EDUC 1300 Learning Frameworks
CRN 60276 – Semester Fall 2013 SS
4 hour lecture course / 48 hours per semester/ 12 weeks
Class Time: Fridays 9:00 - 1:00p   Location: LHSB 306 (Learning Hub Science Bldg)

Instructor: **Professor Annie L Tsui, M.Ed.**

Instructor Contact Information: **annie.tsui@hccs.edu (713) 718-8418**
                                                             http://learning.hccs.edu/faculty/annie.tsui

Office location and hours: **JBW207 (J B Whiteley)**
                                                        Monday and Wednesday 2:45 – 3:45p
                                                        Tuesday and Thursday 7:30 – 8:00a and 3:00 – 3:45p
                                                        And by Appointment

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.

<p align="center">12 Week Course Calendar
(Scheduled Activities or Materials Subject to Change by Instructor)</p>

In order to be successful, it is imperative all assignments have been thoroughly completed and understood. Be prepared for quizzes during class sessions.

Week 1
09/27   Welcome to **EDUC 1300** *Learning Frameworks*
               Student Learning Outcomes (end of textbook)
               Bloom's Taxonomy (inside cover of textbook)
               Chapter 1 *Change Creating Success, Guiding Change, and Setting Goals* 1-26
               Chapter 2 *Engage Developing Your Personal and Academic Motivation* 27-47
               Discussion of Career Exploration Assignment

Week 2
10/04   Chapter 4 *Connect Connecting with Technology, Research and Information Literacy*
                              70-100
               Library Orientation (Meet in LHSB Library, 3rd fl., Lobby)
               Reality Check Assessment ***www.texasrealitycheck.com***
               Career Assessment   ***www.typefocus.com***   School Code: **hccs22**
               Pearson Modules   ***www.mystudentsuccesslab.com*** Course ID: **tsui09103**
               Learning and Study Strategies Inventory (LASSI)

Week 3
10/11   Chapter 3 *Persist Understanding the Culture of the Institution* 48-69
               Chapter 5 *Think Building Critical Thinking, Emotional Intelligence, and Problem-
                              Solving Skills* 101-127
               MyStudentSuccessLab: A First Step: Goal Setting

Week 4
10/18   Chapter 6 *Prioritize Managing Your Time, Stress, and Health Wisely* 128-153
               Chapter 7 *Learn Discovering Your Learning Style, Dominant Intelligence, and Personality
                              Type* 154-178
               Learning Style Quiz ***http://www.edutopia.org/multiple-intelligences-learning-styles-quiz***
               MyStudentSuccessLab: Time Management and *Learning Preferences*

Week 5
10/25   Chapter 8 *Read Building Successful Reading Strategies for Print and Online Material*
                              179-201
               Chapter 9 *Record Cultivating Your Listening Skills and Developing a Note-Taking
                              System That Works for You* 202-224

Week 6
11/01   Chapter 10 *Study* *Developing Your Memory, Study, and Test-Taking Skills* 225-248
             Chapter 11 *Prosper* *Managing Your Money and Debts Wisely* 249-274
             Financial Education Activity *www.mymoney.gov*
             MyStudentSuccessLab: Financial Literacy

Week 7
11/08   Chapter 12 *Present* Speaking with Purpose, Passion, and Power
             Career Research Project Presentations

Last Day for Student or Administrative Withdrawal (SS) Monday, November 11 2013 by 4:30p
Receive a "W"

Week 8
11/15   Chapter 13 *Communicate* *Communicating, Appreciating Diversity, and Managing*
                         Conflict 297-320
             Career Research Project Presentations
Week 9
11/22   **Career Research Project Due** - Late Papers Not Accepted
             Chapter 14 *Live Developing Your Plan For Wellness and Personal Responsibility* 321-340
             Chapter 15 *Plan* *Focusing On Your Future and Professional Career* 341-378

Week 10
11/29   **Thanksgiving Holidays - NO CLASS**

Week 11
12/06   Career Research Project Presentations
             Final Exam Review

Week 12
12/13   **FINAL EXAM at 9:00a**

             Grades Available Online December 20

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.

