EDUC 1300 Learning Frameworks
CRN 40263 – Semester Spring 2013
3 hour lecture course / 48 hours per semester/ 12 weeks
Class Time: 7pm-9pm Location: Fraga Room 220

Instructor: Dr. LaTonya Jones
Instructor Contact Information: latonya.jones@hccs.edu

Office location and hours: HCC Central Campus LHSB Room 206
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.

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.

Prerequisites
You must be placed in GUST 0341 or higher to be eligible to take a student success course. Students below this reading level will be deferred from the Student Success course requirement until their reading level has improved.

Course Goal
Assist you in acquiring skills needed to have a successful college experience.
Student Learning Outcomes
The student will be able to:

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
Students will:

(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.
3.3 Use 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.
SCANS or Core Curriculum Statement and Other Standards

Credit: 3 (3 lecture)

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

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

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

(CT) 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.

12 WEEK CALENDAR

NO LATE WORK, MAKE-UP ASSIGNMENTS, OR EXTRA CREDIT WILL BE ACCEPTED

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<tr>
<th>WEEK 1</th>
<th>2/11</th>
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<tr>
<td></td>
<td>Introduction to the course, syllabus, final project and MyStudentSuccessLab (MSSL)</td>
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<td>Bloom’s Taxonomy</td>
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<td>Chapter 1: Thrive</td>
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<td>*MSSL pre-assessment</td>
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<th>WEEK 2</th>
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<tr>
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<td>MONDAY FEBRUARY 18TH PRESIDENT’S DAY—NO CLASS</td>
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<td>Chapter 3: Engage</td>
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<td>Chapter 4: Persist</td>
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<td>*MSSL: Goals Module—Pre-test, Video, Practice 1, 2, 3, Activity 1&amp;2, Post-test</td>
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<th>WEEK 3</th>
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<td>Introduce career research and portfolio project</td>
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<td>*Campus Resource Presentations</td>
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<td>*MSSL: Time Management Module—Pre-test, Video, Practice 1, 2, Post-Test</td>
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<th>WEEK 4</th>
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<td>Chapter 2: Prosper</td>
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<td>*Financial Literacy &amp; Capabilities Module—Pre-test, Video, Practice 1, 2, Post-Test</td>
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<th>WEEK 5</th>
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<tr>
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<td>SPRING BREAK MARCH 11-17—NO CLASS</td>
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<td>Chapter 5: Connect</td>
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<td>*MSSL: Information Literacy Module—Pre-test, Video, Practice 1, 2, Post-Test</td>
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<td>**TypeFocus</td>
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<th>WEEK 6</th>
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<td>Chapter 11: Think</td>
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<td>Chapter 12: Communicate</td>
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<td>*MSSL: Communication Module—Pre-test, Video, Practice, 1, 2, 3, Post-test</td>
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<td></td>
<td>*MSSL: Critical Thinking Module—Pre-test, Video, Practice, 1, 2, 3, Post-test</td>
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<td>**Degree Plans and Individual Class Plan due</td>
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<th>WEEK 7</th>
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<td>Chapter 6: Read</td>
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<td>Chapter 8: Learn</td>
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<td>*MSSL: Reading and Annotating Module—Pre-test, Video, Practice, 1, 2, 3, Post-test</td>
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<td></td>
<td>**MSSL: Learning Preferences Module—Pre-test, Video, Practice, 1, 2, 3, Post-test</td>
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<td>**Research outline due</td>
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<th>WEEK 8</th>
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<td>Chapter 9: Record</td>
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<td>*MSSL: Listening and Taking Notes in Class Module—Pre-test, Video, Practice, 1, 2, 3, Mnemonic Devices, Post-test</td>
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Instructional Methods
A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, group projects, research, assessments, 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 discussions 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:

- **Goals:** Using the Goal Sheet located in MSSL write one academic, one personal, and one professional goal using the characteristics outlined in the text.
- **Campus Resource Presentations:** You will be given a list of resources throughout the HCC system to locate and present your findings to the class.
- **TypeFocus:** You will complete a personality, interest, and career assessment that will be required for the research portfolio project due at the end of the semester.
- **Degree Plan and Individual Class Plan:** You will meet with an advisor to receive a degree plan that details the courses needed for your selected major. The individual class plan will outline how long you can expect to spend at HCC.
- **Learning Preferences:** Completing the practice activity assigned in MSSL will identify your learning preferences and referred learning methods. This is a part of your career portfolio.
- **Research Outline:** An outline of your research paper will be due along with the minimum number of scholarly sources required for the project.
• **Research Draft**: A draft of your research paper written in APA format will be due.
• **Career Portfolio**: Your career portfolio will include 6 sections that identify your career choice, personal assessments, and research on your selected career.

**Student Assessments**
Knowledge checks may occur in the format of quizzes, projects, assignments, papers, or exams.

**Instructor 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
• Description of any special projects or assignments
• Inform students of policies such as attendance, withdrawal, tardiness and make up
• 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

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

**Program/Discipline Requirements**
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.
Grading Criteria
I 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. I welcome 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

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<th>Percentage</th>
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<tr>
<td>30%</td>
<td>Assignments</td>
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<tr>
<td>25%</td>
<td>MSSL Activities and Quizzes</td>
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<td>25%</td>
<td>Career Research Essay and Oral Presentation</td>
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<td>20%</td>
<td>Final</td>
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Instructional Materials

or

Textbook: Cornerstones for Career College Success 3rd edition by Robert Sherfield & Patricia Moody

HCC Policy Statements
Access all Student Services Policies on their Web site:
http://hccs.edu/student-rights

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of six (6) hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

HCC Course Withdrawal Policy
If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your
success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than SIX total course withdrawals throughout their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you MUST contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done PRIOR to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**Repeat Course Fee**
The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**Classroom Behavior**
As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

**Use of Camera and/or Recording Devices**
As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.
Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

**Academic Honesty**
A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the College’s Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. 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 students’ test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

**Useful Web Resources:**
- Information: [www.hccs.edu](http://www.hccs.edu); [http://learning.hccs.edu](http://learning.hccs.edu)
- Career Information [http://bls.gov/OCO](http://bls.gov/OCO); [www.acinet.org](http://www.acinet.org);
  [http://www.onetonline.org/find/](http://www.onetonline.org/find/)
- Career Assessment: [www.typefocus.com](http://www.typefocus.com)
- Tutoring & Support: [www.hccs.askonline.net](http://www.hccs.askonline.net); [http://mystudentsuccesslab.com](http://mystudentsuccesslab.com)