

**CLEAR SYLLABI? A SIMPLE ANSWER TO COMPLEX LEARNING REALITIES AT TWO-YEAR COLLEGES**

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**ABSTRACT**

Learning styles are defined as the pedagogical customization that is required for students to engage and to improve their performance in the learning process. Traditionally, pedagogical strategies have emphasized learning styles, such as some students can learn better by listening, reading, verbalizing, or watching visual images; but one important component has been ignored, and this is responsibility (Blasco, 2009; Hunsaker, Pavett, & Hunsaker, 2011; Lincoln & Frontczak, 2008; Pashler, McDaniel, Rohrer, & Bjork, 2009). The goal of this paper is to demonstrate how important responsibility is for students, professors, and the competitiveness of the United States. The questions I will address are: First, how can we engage students attending two-year colleges in learning theoretical concepts? Second, how can we connect responsibility, learning outcomes, and research projects? The purpose of this paper is to share the methodology I follow for a writing intensive business organization and management class. On the first day of class with the active participation of the students, we review the syllabus. The specific tasks during the semester are as follows: to visit the Writing Center and the Library and to write one page about each of these experiences, to research five topics related to the student learning outcomes of the course, and to create questions to interview a manager. After interviewing the manager, students present a final research paper and deliver a PowerPoint presentation. It is important to mention all homework, research papers, and presentations must be submitted on the day they are due. Finally, for the evidence: for fall 2012 the expected average for the two classes was a score of 8.5 out of 10. The result for one section was 9.3, and for the other section it was 9.6.

Keywords: *Syllabi, responsibility, and learning outcomes*