

**MIDLAND COLLEGE
SYLLABUS
EDUC 1100
Effective Learning**

CORE CURRICULUM COURSE

Fall 2026 Schedule:	
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 AH01 Effective Learning (HYBRID)
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 AH02 Effective Learning (HYBRID)
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 AH03 Effective Learning (HYBRID)
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 AH04 Effective Learning (HYBRID)
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 AW01 Effective Learning (WEB)
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 AW02 Effective Learning (WEB)
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 AWN1 Effective Learning (DUAL WEB)
Unassigned Instructor	EDUC 1100 AWU1 Effective Learning (DUAL WEB)
<u>LASTER, SONYA</u>	EDUC 1100 BH01 Effective Learning (HYBRID)
VASQUEZ, CODY	EDUC 1100 BH02 Effective Learning (HYBRID)
<u>LASTER, SONYA</u>	EDUC 1100 BH03 Effective Learning (HYBRID)
<u>MARTIN, MEREDITH</u>	EDUC 1100 BH04 Effective Learning (HYBRID)
VASQUEZ, CODY	EDUC 1100 BHU1 Effective Learning (DUAL HYBRID)
<u>MARTIN, MEREDITH</u>	EDUC 1100 BHU2 Effective Learning (DUAL HYBRID)
<u>LASTER, SONYA</u>	EDUC 1100 BHU3 Effective Learning (DUAL HYBRID)
<u>LASTER, SONYA</u>	EDUC 1100 BW01 Effective Learning (WEB)
<u>LASTER, SONYA</u>	EDUC 1100 BW02 Effective Learning (WEB)
<u>LASTER, SONYA</u>	EDUC 1100 BW03 Effective Learning (WEB)
SAM, TANISHA	EDUC 1100 BW04 Effective Learning (WEB)
<u>LASTER, SONYA</u>	EDUC 1100 BWD1 Effective Learning (DUAL WEB)
<u>LASTER, SONYA</u>	EDUC 1100 BWU1 Effective Learning (DUAL WEB)
<u>LASTER, SONYA</u>	EDUC 1100 BWU2 Effective Learning (DUAL WEB)
<u>LASTER, SONYA</u>	EDUC 1100 BWZ1 Effective Learning (DUAL WEB)
<u>LASTER, SONYA</u>	EDUC 1100 CW01 Effective Learning (WEB)
SAM, TANISHA	EDUC 1100 CW02 Effective Learning (WEB)
<u>LASTER, SONYA</u>	EDUC 1100 CWJ1 Effective Learning (DUAL WEB)
SAM, TANISHA	EDUC 1100 CWS1 Effective Learning (DUAL WEB)
<u>LASTER, SONYA</u>	EDUC 1100 CWT1 Effective Learning (DUAL WEB)
<u>LASTER, SONYA</u>	EDUC 1100 CWU1 Effective Learning (DUAL WEB)
<u>VANCUREN, STEPHANIE</u>	EDUC 1100 EWB1 Effective Learning (DUAL WEB)

Course Description

A study of the research and theory in the psychology of learning, cognition, and motivation; 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. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. 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.

Division Information:

Social & Behavioral Sciences Division

Division Dean: Michael Makowsky 153 MHAB – 432.685.6828

Department Chair: Sonya Laster 163 MHAB – 432.685.6885

Division Secretary: Angelina Dolaptchieva 174 MHAB – 432.685.6830

Inclusion of Core Curriculum Objectives: These Core Curriculum Courses fulfill three hours of the Social and Behavioral Science requirement in the Midland College Core Curriculum. The Core Curriculum is a set of courses that provide students with a foundation of knowledge, skills and educational experiences that are essential for all learning. Social and Behavioral Sciences courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. As part of the core, this course addresses the following four objectives:

Critical Thinking: Students will demonstrate critical thinking skills to solve problems, make choices and judgments as they apply to academics and life. Students will create/design an academic plan and identify requirements for successful completion. Students will implement metacognition skills to approach learning by monitoring comprehension and evaluating progress toward the completion of a task or assignment.