Chapter 1 *Change* 1-26	Knowledge in Bloom 22-25		Fig. 1.6 Goal Sheet 20
Chapter 2 *Prosper* 27-47		SQ3R 47	
Chapter 3 *Persist* 48-69			Fig. 3.6 and 3.7 Calculating GPA
Chapter 4 *Connect* 70-100	Knowledge in Bloom 98-99		Fig. 4.1 Addicted to Technology 74 Fig. 4.8 How Can Technology Help 83
Chapter 5 *Think* 101-127	Knowledge in Bloom 124-125		Fig 5.2 The Amygdala 107 Fig. 5.8 Problem-Solving Process 113 Arguments and Persuasio 118-119
Chapter 6 *Prioritize* 128-153			Fig. 6.9 Three Types of Major Stressors in Life 149-150
Chapter 7 *Learn* 154-178			Fig. 7.1 Learning Through the Ages 158-159 Fig. 7.3 MIS 164-165 Fig. 7.6 Learning Styles 169 Fig. 7.7 PAP 171-175
Chapter 8 *Read* 179-201	Knowledge in Bloom 197-200		
Chapter 9 *Record* 202-224	Knowledge in Bloom 221-223		Fig. 9.2 Four Listening Styles 208 L-Star System 213-215 Common Note-Taking Systems 215-218
Chapter 10 *Study* 225-248	Knowledge in Bloom 247		
Chapter 11 *Prosper* 249-274	Knowledge in Bloom 273		Fig. 11.9 Latte Factor 267
Chapter 12 *Present* 275-296	Knowledge in Bloom 295		
Chapter 13 *Communicate* 297-320	Knowledge in Bloom 318-319		Fig. 13.6 Ethnocentrism 309 Fig. 13.8 Types of Difficult Behaviors and People 312-313 Fig. 13.9 Conflict Management 314
Chapter 14 *Live* 321-340		SQ3R 339-340	
Chapter 15 *Plan* 341-378			

Student Assessments

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

Instructor Requirements

<u>As your Instructor, it is my responsibility to</u>**:**
- 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

<u>To be successful in this class, it is the student's responsibility to</u>**:**
- 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

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

5%	**Attendance* and Participation**
5%	**Instructor's Choice (*Degree Plan and Meeting with Advisor*)**
10%	**Assignment Portfolio (*Classroom/Homework*)**
10%	**Online Activity (*Assigned and completed*)**
25%	**Chapter Exams**
25%	**Career Exploration Project and Oral Presentation**
20%	**Final Exam**

*Absence Policy
0 Absences = 100   1 Absence = 90   2 Absences = 80
3 or more Absences =   "W" (Withdraw before November 11)
**   "FX" (Excessive Absences after November 11)**

Instructional Materials
Textbook   **EDUC 1300: Learning Frameworks** *Student Success and Career Development* by
                Robert Sherfield and Patricia Moody   A Custom Edition for Houston Community College
                ISBN: 13-978-1-269-14076-8 or 10-1-269-14076-0
                Pearson Publishing

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

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/de/de-student-handbook

Access CE Policies on their Web site:
http://hccs.edu/CE-student-guidelines

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

Additional Information

♦**Display respect and courtesy for instructor and fellow classmates during class session. Disruptive behavior and poor attitude may result in a student being asked to leave the class for the day. If you are asked to leave, he or she will be marked absent for the class session.**

♦**Students are to read the syllabus in its entirety by Friday, October 4. The extensive version of EDUC 1300 Course Syllabus will be sent via HCCS email or go to http://learning.hccs.edu/faculty/annie.tsui**.
Select Learning Frameworks (EDUC 1300).

♦**No Make-Up for Quizzes, Major Tests, or Final Exam**
Students who are absent on the day of a quiz, major test, or final exam will earn a grade of zero.

♦**HCCS policy requires withdrawal after 12.5% (6 hours) of the total instructional hours missed for this course**. Students are responsible for getting lecture notes from classmates or instructor. You have until the next class session to complete any missed assignments due to absences. 3 tardies count as one absence.

♦**Cellular phones and pagers create annoying and unnecessary interruptions during class. Please switch them to vibrate. No laptops will be used during class sessions unless agreed upon by the instructor. Also, no text messaging or listening to mp3 players will be permitted.**