



Course Syllabus **Academic Student Success** **EDUC 1300: Learning Framework**

**Semester with
Course Reference
Number (CRN)** Spring 2018
Regular Term, 16 weeks
CRN: 61396

**Instructor contact
information
(phone number
and email
address)** Deondra Dawson-Johnson, MBA, MEd, LPC Intern
d.dawsonjohnson@hccs.edu
(Please use Canvas or HCC email only)

**Office Location
and Hours** Office hours: Before and after class

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 or just to discuss course topics.

**Course
Location/Times** Jones Future Academy
TuTh 1:14 pm – 2:20 pm

**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/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. In addition, the course focuses on numerous college, career, and life management topics necessary for students to make the most of their college investment.
Course Prerequisite(s)	PREREQUISITE (S): TSIA scores
Academic Discipline/CTE Program Learning Outcomes	N/A
Course Student Learning Outcomes (SLO): 1-5	<ol style="list-style-type: none"> 1. Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCCS. 2. Identify and use strategies to manage your time, energy, finances, and personal responsibilities. 3. Identify and use various services at HCCS. 4. Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension. 5. Learn and practice essential skills of academic, career, and personal success.
Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)	<p>SLO #1: Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCCS.</p> <ol style="list-style-type: none"> 1.1 Create and prioritize short-term and long-term goals related to your academic/personal/professional development at HCCS. 1.2 Use inventories or assessments to identify career interests, values, and abilities. 1.3 Examine various career options and use available resources (e.g. career center, college library, etc.) to research and analyze information pertaining to career options. 1.4 Select an academic/workforce pathway and select a degree plan. 1.5 Construct and use an academic plan to achieve career goals and select classes for subsequent semesters. 1.6 Learn and demonstrate etiquette appropriate for transitioning from college to sustained employment. 1.7 Practice the strategies of collaborative learning and team building. <p>SLO #2: Identify and use strategies to manage your time, energy, finances, and personal responsibilities.</p> <ol style="list-style-type: none"> 2.1 Through careful time analysis, determine and practice strategies to manage your time. 2.2 Develop and follow a financial plan to support your academic goals.

- 2.3 Evaluate and use strategies to balance academic and personal responsibilities.

SLO #3: Identify and use various services at HCCS.

- 3.1 Discuss your educational/career plans with an advisor or appropriate personnel at HCCS.
3.2 Use HCCS websites and publications (especially the college catalog) to locate pertinent college information.
3.3 Identify and utilize tutoring services provided on-campus or online.
3.4 Identify and utilize campus resources.

SLO #4: Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.

- 4.1 Identify personal learning styles and develop effective study skills/learning strategies based on individual results.
4.2 Identify personal strengths and weaknesses to develop successful strategies.
4.3 Apply knowledge of learning to adapt to various classroom environments.
4.4 Attend a library orientation/instruction session to access resources and technologies available on campus and online.
4.5 Practice information literacy skill building by utilizing library sources and technology.
4.6 Participate in experiential learning activities such as those linked to career selection and/or community service.
4.7 Understand and apply strategies to improve memory.
4.8 Learn and use strategies for effective note-taking, reading, and test-taking.
4.9 Understand how grit, growth mindsets, and motivation impact learning.

SLO #5: Learn and practice essential skills of academic, career, and personal success.

- 5.1 Use oral, written, and visual communication (e.g. PowerPoint) to express oneself effectively.
5.2 Use social networking and electronic communications appropriately as defined by the rules of netiquette.
5.3 Learn what constitutes academic dishonesty and plagiarism.
5.4 Learn and practice critical thinking and problem solving.
5.5 Construct a plan to promote social and personal development (e.g. physical and mental wellness plans, volunteer/service learning, participate in co-curricular activities).

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 **Please see Course Calendar at the end of this document.**

**Instructional
Methods**

Face-to-Face

A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, videos, group activities, internet searches, presentations, and research essays.

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, log in to class regularly, 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 Course Calendar with list of graded assignments (and maximum points allowed for each) at the end of this syllabus.

Class Assignments (excluding LaunchPad)

Assignment 1: Campus Resources Scavenger Hunt—Students will utilize various strategies to identify resources available on campus.

Assignment 2: Time Management Assignment: Students will analyze their time to identify areas of improvement and develop a schedule that will allow them to succeed in college.

Assignment 3: Goal Setting Assignment – Students will create goals and action steps to guide them throughout their college careers.

Assignment 4: Financial Planning Assignment: Students will analyze spending and develop a budget that will allow them to be successful in college.

Assignment 5: Annotating and Note Taking Assignment: Students will apply annotation strategies to a selected reading and utilize strategic note taking methods to gather information.

Launchpad Assignments

Launchpad is an online learning system that accompanies your textbook. Students will be required to complete weekly assignments within the system. Launchpad assignments will be accessible inside of EagleOnline. A new textbook is required to access Launchpad.

See course calendar for complete listing of all assignments and how grade calculated for each activity.

Career Research Essay

Students will conduct research and prepare a Career research essay (10% of course grade).

