Course Syllabus—Northline Campus

Learning Frameworks-- EDUC 1300 -- 0010

Instructor: Professor James E. Johnson

Special notice: "Students who repeat a course for a third time or more may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring or other assistance prior to considering course withdrawal or if you are not receiving passing grades."

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.

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. Feel free to come by my office anytime during these hours.

<table>
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<tr>
<th>Course Information</th>
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<tbody>
<tr>
<td><strong>Course title</strong></td>
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<tr>
<td><strong>Course number</strong></td>
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<tr>
<td><strong>Course Ref No.</strong></td>
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<td><strong>Meeting Days</strong></td>
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<td><strong>Credit Hours 3</strong></td>
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**Course description**  
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. 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.

<table>
<thead>
<tr>
<th>Course date</th>
<th>August 25th, thru December 14th, 2014</th>
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<tbody>
<tr>
<td>Location</td>
<td>The course is offered at the Northline Campus</td>
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**Instructor Information**

- **Name**: Professor JAMES E. JOHNSON  
- **Email**: james.johnson1@hccs.edu  
- **Office location**: Northline Campus – 3rd Floor  
- **Office hours**: By appointment only -- Call (713)718-8056  
- **Phone**: 713 718-8056 – Office – Room 320

**Course Prerequisite: College Level Writing Ability—0342**

**Course Student Learning Outcomes**

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.

**Specific Course Learning Objectives—The specific academic goals of this course are to assist the student in:**

- **(SLO #1) Constructing a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation.**
  
  1.1) Identifying their personal learning style as well as strengths and weaknesses as a strategic learner and apply their knowledge to classroom learning.

  1.2) Describing basic theories in the psychology of learning, memory, cognition, and motivation.

  1.3) Demonstrating the use of learning strategies and study skills.

- **(SLO #2) Identifying factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.**
  
  2.1) Exploring strategies for adapting to different learning environments and delivery formats.
2.2) Identifying college resources and their benefits.

2.3) Expanding financial capabilities by gaining and exercising financial knowledge.

2.4) Acquiring techniques and skills for personal and professional success.

(SLO #3) Using technological tools and library resources to acquire information, solve problems and communicate effectively.

3.1) Accessing online college resources and services.

3.2) Completing a library orientation.

3.3) Using social networking and electronic communications appropriately.

(SLO #4) Developing an educational and career plan based on individual assessments and exploration of options.

4.1) Identifying and file the appropriate degree plan with proper advisement.

4.2) Writing and prioritize short-term and long-term goals related to your time at Houston Community College.

4.3) Exploring career options incorporating the use of related assessments and search tools.

(L) Listening Skills: Student will demonstrate the ability to understand, analyze, and interpret various forms of spoken communication.

(S) Speaking Skills: Students will demonstrate the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

(W) Writing Skills: Students will demonstrate the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience.

(CT) Critical Thinking Skills: Students will demonstrate methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct and alternative strategies.

(R) Reading Skills: Students will identify the principles of building successful reading strategies for print and online material.

Attendance

Students are expected to attend class regularly and arrive on time. HCC-NE Education Departmental policy regarding excessive absences is as follows:

A student should be dropped from a course for excessive absences after the student has accumulated absences in excess of 12.5% of the hours of instruction”. This equates to four class meetings for the semester. Any absences beyond these four will result in your being dropped from the class. Being tardy 3 times (later than 15 minutes) will equate to one absence. If you miss more than 30 minutes of any class, front/back you will be counted as absent.

The State of Texas has been to impose penalties on students who drop courses excessively. For example, if you repeat the same course more than twice, you have
to pay extra tuition. In 2007, the Texas Legislature passed a law limiting students to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.

To help students avoid having to drop/withdraw from any class, HCCS has instituted an Early Alert process by which your instructor will “alert” you and HCC Student Services of the chance that you might fail a class because of excessive absences and/or poor academic performance. You should visit with your instructor, an HCC counselor or HCC Online Student Services to learn about what, if any, HCC interventions might be offered to assist you – tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

You must visit with a faculty advisor, a counselor or online students services prior to withdrawing (dropping) the class and this must be done prior to (October 31st at 4:30 p.m.) to receive a “W” on your transcript. After that deadline, you will receive the grade you are earning in the class which will more than likely be an “F”. No grades of “W” may be given by instructors after the deadline.

