

ITT Technical Institute  
**GS1115**  
**Foundational Strategies**  
**Onsite and Online Course**

**SYLLABUS**

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**Credit hours:** 6


**Contact/Instructional hours:** 70 (50 Theory Hours, 20 Lab Hours)

**Prerequisite(s) and/or Corequisite(s):**

None.

**Course Description:**

This course assists students in transitioning to an academic environment. Using critical thinking, students identify components of and approaches to solving problems. In addition, students examine foundational skills including conducting and documenting research, communicating professionally, and demonstrating digital literacy.



## COURSE SUMMARY

### COURSE DESCRIPTION

This course assists students in transitioning to an academic environment. Using critical thinking, students identify components of and approaches to solving problems. In addition, students examine foundational skills including conducting and documenting research, communicating professionally, and demonstrating digital literacy.

### MAJOR INSTRUCTIONAL AREAS

1. Adapting to Change
2. Critical Thinking
3. Problem Solving
4. Study Skills
5. Time Management
6. Conducting and Documenting Research
7. Professional Communication
8. Digital Literacy

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Recognize strategies for adapting to change.
2. Identify and develop effective study skills.
3. Define and apply critical thinking skills.
4. Identify components of a problem.
5. Identify approaches for solving problems.
6. Navigate digital environments.
7. Demonstrate digital literacy using software tools.
8. Conduct and document research.
9. Demonstrate professional communication.

## COURSE OUTLINE

### MODULE 1: BENEFITS OF CRITICAL THINKING

#### COURSE LEARNING OBJECTIVES COVERED

- Recognize strategies for adapting to change.
- Define and apply critical thinking skills.
- Demonstrate digital literacy using software tools.

#### TOPICS COVERED

- Critical Thinking Skills
- Emotional Appeals
- The Power of Words

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> McWhorter, Reading Between the Lines: Thinking Critically (pp. 1-10).	No	1 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Tutorial Links> Office Training Center> Word> Word on Windows> Word 2013 videos and tutorials> Create your first Word 2013 document	No	.5 hr
<b>Discussion:</b> Participate in the discussion titled “Adapting to Change.”	Yes	2 hr
<b>Exercise:</b> Submit the exercise titled “Define and Practice Critical Thinking.”	Yes	4 hr
<b>Project:</b> Read and begin the project.	No	1 hr

Total Out-Of-Class Activities: 10.5 Hours

**MODULE 2: ESTABLISHING GOALS AND MANAGING TIME**

**COURSE LEARNING OBJECTIVES COVERED**

- Recognize strategies for adapting to change.
- Identify and develop effective study skills.
- Demonstrate digital literacy using software tools.

**TOPICS COVERED**

- College Systems
- Grading Systems
- Active Versus Passive Learning
- Study Plan Development

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> McWhorter, Chapters 1-3.	No	4 hr
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Research Guides> Grammar, Writing and Style> WRITING> Strunk’s Elements of Style> Part I.	No	1 hr
<b>Reading:</b> ITT Tech Virtual Library> Basic Search> Sigette, T. (2009). Active-Passive-Intuitive Learning Theory: A Unified Theory of Learning and Development. <i>Online Submission</i> .	No	1 hr
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Tutorial Links> Microsoft Office Tutorials> Office Training Center> Excel> Excel on Windows> Excel 2013 videos and tutorials> Create your first Excel 2013 workbook	No	.5 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Taking Charge of Your College Experience.”	Yes	N/A
<b>Exercise:</b> Submit the exercise titled “Classroom Tips.”	Yes	3 hr
<b>Lab:</b> Complete the lab titled “Creating a Schedule.”	Yes	3 hr
<b>Essay:</b> Submit the essay titled “Active Learning.”	Yes	4 hr
<b>Project:</b> Continue work on the project.	No	3 hr

Total Out-Of-Class Activities: 21.5 Hours

**MODULE 3: PROFESSIONAL COMMUNICATION AND STRESS MANAGEMENT**

**COURSE LEARNING OBJECTIVES COVERED**

- Recognize strategies for adapting to change.
- Define and apply critical thinking skills.
- Identify components of a problem.
- Identify approaches for solving problems.
- Demonstrate professional communication.

