

Course Syllabus

Learning Framework

EDUC 1300

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| **Semester with Course Reference Number (CRN)** | | SUMMER II 2016  14177 | |
| **Instructor contact information (phone number and email address)** | | |  | | --- | | Dr. Michelle Johnson |   Michelle.johnson5@hccs.edu | |
| **Office Location and Hours** | | |  | | --- | | *NORTHWEST COLLEGE – ALIEF HAYES CAMPUS.*  *RM. B209*  Tu/Th 30 minutes before or after class.  Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. | | |
| **Course Location/Times** | | |  | | --- | | EDUC 1300 |   ALIEF HAYES RM. B209 TuTh 5:30PM – 8:00PM | |
| **Course Semester Credit Hours (SCH) (lecture, lab) If applicable** | | |  |  |  | | --- | --- | --- | | Credit Hours | 3.00 |  | | Lecture Hours | 3.00 |  | | Laboratory Hours | 0 |  | | |
| **Total Course Contact Hours** | | 24 | |
| **Continuing Education Units (CEU): if applicable** | | None | |
| **Course Length (number of weeks)** | | 5 | |
| **Type of Instruction** | | Lecture / Web-enhanced | |
| **Course Description:** | | **EDUC 1300 is 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. | |
| **Course Prerequisite(s)** | | **PREREQUISITE(S):**  Must have the reading skills to place into INRW 0410. | |
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| **Course Student Learning Outcomes (SLO): 4 to 7** | | 1. Construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation.  2. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.  3. Use technological tools and library resources to acquire information, solve problems and communicate effectively.  4. Develop an educational and career plan based on individual assessments and exploration of options. | |
| **Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)** | | **(SLO #1) Construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation.**  1.1 Identify their personal learning style as well as strengths and weaknesses as a strategic learner and apply their knowledge to classroom learning. 1.2 Describe basic theories in the psychology of learning, memory, cognition, and motivation. 1.3 Demonstrate the use of learning strategies and study skills.  **(SLO #2) Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.** 2.1 Explore strategies for adapting to different learning environments and delivery formats. 2.2 Identify college resources and their benefits. 2.3 Expand financial capabilities by gaining and exercising financial knowledge. 2.4 Acquire techniques and skills for personal and professional success.  **(SLO #3) Use technological tools and library resources to acquire information, solve problems and communicate effectively.** 3.1 Access online college resources and services.. 3.2 Complete a library orientation. 3.3Use social networking and electronic communications appropriately.  **(SLO #4) Develop an educational and career plan based on individual assessments and exploration of options.** 4.1 Identify and file the appropriate degree plan with proper advisement. 4.2 Write and prioritize short-term and long-term goals related to your time at Houston Community College. 4.3 Explore career options incorporating the use of related assessments and search tools. | |
| **Texas Core Curriculum Competencies:** | | **Statement of Purpose:** Students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. A variety of academic experiences are used to develop these competencies.  **Core Objectives:** Students will prepare for contemporary challenges by developing and demonstrating the following core objectives:  **Critical Thinking Skills:** These include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  **Communication Skills:** These include effective development, interpretation and expression of ideas through written, oral and visual communication.  **Empirical and Quantitative Skills:** These include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.  **Teamwork:** These include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.  **Personal Responsibility:** These include the ability to connect choices, actions and consequences to ethical decision-making.  S**ocial Responsibility:** These include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. | |
| **Course Calendar** | | **5 WEEK CALENDAR**  **Week 1 Course Introduction/Syllabus Overview/Introductory Activities**  **Chapter 1: Change**  **Chapter 2: Engage**  **Career Portfolio Instructions**  **Chapter 3: Persist**  **Week 2 Chapter 4: Connect**  **Chapter 5: Think**  **Chapter 6: Prioritize**  **Week 3 Chapter 7: Learn**  **Chapter 8: Read**  ***MIDTERM EXAM* (Chapters 1-8)**  **Week 4 Chapter 9: Record**  **Chapter 10: Study**  **Chapter 11: Prosper**  **Chapter 12: Present**  **Chapter 13: Communicate**  **Career Portfolio DUE – August 1, 2016**  **Week 5 Chapter 14: Live**  **Chapter 15: Plan**  **FINAL EXAM (Chapters 1-15)**  NOTE: ***Instructor reserves the right to change calendar.*** | |
| **Instructional Methods** | | Face to Face  Web-enhanced (49% or less)  A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, group projects, video/DVD, internet searches, and presentations.  As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge and opportunities for critical thinking and applications as appropriate.  As a student wanting to succeed at your academic and career endeavors, it is your responsibility to do the assigned readings, submit assignments on time, participate in discussion forums and other activities, attend class (face-to-face, and online portions), and enjoy this learning experience as you learn how to use tools for success. | |
| **Student Assignments** | | Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments. Please see page eight for more information. | |
| **Student Assessment(s)** | | Knowledge checks are given in most of the online topics sections. In addition, a mid-term and final exam will be administered. | |
| **Instructor's Requirements** | | As your instructor, it is my responsibility to:   * Provide the grading scale and detailed grading formula explaining how student grades are to be derived. * Facilitate an effective learning environment through class activities, discussions, and lectures or other forms of presenting materials. * Provide the course outline and class calendar, which will include a description of any special projects or assignments. * Arrange to meet with individual students before and after class as required. * Inform students of policies, such as attendance, withdrawal, tardiness and make up.   To be successful in this class, it is the student’s responsibility to:   * Attend class and participate in class discussions and activities. * Read and comprehend the textbook. * Complete the required assignments and exams: * Ask for help when there is a question or problem. * Keep copies of all paperwork, including this syllabus, handouts, and all assignments. * Complete the course with a passing score. | |
| **Program/Discipline Requirements: If applicable** | | You will be required to complete the Financial Literacy & Capabilities Survey, declare your major, populate your student planner with the appropriate courses, and meet with your assigned advisor during this course. | |