Communication: Students will demonstrate effective communication skills for academic and professional success which include written, oral, and visual form within classroom setting through instructor posed questions and collaborative peer assignments.

Personal Responsibility: Students will formulate, monitor, and modify academic goals for college completion. Students will be able to discuss and respect different points of view to work effectively with others to support a shared purpose or goal.

Student Contributions

Will be posted by the instructor in individual course syllabi. Students should contact their instructor if they have any questions.

Class Policies

Academic Integrity: We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and to offer credit to others for thinking of ideas before us. I want to share with you how we define plagiarism and examples of what it looks like. Plagiarism

is defined as the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work offered for credit. A student commits plagiarism if s/he:

1. **fails to acknowledge the sources of any information** in a paper which is not either common knowledge or personal knowledge. A student can acknowledge a source through in-text citations, attribution lines, footnotes, or other forms of documentation approved by the instructor. (Common knowledge is the basic information within a field or discipline, as well as most historical dates and facts, and many ordinary observations.)
2. **fails to acknowledge direct quotation either by using quotation marks or (for longer passages) indentation.** Without the quotation marks or indentation, passages copied directly from a source might be considered plagiarized even if it is followed by an in-text citation or a footnote. The citation or footnote acknowledges that there is a source, but it does not indicate that the writer has borrowed someone else's exact words. If a writer uses the language of a source, word-for word, he/she must use quotation marks or block indentation.
3. **merely paraphrases the original words of the source.** Some students think they can avoid a charge of plagiarism by changing a few words in each sentence they copy or by rearranging the shape of phrases or the order of sentences in a paragraph. This is not true. When taking notes students must be careful to put ideas in their own words or to use direct quotations when relying on phrases directly borrowed from a source.
4. **borrows the ideas, examples, or structure of the source without acknowledging it.** A student can be guilty of plagiarism if s/he systematically borrows the ideas and organization of a source even if the language of the piece is on a major news event by using exactly the same ideas in the same order as they appear in an article in any popular news magazine.
5. **takes, buys, or receives a paper written by someone else and presents it as the student's own.**
6. **uses one paper for two different courses,** or re-uses a paper previously submitted for credit, without the prior approval of the instructor or instructors.

For more information, please read [Midland College's Scholastic Dishonesty and Academic Misconduct Policy](#)

Evaluation of Students

Will be posted by the instructor in individual course syllabi. Students should contact their instructor if they have any questions.

Academic Support Services and Important Student Rights Information

Honors Program

Students interested in taking a course for honors credit, should contact their instructor. Refer to the [Midland College Honors Program webpage](#) for more details.

Dropping the Course

Check the MC College Calendar for the last day to withdraw from the course and receive a “W.” Please talk to the instructor before withdrawing.

Student Rights, Responsibilities, and Grievances and Appeals

The goal of Midland College is to help students achieve their educational goals. Students have certain rights and responsibilities. For more information, please read the [Student Rights & Responsibilities section of the Midland College catalog](#).

Non-Discrimination Statement: Midland College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. For information and inquiries regarding Midland College’s non-discrimination policies, please go to the [Title IX section of the Midland College catalog](#).

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Pregnancy & Parenting Statement: As required by Title IX, Midland College does not discriminate against any student on the basis of pregnancy or related conditions. Students who need changes to our policies, practices, or procedures due to their pregnancy or related condition(s) will be provided with reasonable modifications to protect their health or educational access. Absences will be excused for at least as long as deemed medically necessary by a student’s healthcare provider and students will be given the opportunity to make up missed work. For assistance with modifications, time off, lactation breaks/space, discrimination issues, or other related needs, contact the Title IX Coordinator at title9@midland.edu or 432-685-4781.

Disability Support Services: Any student who, because of a disabling condition, may require some special arrangements to meet course requirements should contact disabilities support services as soon as possible at [Accommodation Services](#).

Conditions may include documented physical or educational disabilities. Please be aware that services or accommodations are not automatic. Each student must request them and secure the proper authorizations/documentation. Accessibility Links can be found on the Pages tab in Canvas.

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