**TOPICS COVERED**

- Communication Strategies
- Stress Reduction
- Critical Listening
- Critical Decision Making

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> McWhorter, Chapters 4-6.	No	4 hr
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Research Guides> Grammar, Writing and Style> WRITING> Strunk’s Elements of Style> Part II (1-8).	No	1 hr
<b>Reading:</b> ITT Tech Virtual Library> Basic Search> <ul style="list-style-type: none"> <li>• Villate, V. M. (2015). Yoga for College Students: An Empowering Form of Movement and Connection. <i>Physical Educator, 72(1), 44-66.</i></li> <li>• Yale, R. N. (2014). The Impromptu Gauntlet: An Experiential Strategy for Developing Lasting Communication Skills. <i>Business Communication Quarterly, 77(3), 281-296.</i></li> </ul>	No	3.5 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Communicating to Different Audiences.”	Yes	N/A
<b>Exercise:</b> Submit the exercise titled “Reducing Stress.”	Yes	4 hr

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Essay:</b> Submit the essay titled “The Problem-Solving Process.”	Yes	4 hr
<b>Project:</b> Continue work on the project to meet Module 3 benchmarks.	No	4 hr

Total Out-Of-Class Activities: 22.5 Hours

**MODULE 4: LEARNING, MEMORY, AND TEACHING STYLES**

**COURSE LEARNING OBJECTIVES COVERED**

- Recognize strategies for adapting to change.
- Identify and develop effective study skills.
- Identify components of a problem.
- Identify approaches for solving problems.
- Demonstrate digital literacy using software tools.
- Demonstrate professional communication.

**TOPICS COVERED**

- Learning Styles
- Teaching Styles
- ePortfolio
- Learning and Memory

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> McWhorter, Chapters 7 and 8.	No	2 hr
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Research Guides> Grammar, Writing and Style> WRITING> Strunk’s Elements of Style> Part III (9-18).	No	1 hr
<b>Reading:</b> ITT Tech Virtual Library> Basic Search> <ul style="list-style-type: none"> <li>• 5 simple tricks to sharpen thinking and memory skills. (2014). <i>Harvard Health Letter</i>, 39(9), 1-7.</li> <li>• Herring, D. F., &amp; Notar, C. E. (2011). Show what you know: ePortfolios for 21st century learners. <i>College Student Journal</i>, 45(4), 786-792.</li> </ul>	No	1 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Learning and Teaching Styles.”	Yes	N/A
<b>Exercise:</b> Submit the exercise titled “Self-Reliance.”	Yes	4 hr
<b>Lab:</b> Complete the lab titled “Creating Your ePortfolio.”	Yes	3 hr



MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Essay:</b> Submit the essay titled "What Is Your Learning Style?"	Yes	4 hr
<b>Project:</b> Continue work on the project.	No	3 hr

Total Out-Of-Class Activities: 20 Hours

**MODULE 5: NOTE TAKING, LISTENING SKILLS, AND DIGITAL LEARNING**

**COURSE LEARNING OBJECTIVES COVERED**

- Identify and develop effective study skills.
- Navigate digital environments.
- Demonstrate digital literacy using software tools.
- Conduct and document research.

**TOPICS COVERED**

- Listening Skills
- Reading Skills
- Note-Taking Skills
- Features of Textbooks

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> McWhorter, Chapters 12 and 13.	No	4.5 hr
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Research Guides> Grammar, Writing and Style> WRITING> Strunk’s Elements of Style> Parts IV and V.	No	1 hr
<b>Reading:</b> ITT Tech Virtual Library> Basic Search> <ul style="list-style-type: none"> <li>• Haynes, J. M., McCarley, N. G., &amp; Williams, J. L. (2015). An Analysis of Notes Taken During and After a Lecture Presentation. <i>North American Journal of Psychology, 17(1), 175-185.</i></li> <li>• Azer, S. A., Guerrero, A. S., &amp; Walsh, A. (2013). Enhancing learning approaches: Practical tips for students and teachers. <i>Medical Teacher, 35(6), 433-443.</i></li> </ul>	No	2 hr
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Tutorial Links> Microsoft Office Tutorials> Office Training Center> PowerPoint> PowerPoint on Windows> PowerPoint 2013 videos and tutorials> Create your first PowerPoint 2013 presentation	No	.5 hr