New Grade FX

http://www.hccs.edu/district/about-us/policies/d-student-services/

The Department of Education now requires that we make a distinction between an “earned” grade of “F” and a grade of “F” due to a lack of attendance. To make that distinction, we have created a new grade, “FX” for failure due to lack of attendance.

Class Behavior

Cell Phones, iPods, MP3s, etc: Please TURN THEM OFF! This does not mean vibrate or texting! Ringing, beeping, buzzing, vibrating, singing, honking, hooting, tooting, electronic devices are a distraction in class (not to mention just rude). Students who repeatedly disrupt the class with cell phones will be asked to leave the class and will not be readmitted without a conference with the Dean of the Education Department. The use of cell phones in class or during exams is strictly prohibited. This also applies to headphones or any other behavior that disrupts the classroom academic environment, including excessive talking or sleeping at your desk. Any cheating or attempts to cheat on exams or assignments will result in your dismissal from the College. class. (DISRESPECT TO FELLOW STUDENTS OR INSTRUCTORS WILL NOT BE TOLERATED).

In addition, please follow college policy relating to children on campus. Please make arrangement for children outside the classroom. Do not bring children in the classroom.

Textbook


Course Requirements

Dictionary

HCCS Catalog

Folder, notebook or composition for SQ3R MASTERY STUDY SHEET entries

Materials

Notebook and pens for note-taking for each class meeting

Scan-trons for all exams and pop -- quizzes & no. 2 pencils
**Point System**

A point system will be used to determine final grade. The total number of points earned will be 1000. The final letter grade for the course will be calculated using the HCCS grading scale. 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D and below 60 = F. [http://www.hccs.edu/district/students/student-handbook/](http://www.hccs.edu/district/students/student-handbook/)

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**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Notebook (20 graphics entries)</td>
<td>100</td>
</tr>
<tr>
<td>Library Assignments</td>
<td>100 (4 assignments)</td>
</tr>
<tr>
<td>Semester Career Project</td>
<td>100</td>
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**EXAMS**

<table>
<thead>
<tr>
<th>Exam Type</th>
<th>Points</th>
<th>LEGEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>200</td>
<td>900 -- 1000 -- = A</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>800 -- 899 -- = B</td>
</tr>
<tr>
<td>Midterm/Exam 2</td>
<td>100</td>
<td>700 -- 799 -- = C</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
<td>600 -- 699 -- = D</td>
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**INTERNATIONAL STUDENT**

Below 600 -- = F

Receiving a "W" in a course may affect the status of your student visa. Once a "W" is given for the course, it will not be changed to an "F" because of visa considerations. Since January 1, 2003, international students are limited in the number of classes that they may take during each semester. Please contact the international student Office at 713 718-8520 if you have any questions about your visa status and/or other transfer issues.

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**HCC Course Withdrawal Policy**

The State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your professor regarding your academic performance. You may also want to contact your counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor will "alert" you and counselors that you might fail a class because of excessive absences and/or poor academic performance.

In order to withdraw from your class, you MUST first contact your professor, PRIOR to the withdrawal deadline to receive a “W” on your transcript. After the withdrawal deadline has passed, you will receive the grade that you would have earned. Zeros averaged in for required coursework not submitted will lower your semester average significantly, most likely resulting in a failing grade of an “F”. It is the responsibility of the student to withdraw from the class; however, your professor
reserves the right to withdraw you without your request due to excessive absences. If you do not feel comfortable contacting your professor to withdraw, you may contact a counselor. **However, please do not contact both a counselor and your professor to request a withdrawal; either one is sufficient.**

Fall Semester Withdrawal Deadline: October 31st, 2014 – Friday, 04:30 pm

**Make Up Policy**

**MAKE-UP EXAMS**

Generally, there are no make-ups or late submissions.

**Counseling Services and Students with Disabilities**

Students wishing assistance with counseling issues should be aware that advisement can be accomplished by visiting the office of one of our on site counselors at Pinemont or NorthLine. Confidential sessions with the counselors will help students understand admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. Houston Community College counselors also maintain a local referral base in order to provide appropriate referrals to students with personal or family issues that may require long-term solutions.