| **HCC Grading Scale** | | |  |  |  | | --- | --- | --- | | A = 100- 90 |  | 4 points per semester hour | | B = 89 - 80: |  | 3 points per semester hour | | C = 79 - 70: |  | 2 points per semester hour | | D = 69 - 60: |  | 1 point per semester hour |  | | 59 and below = F |  | 0 points per semester hour |  | | IP (In Progress) |  | 0 points per semester hour |  | | W(Withdrawn) |  | 0 points per semester hour |  | | I (Incomplete) |  | 0 points per semester hour |  | | AUD (Audit) |  | 0 points per semester hour |  |   IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.  [http://www.hccs.edu/district/students/student-handbook/](https://webmail.hccs.edu/owa/redir.aspx?C=xDKqAKzqfE67Wb3NTzex1f4gDsv859AIJEkZNJHbw1sRWG27wjjcBetRlapQp5dVKfr-yXGVmM8.&URL=http%3a%2f%2fwww.hccs.edu%2fdistrict%2fstudents%2fstudent-handbook%2f) | |
| **Instructor Grading Criteria** | | Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.  **Grading Percentages**     |  |  | | --- | --- | | **20%** | **Instructor’s Choice *(Daily Work, Homework, Activities, etc.)*** | | **20%** | **Tests and Quizzes** | | **20%** | **Midterm Exam** | | **20%** | **Career Research Essay/Portfolio** | | **20%** | **Final Exam** |   ***TOTAL: 100%*** | |
| **Instructional Materials** | | * Textbook:   Sherfield, R. M. & Moody, P.G. (2014). Cornerstones for college success. (7th ed.). Boston: Pearson.  Cornerstones for College Success / Edition 7 | |
| **EGLS3 – Evaluation for Greater Learning Student Survey System** | | | At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term. |
| **HCC Policy Statement:** | | | |
| **Access Student Services Policies on their Web site:** | <http://www.hccs.edu/district/about-us/policies/d-student-services/> | | |
| ***ACADEMIC HONESTY:*** Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.  Cheating on a test includes:  • Copying from another student’s test paper;  • Using materials during a test that are not authorized by the person giving the test;  • Collaborating with another student during a test without authority;  • Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test;  • Bribing another person to obtain a test that is to be administered.  Plagiarism means the appropriation of anther’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.  Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.  Because an important part of being a college student is academic honesty, it is the expectation in this course that you will complete all academic work without cheating, plagiarism, lying and/or bribery, and collusion. Penalties for academic dishonesty (as outlined in the student handbook) could include receiving a failing grade for this course and/or being suspended from school.  **Attendance Policy:**  For a 3 credit-hour lecture class meeting 3 hours per week (24 hours of  instruction), you can be dropped after 6 hours of absence. The 6 hours  includes accumulated minutes for arriving late to class and leaving class  early.  ***ATTENDANCE:*** You are expected to attend all lecture classes regularly and are responsible for materials covered during your absence. Instructors may be willing to consult with you for make-up assignments, but it is your responsibility to contact the instructor.  Attendance is required and checked daily. Students who have no record of attendance before the Census Date (the Official Date of Record) will be automatically dropped from the course by the Registrar’s department. Students who are dropped for nonattendance will not be reinstated.  The instructor has the authority to drop you from the class for excessive absences. You may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). *For example: For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), you can be dropped after six hours of absence.*  Departments and programs governed by accreditation or certification standards may have different attendance policies. Administrative drops are at the discretion of the instructor. Failure to withdraw officially by the deadline may result in a grade of “F” or “FX” in the course.  ***WITHDRAWALS:*** Students may withdraw from courses prior to the deadline established by the institution. Before withdrawing from a course, students should meet with the instructor to discuss the decision. Be sure you adhere to the rules and deadlines in order to receive a ‘W’ otherwise a grade of ‘F’ will be given in the course by the instructor.  ***\*\*SUMMER II 2016 – LAST DAY TO WITHDRAW – AUGUST 1ST, 4:30PM\*\****  ***CLASSROOM CONDUCT:*** You are in college. You will be treated and respected as an adult. Because of the nature of discussion involved in this class, it is imperative that we respect each other’s opinions and values. Discipline problems are not tolerated. Any student failing to abide by appropriate standards of conduct during scheduled College activities may be asked to leave that day’s class or activity by the instructor or another College official. (The student has the right to return to the next class/activity.) If a student refuses a request to voluntarily leave the classroom, security may be summoned to remove the student so that the scheduled activity may resume without further disruption. In cases of serious problems, the faculty member will document and report the incident to his/her supervisor. Further disciplinary action may be pursued according to System guidelines, presented in the HCCS Student Handbook.   * Get handouts and returned work before class begins or after the class ends. DO NOT walk up to the instructor’s desk during the class. * **Turn off cell phones and other electronic devices prior to entering class (unless approved by instructor)**. No calls, text messages, photographs, or any other electronic communication should be sent or received during class. If your phone rings, you make calls in class or you send text messages, 1st occurrence - you will get a verbal warning. 2ND occurrence - you will be dismissed from the class for the rest of the day. 3rd occurrence - you will be dropped from the class. * Obtain the instructor’s approval before using a laptop or other electronic device during class * If you sleep in class, 1ST occurrence - you will receive a verbal warning. 2ND occurrence - you will be dismissed from the class for the rest of the day. 3rd occurrence - you will be dropped from the class.     **Distance Education and/or Continuing Education Policies** | | | |
| **Access DE Policies on their Web site:** | *All students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. For the DE Student Handbook click on the link below or go to the DE page on the HCC website.*  The **Distance Education Student Handbook** contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:  <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf> | | |
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| **Advising**  **Title IX** | A Sr. Advisor is connected to this class section and will meet with the class within the first two weeks of class. The Sr. Advisor will review the advising syllabus and the ways in which you can communicate with them. Students are required to meet with their advisor at least twice within the semester. Participation in these advising sessions is required and will be a part of the grade in this success class.  HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@hccs.edu. | | |