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Strategies for Reading.”	Yes	N/A
<b>Exercise:</b> Submit the exercise titled “Improving Listening and Note-Taking Skills.”	Yes	3 hr
<b>Lab:</b> Complete the lab titled “Evaluating Websites.”	Yes	3 hr
<b>Project:</b> Continue work on the project to meet Module 5 benchmarks.	No	4 hr

Total Out-Of-Class Activities: 20 Hours

**MODULE 6: REFLECTIONS AND FINAL PROJECT**

**COURSE LEARNING OBJECTIVES COVERED**

- Recognize strategies for adapting to change.
- Define and apply critical thinking skills.
- Identify components of a problem.
- Identify approaches for solving problems.
- Navigate digital environments.
- Demonstrate digital literacy using software tools.
- Conduct and document research.
- Demonstrate professional communication.

**TOPICS COVERED**

- Information Synthesis
- Fact Versus Opinion
- Data and Evidence
- Argument Analysis

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> McWhorter, Chapter 15.	No	2 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Why Every Student Should Take This Course.”	Yes	N/A
<b>Essay:</b> Submit the essay titled “Thinking Critically About Sources.”	Yes	4 hr
<b>Project:</b> Submit the project.	Yes	4 hr

Total Out-Of-Class Activities: 12 Hours

## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Discussion	15%
Exercise	25%
Lab	15%
Essay	20%
Project	25%
TOTAL	100%

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90-100%
B+ (3.5)	85-89%
B (3.0)	80-84%
C+ (2.5)	75-79%
C (2.0)	70-74%
D+ (1.5)	65-69%
D (1.0)	60-64%
F (0.0)	<60%

## LEARNING MATERIALS AND REFERENCES

### REQUIRED RESOURCES

#### COMPLETE TEXTBOOK PACKAGE

- McWhorter, K. T. (2011). *Study and critical thinking skills in college (7th ed.)*. Boston, MA: Longman.

### RECOMMENDED RESOURCES

- ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)
  - o Basic Search>
    - 5 simple tricks to sharpen thinking and memory skills. (2014). *Harvard Health Letter*, 39(9), 1-7.
    - Azer, S. A., Guerrero, A. S., & Walsh, A. (2013). Enhancing learning approaches: Practical tips for students and teachers. *Medical Teacher*, 35(6), 433-443.
    - Chit Ming, Y. (2014). Concept mapping: A strategy to improve critical thinking. *Singapore Nursing Journal*, 41(3), 2-7.
    - Haynes, J. M., McCarley, N. G., & Williams, J. L. (2015). An Analysis of Notes Taken During and After a Lecture Presentation. *North American Journal of Psychology*, 17(1), 175-185.
    - Herring, D. F., & Notar, C. E. (2011). Show what you know: ePortfolios for 21st century learners. *College Student Journal*, 45(4), 786-792.
    - Rissanen, A. J. (2014). Active and Peer Learning in STEM Education Strategy. *Science Education International*, 25(1), 1-7.
    - Shaw, R. D. (2014). How Critical Is Critical Thinking?. *Music Educators Journal*, 101(2), 65.
    - Sigette, T. (2009). Active-Passive-Intuitive Learning Theory: A Unified Theory of Learning and Development. *Online Submission*.
    - Villate, V. M. (2015). Yoga for College Students: An Empowering Form of Movement and Connection. *Physical Educator*, 72(1), 44-66.
    - Willingham, D. T. (2014). Strategies That Make Learning Last. *Educational Leadership*, 72(2), 10.

- Yale, R. N. (2014). The Impromptu Gauntlet: An Experiential Strategy for Developing Lasting Communication Skills. *Business Communication Quarterly*, 77(3), 281-296.
- o School of Study> General Education Information> Research Guides> Grammar, Writing and Style> WRITING> Strunk's Elements of Style>
  - Part I
  - Part II (1-8)
  - Part III (9-18)
  - Parts IV and V

## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as discussions, individual and group work, practice activities and lessons. Your progress will be regularly assessed through a variety of assessment tools including discussion, exercise, lab, essay, and project.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.



**ACADEMIC INTEGRITY**

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

**INSTRUCTOR DETAILS**

Instructor Name	
Office Hours	
Contact Details	

*(End of Syllabus)*