**Students with Disabilities**

HCCS maintains a staff of professional counselors to assist students with disabling conditions that might impede the learning experience. Specific counseling and guidance services are outlined in the HCCS catalog.

Any student with a documented disability (e.g. physical, learning, vision, hearing, etc.) in need of accommodations must contact the appropriate Disability Support Service Counselor at the beginning of the semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Office. Students are required to present the instructor with a letter from the Disability Support Service Counselor which specifies the accommodations that are indicated.

Students who are requesting special testing accommodations **must first contact the appropriate DSS Counselor for assistance.** Please contact an on site counselor for additional information regarding this matter. Students who require testing accommodations need to schedule an appointment for testing to ensure that staff will be available for proctoring and to arrange for any adaptive equipment that may be required.

**Academic Honesty**

Academic honesty is expected of all students at all times. An honor system is implied. Scholastic dishonesty includes, but is not limited to cheating on a test, plagiarism, and collusion. Appropriate conduct during tests in class is the goal. This means working independently when taking an examination.

*For specific detailed information on this subject, please see a copy of the HCCS student handbook.*  [http://www.hccs.edu/district/students/student-handbook/](http://www.hccs.edu/district/students/student-handbook/)
### Instructional Methods

**Face to Face**

A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, group projects, practicum assignments, video/DVD, internet searches, presentations, and lesson plans.

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

#### Student Assessment(s)

Knowledge checks are given in most of the online topics sections and Periodical Pop Quizzes to ascertain current level of retention

#### 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, if desired.
- **Complete the course** with a passing score.

Portfolios will be turned in on November 25th, 2014. (Inclusions) Extraordinary Reflections—Ch-1 Thru 15. All illustrations, charts, diagrams, etc…., vocabulary terms, Resume, Cover Letters, etc…

*(Course Calendar)  *Do not submit illustrations before the aforementioned date*
| Week 1 | Review Course Syllabus—Pop Quizzes – **All assignments must be turned in at the beginning of the class. No Exceptions.**

1. Familiarize yourself with “Your College Resources—It’s All about you” and the textbook.

2. Introduction: “BEGIN”—Read pages xxv to xxx and be prepared to discuss what you have read.-- Handout- Scavenger Hunt—Discovering Your Campus Resources

Notebook entries must be keyed on typing paper. Do not give me the pages from your textbook.

**All Assignment Entries should be typed/keyed in sentence form**

| Ch 3 – Persist: Understanding the Culture of Your College: page 48——Complete the **SQ3R MASTER STUDY SHEET** exercise on page 69. **NOTE:** Write the question Answer the question with a complete sentence for each chapter. Create three questions and answers of your own, (within the chapter), for a total of ten. Be sure to indicate the page number of where you found your answers. 
*Also illustrate Figure 3.9, page 58

LABOR DAY – September 1st, 2014 – College Closed – No Classes

| Week 2 | Ch-1 – Change: Creating Success, Guiding Change, and Setting Goals—page 1. Complete the SQ3R Master Study Sheet on page 26. Also illustrate Figure 1.5, page 19 and be prepared to discuss Knowledge in Bloom in groups.

Ch-2 – Engage: – page 27. Illustrate Figure 2.2 on page 32. Complete the SQ3R Master Study Sheet on page—47.


Meet in Library on Thursday 09—11—2014. Hand out –Semester career project instructions -- introduction to research & MLA style of reference

Orientation : To start thinking about research project

Exam one (Introduction, Chapters 1, 2, and 15. Scan-tron & no. 2 pencil

| Week 3 | Ch-4 –Connect: Connecting With Technology, Research, and Information Literacy, page 70. Illustrate Figure 4.10, page 88. Also answer the SQ3R questions to the Master Study Sheet on page 100.

| Week 4 | Ch-5 –Think: Building Critical Thinking, Emotional Intelligence, and Problem-Solving Skills, page 101. Illustrate Figure 5.1, page 105. Also answer the Questions for the SQ3R Master Study Sheet on page 126.

| Week 5 |
Week 6
(09/30/10)

Ch-6 –Prioritize: Planning Your Time and Reducing Stress, Page 128. Illustrate Figure 6.1, page 133. Also illustrate, chart, graph, etc., the time schedule on page 143, Figure 6.6, as it relates to HOW YOU SPEND YOUR TIME. Answer the SQ3R questions for the Master Study Sheet on page 153.

