

Course Syllabus

Learning Framework

EDUC 1300

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| **Semester with Course Reference Number (CRN)** | | | Fall, 2016  EDUC 1300: Learning Framework.  CRN: 10782 | | |
| **Instructor contact information (phone number and email address)** | | | |  | | --- | | Ms. Aerika Dial, M.Ed.  Aerika.Dial@hccs.edu  713-718-7858 (To leave a message) | |  | | | |
| **Office Location and Hours** | | | |  | | --- | | SJAC 119 (San Jacinto Bldg.)  By Appointment | | | |
| **Course Location/Times** | | | |  | | --- | | Central – San Jacinto Building Rm 345  Tuesday/Thursday 7:30 – 9:30 | | | |
| **Course Semester Credit Hours (SCH) (lecture, lab) If applicable** | | | |  |  |  | | --- | --- | --- | | Credit Hours | 3.00 |  | | Lecture Hours | 3.00 |  | | Laboratory Hours | 0 |  | | | |
| **Total Course Contact Hours** | | | 48 | | |
| **Continuing Education Units (CEU): if applicable** | | | None | | |
| **Course Length (number of weeks)** | | | 12 | | |
| **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. | | |
| **Course Student Learning Outcomes (SLO)** | | | 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** | | | See page eight for assignment deadlines and dates for exams. | | |
| **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 six for more information.  **Assignments**  Assignment 1: Annotating & Recording- Using learned annotation strategies, you will take notes over an article using one of several note taking methods.  Assignment 2: Typefocus Assignment- Complete the Typefocus assessments and analyze your results.  Assignment 3: Time Monitor Assignment- Record your time for one week to analyze the way you spend your time. Calculate the time you spend in a variety of areas. Reflect on your time management and complete the write up.  Assignment 4: Occupation Search- Use various career websites to report information about different careers.  Assignment 5: Degree Plan & Planner- Using your declared major in your iAAR to populate your student system planner to determine what classes you will take for the remainder of your time at HCCS.  **Extra Credit:** Scholarship Search Assignment- Write an essay for the HCC foundation, then research and apply for scholarships. | | |
| **Student Assessment(s)** | | | Knowledge checks are given for each chapter. 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  0 points per semester hour |  | | FX (Failing due to non-attendance  IP (In Progress) |  | 0 points per semester hour  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** | | | *Final grades are determined by averaging the total of each area listed below.*   |  |  | | --- | --- | | 30% | Instructor’s Choice (In Class Assignments/Homework) | | 10% | Pearson My Lab | | 5% | Attendance (0 absences=100%, 1=90%, 2=80%, 3=70%, 4=60%, 5=50%) | | 20% | Career Research Essay and Oral Presentation | | 15% | Major Tests | | 20% | Final Exam |   This textbook may be purchased at any of the HCC Bookstores or Online. | | |
| **Instructional Materials/Textbook** | | | *HCCS Bookstore:* [*http://hccs.bncollege.com*](http://hccs.bncollege.com)  *713-528-0872*  [http://ecx.images-amazon.com/images/I/91lEyLrtd4L.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCMWl2_rpz8gCFUR9iAodHSUIhA&url=http://uedata.amazon.com/Learning-Frameworks-Student-Development-Community/dp/1323053972&psig=AFQjCNEeNbDqiwcopeuU2_JVc7zaOkpOAg&ust=1445388507769707)  *Sherfield & Moody (2015) EDUC 1300 Learning Frameworks Student Success and Career Development: A Custom Edition for Houston Community College Second Custom Edition* **ISBN:**  9781323243855 | | |
| **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 Statements:** | | | | | |
| **Access Student Services Policies on their Web site:** | | <http://www.hccs.edu/district/about-us/policies/d-student-services/> | | | |
| **Attendance Policy:**  Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you 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 a 3 credit-hour lecture class meeting 3 hours per week (48 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. | | | | | |
| **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> | | | |
| **Advising**  **Title IX** | | A senior 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](mailto:oie@hccs.edu). | | | |
| **Discrimination**  **Abilities**  **Useful Websites** | | 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](mailto:oie@hccs.edu). Additional information may be obtained online. Visit <http://www.hccs.edu/district/departments/institutionalequity/>  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](mailto:renee.mack@hccs.edu)  <http://www.hccs.edu/district/students/disability-services/ada-counselors/>  **Central College**  713.718.6164  **Coleman College**  713-718-7376  **Northeast College**  713-718-8322  **Northwest College**  713-718-5667  713-718-5408  **Southeast College**  713-718-7053  **Southwest College**  713-718-7909  **Adaptive Equipment/Assistive Technology**  713-718-6629  713-718-5604  **Interpreting and CART services**  713-718-6333   * **Information:** [**www.hccs.edu**](http://learning.nwc.hccs.edu/) **;** [**http://learning.hccs.edu**](http://learning.hccs.edu) * **Tutoring & Support:** [**https://hccs.upswing.io/**](https://hccs.upswing.io/) * **Eagle Online:** [**https://hccs.instructure.com**](https://hccs.instructure.com) * **Purdue OWL:** [**http://owl.english.purdue.edu/owl/resource/747/01/**](http://owl.english.purdue.edu/owl/resource/747/01/) | | | |
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**12 WEEK CALENDAR**

