** ☐ **TBA**
Hours Laboratory:	**0 hours per week** ☐ **TBA**
Course Units:	**3.00**

Grading Method:	**Pass / No Pass**
Credit Status	**Non-Degree Credit**

Transfer CSU:	☐ **No**
Transfer UC:	☐ **No**

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1.

Students will explain criteria necessary for setting realistic goals.

2. Students will describe the major strategies to increase achievement oriented behavior.

3. Students will explain techniques for overcoming procrastination.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at http://www.elcamino.edu/academics/slo/.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe the six components of academic self-management.

   Written homework

2. Explain rehearsal, elaboration, and organizational learning strategies that promote learning and retention.

   Quizzes

3. Define what motivation is and what factors influence it.

   Quizzes

4. Describe the purpose of goal setting and its relevance to motivation.

   Quizzes

5. Examine how emotions are influenced by events and experiences.

   Quizzes

6. Determine and develop a time management schedule.

   Journal (kept regularly throughout the course)

7. Explain the factors that can improve attention and concentration.

   Quizzes

8. Identify the learning strategies that can be used to improve reading comprehension and retention.

   Quizzes

9. Develop a comprehensive study plan.

   Written homework

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Introduction A. Course orientation and syllabus B. Introduction to academic self-management 1. Motivation 2. Use of time 3. Methods of learning 4. Physical and social environment

Lecture	6	II	Understanding Learning and Memory A. Levels of thinking and learning 1. Acquisition 2. Understanding 3. Application 4. Analysis 5. Synthesis
Lecture	6	III	Understand Motivation and Goal Setting A. Intrinsic and extrinsic motivation B. Factors that influence memory positively/negatively C. Memory strategies D. Understanding goal setting 1. Understanding values 2. Setting daily, short term, and long term goals
Lecture	6	IV	Management of Emotion and Effort and Time Management A. Circle of control and circle of concern B. Characteristics of the emotional and smart mind C. Behavior management to increase Academic performance 1. Motivation 2. Use of time and procrastination 3. Methods of learning
Lecture	6	V	Management of Physical and Social Environment A. Manage emotions to increase academic performance B. Physical environments that facilitate learning C. Social influences and learning 1. Values, goals, and friends 2. Academic networking
Lecture	6	VI	Active Learning From Textbooks A. Learning strategies that promote learning and retention B. SQ3R reading strategy C. Multisensory learning strategies D. Multiple intelligences
Lecture	6	VII	Learning Strategies for Exams A. Plan for studying smart B. Developing an accurate content study guide C. Personalize process of learning D. Collaborative strategies
Lecture	6	VIII	Taking Responsibility and Taking Exams A. Believing in yourself B. Techniques to facilitate academic self-confidence C. Studying smart D. Learning from failures and celebrating success
Lecture	6	IX	Self-Management Study Review A. Review components of academic self-management B. Evaluate application of academic management principles C. Resistance: Managing your life in school D. Preparing and planning for your future
Total Lecture Hours	54		
Total Laboratory Hours	0		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Presented a lecture and/or textbook reading assignment, read and selectively mark information applying the SQ3R and visual, auditory, and kinesthetic (VAK) approach to active reading and note taking. Develop study teaching cards that will be presented in your classroom groups and then submitted as a completed assignment.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1.

In a short paragraph, describe the most basic level of Bloom's Taxonomy of learning - "Knowledge".

2. In a short-paragraph, paraphrase the "Comprehension" level of Bloom's Taxonomy in relation to cognition.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Other exams

Quizzes

Written homework

Class Performance

Multiple Choice

Completion

True/False

Other (specify):

Study guides

V. INSTRUCTIONAL METHODS

Demonstration
Discussion

Group Activities

Lecture

Multimedia presentations

Other (please specify)

      Learning Preference and Motivation Surveys available on the Internet.

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Written work

Other (specify)

Selected Internet web sites that provide a variety of learning preference profiling and motivation surveys.

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
Dembo and Seli. <u>MOTIVATION AND LEARNING STRATEGIES FOR COLLEGE SUCCESS</u>. 4th ed.   Lawrence Eribaum Associates Publisher, 2012.

B. **ALTERNATIVE TEXTBOOKS**

C. **REQUIRED SUPPLEMENTARY READINGS**

D. **OTHER REQUIRED MATERIALS**

VIII. CONDITIONS OF ENROLLMENT
A.   **Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification

B.   **Requisite Skills**

Requisite Skills

C.   **Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification

D.   **Recommended Skills**

Recommended Skills

E.   **Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Bill Hoanzl and Steven Fasteau on 05/01/1980.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Bill Hoanzl on 10/26/2013

19468