**Discrimination**

Students should be aware that discrimination and/or other harassment based on race, sex, gender identity and gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status is prohibited by HCC Policy G.1 Discrimination and Harassment and D.1.1 Equal Educational Opportunities. Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or [oie@hccs.edu](https://webmail.hccs.edu/owa/redir.aspx?C=_LyWSOR5vUmNam52dfblPGBuTdMMstIIOwW825aXhE14Ba9ttY8XuutQBWR0Sbe9BwsCQM4AdwQ.&URL=mailto%3aoie%40hccs.edu). Additional information may be obtained online. Visit [http://www.hccs.edu/district/departments/institutionalequity/](https://webmail.hccs.edu/owa/redir.aspx?C=_LyWSOR5vUmNam52dfblPGBuTdMMstIIOwW825aXhE14Ba9ttY8XuutQBWR0Sbe9BwsCQM4AdwQ.&URL=http%3a%2f%2fwww.hccs.edu%2fdistrict%2fdepartments%2finstitutionalequity%2f)

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or [renee.mack@hccs.edu](https://webmail.hccs.edu/owa/redir.aspx?C=_LyWSOR5vUmNam52dfblPGBuTdMMstIIOwW825aXhE14Ba9ttY8XuutQBWR0Sbe9BwsCQM4AdwQ.&URL=mailto%3arenee.mack%40hccs.edu)