**(Tentative Scheduled Activities or Materials Subject to Change by Instructor)**

***ALL text reading is to be completed the FIRST week chapter reading is assigned. You are to come to class prepared to discuss each chapter. You are responsible for the content. Do not wait for the instructor to cover the material before covering related readings. In order to be successful, it is imperative all assignments have been thoroughly completed and understood. Be prepared for daily quizzes during class sessions. Late papers, assignments, homework, and in class assignments will not be made-up or accepted if you didn’t make arrangements with the professor beforehand or have the proper documentation for an EXECUSED absence.***

***In order to be successful, it is imperative all assignments have been thoroughly completed and understood.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **TEXT CHAPTER** | **ACTIVITIES** | **HOMEWORK** | **DUE DATE** |
| 1 | Sept. 20 |  | * Welcome - Class Overview and Syllabus | * Email (no attachment) a 10 sentence or more bio about yourself to your instructor. The email must come from your HCC account in order to get credit. (Due Sunday, 9/25) | 2/23  2/23  3/21 |
| Sept. 22 | Chapter 6 – Prioritize | * Planning Your Time and Reducing Stress | * Complete a weekly schedule, where you will provide a detailed account of everything that you accomplished hour by hour for seven days. Write a one-page paper reflection about your weekly schedule. (Due 10/06) * **MyStudentSuccessLab:** Time Management (Due 10/06) * SQ3R Mastery Study Sheet – Page 153 (Due 9/27) |
| 2 | Sept. 27 | Chapter 1 – Change | * Creating Success, Guiding Change, and Setting Goals | * Figure 1.6: Goal Sheet (pg. 20) My Personal Goal (Due 10/04) * SQ3R Mastery Study Sheet – Page 26 (Due 10/04) | 3/01  3/21 |
|  | Sept. 29 | Chapter 2 – Engage | * Developing Your Personal and Academic Motivation | * SQ3R Mastery Study Sheet – Page 47 (Due 10/06) |  |
|  | Oct. 4 |  | * Introduction to Career Exploration Project   Library Orientation (Meet in LHSB Library, 3rd fl., Lobby)  Reality Check Assessment - www.texasrealitycheck.com  Career Assessment – www.typefocus.com  School Code: hccs22   * Introduction to *My Lab* (software used for the lab   component of the course—make sure that you have received/purchased the code to register for this online program)  Pearson Modules - www.mystudentsuccesslab.com  Course ID: Dial33627 | * Career Project Due 11/22 (No Later Papers Accepted) |  |
|  | Oct. 6 | Chapter 3 – Persist | * Understanding the Culture of your College | * SQ3R Mastery Study Sheet – Page 69 (Due 10/11) |  |
|  | Oct. 11 | Chapter 4 – Connect | * Connecting with Technology, Research, and Informational Literacy | * SQ3R Mastery Study Sheet – Page 100 (Due 10/13) |  |
|  | Oct. 13 |  | **Major Test #1 (1-4, 6)** |  |  |
| 5 | Oct. 18 | Chapter 5 – Think | * Building Critical Thinking, Emotional Intelligence, and Problem Solving Skills | * SQ3R Mastery Study Sheet – Page 126 (Due 10/20) * **MyStudentSuccessLab:**  A First Step: Goal Setting -(Due 10/20) |  |
|  | Oct. 20 | Chapter 7 – Learn | * Discovering Your Learning Style, Dominant Intelligence, and Personality Type | * SQ3R Mastery Study Sheet – Page 178 (Due 10/25) * Learning Style Quiz:   http://www.edutopia.org/multiple-intelligences-learning-styles-quiz   * **MyStudentSuccessLab:** Learning Preferences (Due 10/25) |  |
| 6 | Oct. 25 | Chapter 8 – Read  Chapter 9 – Record | * Building Successful Reading Strategies for Print and Online Material * Cultivating Your Listening Skills and Developing a Note-Taking System that Works for You | * SQ3R Mastery Study Sheet – Page 201 (Due 10/27) * SQ3R Mastery Study Sheet – Page 224. (Due 10/27) |  |
|  | Oct. 27 | Chapter 10 – Study | * Developing Your Memory, Study, and Test-Taking Skills | * SQ3R Mastery Study Sheet – Page 248 (Due 11/01) |  |
|  | Nov. 1 |  | **MAJOR TEST #2 (Chapters 5, 7-10)** |  |  |
|  | Nov. 3 | Chapter 11- Prosper | * Managing Your Money and Debts Wisely   **Last Day for Administrative or Student Withdrawal**  **Monday, November 7** | * SQ3R Mastery Study Sheet – Page 274 (Due 11/08) * Financial Education Activity www.mymoney.gov * **MyStudentSuccessLab:** Financial Literacy (11/08) |  |
| 9 | Nov. 8 | Chapter 12 – Present | * Speaking with Purpose, Passion, and Power | * SQ3R Mastery Study Sheet Page 298 (Due 11/10) |  |
| 10 | Nov. 10 | Chapter 13 – Communicate | * Communicating Interpersonally, Appreciating Diversity, and Managing Conflict | * SQ3R Mastery Study Sheet – Page 320 (Due 11/15) |  |
| 11 | Nov. 15 | Chapter 14 - Live | * Developing Your Plan for Wellness and Personal Responsibility | * SQ3R Master Study Sheet – Page 339 (Due 11/17) |  |
| 12 | Nov. 17 | Chapter 15 – Plan | * Focusing on Your Future and Professional Career | * SQ3R Master Study Sheet – Page 378 (Due 11/22) * Career Project Due 11/22 (No Later Papers Accepted) |  |
|  | Nov. 22 |  | **MAJOR TEST #3 (Chapters 11-15)** |  |  |
|  | Nov. 24 |  | **Thanksgiving Holiday** |  |  |
|  | Nov. 29 |  | Career Project Presentations |  |  |
|  | Dec. 1 |  | Career Project Presentations |  |  |
|  | Dec. 6 |  | **No Class** |  |  |
|  | Dec. 8 |  | **Final Exam (Chapters 1-15) at 7:30 P.M.** |  |  |