Week 7
(10/07/09)

Ch-7 –Learn: Discovering Your Learning Style, Dominant Intelligence, and Personality Type, page 154. Illustrate Figure 7.2, page 162, The Learning Process. Do the activity in Figure 7.3, page 164 – 165. Read and follow the Author’s instructions at the top of page 168. Also complete the Knowledge in Bloom activity on pages 176 & 177. Answer the SQ3R questions for the Master Study Sheet on page 178.

Week 8
(10/14/16)

Ch-8 –Read: Building Successful Reading Strategies for Print and Online Material. Illustrate Figure 8.4, page 190. Read Knowledge in Bloom, pages 197 – 199. Do the activity on page 200. Also answer the SQ3R Master Study Sheet questions on page 201.

Week 9
(10/21/23)

Exam Two (Mid-Term) Chapters 3 thru 7 ) Scantron & no. 2 pencil

Ch-9 –Record: Cultivating Your Listening Skills and Developing A Note-Taking System That Works for You, page 202. Illustrate, chart, graph, etc., an Outline Technique that fit your note-taking style. Examples are on pages 216 thru 219. Answer the SQ3R questions on the Master Study Sheet on page 224.


Ch-11 –Prosper: Managing Your Money and Debts Wisely, page 249. Illustrate, Draw, Chart, Diagram, etc., the Knowledge in Bloom activity on page273. Also answer the SQ3R questions on the Master Study Sheet on page274.

Report Directly to the Library on October 21st , 2014

Orientation: Introduction to Power-point Presentations: Bring your research paper to class with you. (Rough Draft)

Submit your research outline and a minimum of 4 pages on Thursday, 10/23. Be prepared for review of chapter 11
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Ch-12 – Present: Speaking with Purpose, Passion, and Power, page 275. Illustrate Figure 12.1, page 280. Chart, diagram, draw, etc., the Knowledge in Bloom activity on page 295. Also answer the SQ3R Master Study Sheet questions on page 296.</th>
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<tbody>
<tr>
<td>(10/28/30)</td>
<td>Ch-13—Communicate: Communicating Interpersonally, Appreciating Diversity and Managing Conflict, page 297. Illustrate Figure 13.1, on page 301 and Figure 13.3 on page 304. Will discuss Knowledge in Bloom, in groups. Also answer the SQ3R Master Study Sheet questions on page 302.</td>
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<td>Ch-14—Live: Developing Your Plan for Wellness and Personal Responsibility, page 321. Illustrate Figure 14.4 on page 334. Complete the Knowledge in Bloom activity on page 338. Also answer the SQ3R Master Study Sheet questions on page 339.</td>
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<tr>
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<td>Project Calendar distributed</td>
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<tr>
<td>Week 11</td>
<td>Career Project Presentations and Chapter Review</td>
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<tr>
<td>(11/04/06)</td>
<td>Career Project Presentations and Chapter Review</td>
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<td></td>
<td>Career Project Presentations and Chapter Review</td>
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<tr>
<td>Week 12</td>
<td>Will meet in the Library Computer Lab on November 20th, 2014 Students with Power-point projects will present</td>
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<td>(11/11/13)</td>
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<tr>
<td>Week 13</td>
<td>Last day for Career Project Presentations –November 25th, 2014. (if necessary)</td>
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<tr>
<td>(11/18/20)</td>
<td>November 27th, thru December 1st, 2014, THANKSGIVING HOLIDAYS COLLEGE CLOSED –No Classes</td>
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<tr>
<td>Purpose</td>
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<td>Week 14</td>
<td>Final Review</td>
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<tr>
<td>(11/25/27)</td>
<td>Semester Review</td>
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<td></td>
<td>Semester Review Continued</td>
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<tr>
<td>Week 15</td>
<td>Final Exam – December 11th, 2014 --Thursday -- 8:00 am – 10:00 am</td>
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