



**Course Syllabus
Learning Framework
EDUC 1300**

Semester with Course Reference Number (CRN)	Spring 2016 8-Week (F8A) January 19 – March 13 CRN 87260
Instructor contact information (phone number and email address)	Professor Annie L Tsui annie.tsui@hccs.edu 713-718-8418
Facebook:	
Office Location and Hours	San Jacinto Memorial Building SJAC119 MWF By Appointment, TTh 5-5:30p and By Appointment
Course Location/Times	San Jacinto Memorial Building Room SJAC170 Tuesday and Thursday 5:30 – 7:00p + 24 Electronic Hours
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)	8
Type of Instruction	Hybrid/Face-to-Face

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) Must have the reading skills to place into INRW 0410.

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.
- 3.3 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.

General Education Outcomes:

1. **Reading:** Reading at the college level means the ability to analyze and interpret a variety of printed materials;
2. **Writing:** Competency/outcome in writing is the ability to produce clear,

- correct, and coherent prose adapted to purpose, occasion, and audience;
3. **Speaking:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience;
 4. **Listening:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication;
 5. **Critical Thinking:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies; and
 6. **Computer Literacy:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

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.

Social Responsibility: These include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Calendar

See attached syllabus 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.

Student Assessment(s) Knowledge checks are given for each chapter. You will complete the assignments and chapter quizzes in MindTap. In addition, 3 Major Tests, Career Project Essay and PowerPoint Presentation, and a 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.

**Instructor Grading
Criteria**

Grading Percentages

- 20%** 7 Assignments & MindTap Activities (Cengagebrain.com)
- 10%** Academic Advisor Meeting (2)
- 25%** Major Tests (3)
- 25%** Career Research Essay, PowerPoint and Oral Presentation
- 20%** Final Exam

This textbook may only be purchased in the Central Campus Bookstore or Online.

Attendance Policy: 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.

Monday, February 22, 2016
Last Day for Administrative or Student Withdrawal for F8A
Earn a "W" for a final grade

**After February 22, a grade of "FX" is assigned
for excessive absences.**

**Financial aid funding may be affected
if a grade of W or FX is assigned.**

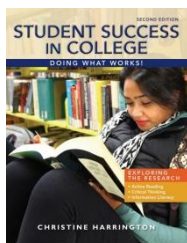
<p>Week 3 2/1 – 2/7</p>	<p>Chapter Four: <i>It's Show Time: Papers, Presentations and Test</i></p>	<p><i>*Library Orientation</i></p> <p>TypeFocus Assignment</p> <p>Chapter 4 MindTap Reading Assignment Assignment Chapter 4 Quiz</p>	<p>Meet in Library Lobby www.typefocus.com http://www.bls.gov/ooh/ www.Cengagebrain.com</p>
<p>Week 4 2/8 – 2/14</p>	<p>Chapter Five: <i>Motivation, Resilience and Stress Management: Strategies for When College and Life Get Challenged</i></p>	<p>Major Test 2 Chapters 3 and 4</p> <p>Chapter 5 MindTap Reading Assignment Assignment Chapter 5 Quiz</p>	<p>www.Cengagebrain.com</p>
<p>Week 5 2/15 – 2/21</p>	<p>Chapter Six: How Are You Doing? Maximizing Learning via Self-Reflection</p>	<p>Chapter 6 MindTap Reading Assignment Assignment Chapter 6 Quiz</p>	<p>www.Cengagebrain.com</p>
<p>Week 6 2/22 – 2/28</p>	<p>Chapter Seven: Making Good Academic, Career and Financial Decisions</p>	<p>Chapter 7 MindTap Reading Assignment Assignment Chapter 7 Quiz</p>	<p>www.Cengagebrain.com</p>
<p>Week 7 2/29 – 3/6</p>		<p>Major Exam 3 Chapters 5, 6, and 7</p> <p>Career Project PowerPoint Presentations (in-class)</p> <p>Career Project Papers DUE 3/3</p>	

Week 8 3/7 – 3/13		EGLS3- Student Evaluation Final Exam Chapters 1 - 7 Thursday, March 10	
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MindTap url:

<https://login.cengagebrain.com/course/MTPNTRWPG5HG>

Instructional Materials/Textbook



Harrington, C. M. (2016). *Student Success in College: Doing What Works!* 2nd Edition. Boston: Cengage Learning

THE TEXTBOOK IS REQUIRED AND AN ESSENTIAL COMPONENT FOR SUCCESSFUL COMPLETION OF THE COURSE. YOUR TEXTBOOK WILL COME WITH AN ACCESS CODE TO MINDTAP. THIS CODE WILL BE AN IMPORTANT PART OF YOUR GRADE. IT IS VIRTUALLY IMPOSSIBLE TO BE SUCCESSFUL IN THE COURSE WITHOUT THESE COMPONENTS.

Advising

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.

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.

Access Student Services Policies on their website:

<http://www.hccs.edu/district/students/>

Access Distance Education Policies on their website:

<http://de.hccs.edu/>

Access Continuing Education Policies on their Website:

<http://www.hccs.edu/continuing-education/>

Access Students Rights, Policies, and Procedures

<http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/>

Disability Support Services

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services. If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

<http://www.hccs.edu/district/students/disability-services/>

Title IX

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. 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

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

<http://www.hccs.edu/district/departments/institutionalequity/title-ix-know-your-rights/>

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.

- ◆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.

Make a new friend: You may plan to never be absent and that is great! However, unforeseen situations may cause 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... The second option is to email or call me for the missed assignment(s). Let's take a few minutes for you to get acquainted with

Name: _____

Email: _____

Phone: _____

Name: _____

Email: _____

Phone: _____

Name: _____

Email: _____

Phone: _____

SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for Professor Annie L Tsui, EDUC 1300: Learning Frameworks Section: 87260, Spring 2016. My class meets on (days) Tuesday and Thursday from (time) 5:30 – 7:00p in the San Jacinto Bldg, SJAC170 .

I have read the syllabus (either on paper or online), and I understand the classroom policies, instructors expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus. I agree to be prepared for and attend scheduled class sessions and tests.

PRINT NAME:

SIGNATURE:

STUDENT ID NUMBER:

DATE:
