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9th Grade Cisco College EDUC 1300 Learning Framework
Course Syllabus
2025-2026

EDUC 1300 is a study of the 1) research and theory in the psychology of learning, cognition, and motivation; and 2) factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies.

Goals: Students will learn the rigor associated with studying at the college level. Students will learn how to express themselves verbally, in writing, and digitally. Students will learn about their own strengths and weaknesses and strategies to maximize their strengths and mitigate their weaknesses.

The course will consist of the following units:

Module 1: Manage the Transition to College

Module 2: Success and Goals

Module 3: Time Management and Organization

Module 4: Theories of Learning

Module 5: Critical and Creative Thinking and Problem Solving

Module 6: Ways of Knowing

Module 7: Memory and Information Processing

Module 8: Active Listening and Classroom Participation

Module 9: Note-taking and Active Reading Strategies

Module 10: Test Taking Strategies

Module 11: Effective Writing

Module 12: Planning for Your Career

Module 13: Mental and Physical Health

Module 14: Diversity and Cultural Competency

Module 15: Managing Your Money

Expectations: Students need to attend class regularly. Students need to complete each assignment and submit them on time. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

Family Participation: Family members can enhance the students' learning by asking the student to show and explain their assignments for each module/week.

Assessment: Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students will have two to three written assignments each module/week. These

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assignments have assigned point values that will be recorded in the Cisco gradebook and in the Woodson High School gradebook. A summative assessment will be given at the end of the course.