\*NOTE: ***Instructor reserves the right to change calendar.***

**Additional Information**

**♦Please show respect and courtesy for instructor and fellow classmates during class session.**

**♦Only students officially enrolled in HCC courses are to be in campus classrooms. HCC Administration request no minors on campus, food or drinks in the classroom.**

**♦** **Late work is accepted only if you have made arrangements with your professor beforehand and/ or it’s an EXECUSED absence. Work you miss due to absence can ONLY be made up if your absence is EXCUSED (official paperwork—Dr., Dentist, Probation Officer, Court, job interview, hospitalization, etc.) or if the absence has been arranged with your professor beforehand.) It is YOUR responsibility to initiate the makeup process (including missed daily work and/or quizzes) and to follow it up to make sure it gets completed, not your professor’s. Students who are absent on the day of a daily assignment, quiz, major test, or final exam will earn a grade of zero.**

**♦Cellular phones create annoying and unnecessary interruptions during class. Please switch them to vibrate and leave in your backpack/purse/pocket. If you need to speak or text on your cell phone, quietly leave the room to do so. Laptops may be used during class sessions with approval by the instructor.**

**♦If you have any concerns now, or during the semester, please do not hesitate to contact me, either in class or by email and *let me know what is going on!* I cannot help you solve a problem if I am not aware of it. It is YOUR responsibility to make me aware of it.**

**FINAL NOTE: BE AWARE OF THE FOLLOWING POLICIES APPLYING TO ALL STUDENTS IN EDUC 1300:**

1. If you do not hand-in a hard copy of your Degree Plan, you will receive a grade of F no matter your otherwise earned grade.
2. If you fail to perform the Advising portion of EDUC 1300 (including 2 sessions with a Counselor/Advisor, you may have a ***block place on enrollment for subsequent semesters****.*

Please take the two points above seriously and complete them at your earliest convenience after supporting material is presented in class.

**Make a new friend:** You may plan to never be absent & that is great! However, things may occur that are out of your control causing you to be absent occasionally. Anything you miss during an absence is your responsibility! It is unreasonable for you to request that I repeat my lecture to you upon your return after an absence. This is why I suggest to all students that you make a friend/buddy in the class (maybe even a few). So, if you are absent, you can call that classmate up and ask what you missed, etc.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**CENTRAL COLLEGE**

**EDUC 1300 Learning Framework**

**CRN 10782 – Term Fall 2016**

**Class Time: Tuesday and Thursday 7:30-9:30**

**Acknowledgment of Syllabus**

I read, understood, and agreed to the policies and requirements stated in the course syllabus provided by Professor Dial. I understand that I am responsible for reading the syllabus and for asking my instructor to clarify any information on the syllabus that I do not understand. I also understand that the syllabus and calendar of assignments and/or tests may change, and that I will be informed of any changes.

Student Name: Date:

Student Signature: Student ID