Course Syllabus
Learning Framework
EDUC 1300

Semester with Course Reference Number (CRN)	Spring 2013 36644
Instructor contact information (phone number and email address)	Cyndi Gostenhofer 713-718-5472 c.gostenhofer@hccs.edu
Office Location and Hours	EDC Building, 3214 Austin Street, Houston 77004, Office D108 Office hours 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, call, or email me.*
Course Location/Times	EDC Building, Central Campus, Room D116 / T/TH 8:30 A.M.-10:00 A.M.
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)	16
Type of Instruction	Lecture
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 GUST 0341.
Academic Discipline/CTE Program Learning Outcomes	
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.
SCANS and/or Core Curriculum Competencies: If applicable	**(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.

Course Calendar

Please see calendar at the end of the syllabus.

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, 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

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 in most of the online topics sections. Students are also required to complete a Learning and Study Skills Inventory (LASSI) to be used in the mandatory advising component of the class.

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.

See "Health Science Program/Discipline Requirements" for grading scale.

Instructor Grading Criteria

FINAL GRADE POINTS:
1000 – 900 = A
899 – 800 = B
799 – 700 = C
699 – 600 = D
599 and below = F

Instructional Materials

Sherfield, R. M., & Moody, P. G. (2013). *Student success and career development: A custom edition for Houston Community College.* Boston: Pearson.

<div align="center">or</div>

Sherfield, R. M., & Moody, P. G. (2013). *Cornerstones for career college   success.* (3rd ed.). Boston: Pearson.

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 Web site:

http://digital.turn-page.com/title/7027

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.

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/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site: http://www.hccs.edu/hccs/current-students/student-handbook/the-student-handbook

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. Students that do not meet with their advisor at least twice during the semester will have a hold placed on their account and will not be able to register for classes the next semester.

EDUC 1300 Learning Framework
Spring Calendar, 2013
Houston Community College

WEEK	TEXT CHAPTER	EAGLE ONLINE TOPICS	ASSIGNMENTS, DISCUSSIONS, AND QUIZZES	POINTS	DUE DATES
1		Syllabus and More	SmarterMeasure *Eagle Online* Quiz Syllabus Quiz HCC E-mail	20 20 20 10	1/18
2	**Engage** Pgs. 83-108	Your College Resources – It's All about You	Early Assessment (quiz) Student Handbook (quiz) Your Academic Autobiography Icebreaker First Discussion	14 40 30 10	1/25
3	**Learn** Pgs. 223-248	How You Learn: Personal Learning Styles	Learning Style Favorite Teacher Professor's Teaching Style Discussion on How You Learn	10 10 20 10	2/1
4	**Think** Pgs. 307-338	How You Learn: Memory and Critical Thinking	Presidents Remembering Poetry Critical Thinking Exercise Critical Thinking Discussion Bloom's Taxonomy Quiz Internal and External Motivation	30 20 25 10 10 20	2/8
5	**Prosper** Pgs. 53-82	How to Manage Your Finances	Your Financial History Financial Aid Quiz College Finances Discussion Credit Quiz	35 13 30 10	2/15
6	**Study** Pgs. 227-306	How You Study	How You Study Study Habits Discussion	20 10	2/22
7	**Record**	How You Study	Using a Note-Taker	20	

				Points	Due
	Pgs. 249-276		Test-Taking Whiz Quiz Test Taking	8 10	3/1
	Engage, Learn, Think, Prosper, Study, Record		Mid-Term Exam	50	3/7
8	**Prioritize** Pgs. 189-222	Time Management and Stress Management	Scheduling Pablo's Weekly Schedule What Would You Do? Discussion	15 30 10	3/8
	HAPPY SPRING BREAK! March 11-17				
9	**Persist** Pgs. 109-130	Your Degree Plan	Why Are You Here? College Catalog Quiz Advisor Visit Log iAAR (Degree Plan) Your Major Discussion	10 44 30 20 10	3/22
10	**Thrive** Pgs. 23-52	Setting Your Goals	How Full is Your Plate? Discussion Goal Setting	10 20	3/29
11	**Plan** Pgs. 365-402	Career Awareness	Successful Career Activity Greatest Achievement Discussion TypeFocus Assignment Your Resume	20 10 50 30	4/5
12	**Read** Pgs. 163-188	Visit the HCC Library	Libraries Interactive PowerPoint Quiz Plagiarism Quiz	24 10	4/12
13	**Connect** Pgs. 133-162	Technology	E-mail Etiquette (Netiquette) Online Time Management Tools	20 20	4/19
14	**Communicate** Pgs. 339-364	Appreciating Diversity	Diversity and Appreciating Differences Collaborative Discussion about Diversity	30 10	4/26
15		Pack It In - Course Ending	Successful College Student Activity Course Ending Quiz Collaborative Discussion on the Course	50 13 10	5/3
16	**Prioritize, Persist, Thrive, Plan, Read, Connect, Communicate**		Final Exam	50	5/9

- <u>Quizzes</u> will not be available after the due date for garnering points. **Quizzes close at 11:55 P.M. on the due date.**
- <u>Discussions</u> will not be available after the due date for garnering points. No partial points will be awarded for <u>Discussions</u>.
- <u>Assignments</u> will be accepted late. One point is deducted for each day that an assignment arrives after the due date.