Group Presentation

Students will conduct research and deliver a group presentation over an assigned topic from the course (10% of course grade).

Student Assessment(s)

Knowledge checks are given in the form of quizzes and two major exams—midterm and the final.

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 (sign on at least three times per week, keep up with announcements) 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

You will be required to declare your major and populate your student planner with the appropriate courses in the correct semesters.

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
FX (Failing due to non-Attendance)	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

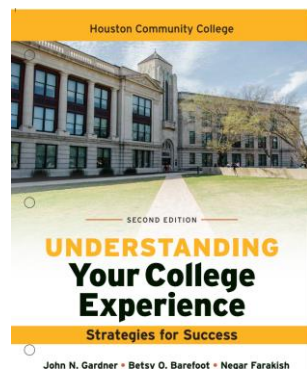
IP (In Progress) is given only in certain developmental courses, **not this class**. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Instructor Grading Criteria

Grading Percentages:

15%	Midterm Exam
20%	Final Exam
15%	Launchpad Activities
30%	Instructor's Choice Assignments
20%	Career Research Essay and Oral Group Presentation
100%	Total

Instructional Materials



The textbook for this class is:

Understanding Your College Experience, Strategies for Success 2nd
Gardner, Barefoot and Farakish. (2017) *Edition*. Boston: Bedford/St. Martin's

The custom textbook for this class may **ONLY** be purchased at any HCC bookstore. **Be sure to purchase the version that comes bundled with the LaunchPad code.** Temporary access to LaunchPad is permitted for a limited time (up to 21 days) to give students access to the online textbook and LaunchPad activities while they are arranging to obtain their texts and permanent codes. **The LaunchPad code for this course is not available online.**

HCCS Bookstore: <http://hccs.bncollege.com>

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

Hurricane Harvey Statement Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

Basic Needs Security Statement Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

Access Student Services Policies on their Web site <http://www.hccs.edu/online/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 prior to the College drop deadline (4.3.2018) once you accumulate 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 like this one (48 hours of instruction), you can be dropped after **6 hours of absence (after missing more than 3 classes)**. The 6 hours includes accumulated minutes for arriving late to class and

leaving class early and lab time missed. *In an online class, the equivalent would be failing to turn in assignments for two weeks.*

HCC Online and/or Continuing Education Policies

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

Access HCC Online Policies on its Website

The **HCC Online Student Handbook** contains policies and procedures unique to the HCC Online student. HCC Online 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 HCC Online 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 HCC Online Student Handbook by visiting this link: <http://www.hccs.edu/online/>

Campus Carry Statement

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

Early Alert

The Early Alert System is a system utilized by instructors to find help when you appear to be encountering difficulties within the course. This system will be utilized by your professor if deemed necessary.

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 oiie@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 oiie@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

Abilities

Students with Disabilities

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 below. 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.

Ability Service Contact Information

Central College

713.718.6164

Coleman College

713-718-7376

Northeast College

713-718-8322

Northwest College

713-718-5422

713-718-5408

Southeast College

713-718-7144

Southwest College

713-718-5910

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604

Interpreting and CART services

713-718-6333

Useful Websites:

- Information: www.hccs.edu; <http://learning.hccs.edu>
- Tutoring & Support: <https://hccs.upswing.io/>
<http://ctle3.hccs.edu/alltutoring/>
- Eagle Online: <https://eagleonline.hccs.edu>

- Purdue OWL: <http://owl.english.purdue.edu/owl/resource/747/01/>
- Library: <http://library.hccs.edu>

Withdrawal policy

Please contact me *immediately* if you encounter any personal difficulties that may prevent you from completing your assignments or participating in the class for an extended period of time. Arrangements can be made to assist you but only if they are made as soon as you know you have a problem. Don't wait until after assignments are overdue.

Please note: when you use Canvas Mail to e-mail me, my response will be found in both Canvas e-mail and your HCC student e-mail. Always include the CRN number of your course in the subject line when communicating with me via HCC student e-mail. Canvas mail adds the CRN number automatically; HCC student e-mail does not. Preferred method of e-mail: Canvas.

If you feel you cannot complete this course, you will need to officially withdraw from the course prior to the final date of withdrawal. It is YOUR responsibility to complete the withdrawal process yourself. Before you withdraw, please take the time to contact me or meet with an advisor to discuss why you feel it is necessary that you drop. We may be able to provide you with suggestions that will enable you to complete the course.

Remember to allow a 24-hour response time when communicating via e-mail and/or phone with a professor or counselor. **If you do not withdraw before the deadline and stop attending (participating), you will receive a grade of F or FX in this class.**

Course Calendar

** Subject to Change*

***All Launchpad Assignments are Due Weekly on Sunday Nights at 11:59 pm.**

LATE WORK WILL NOT BE ACCEPTED

Week Number	Lecture Topic & Activities	Reference Chapters	Assignment Due Dates
1 (1/22-28/18)	Introduction to the course	EagleOnline	Register for LaunchPad
2 (1/29-2/4/18)	The Essentials for College Success	Chapter 1	Complete Assignment 1: The Campus Resources Scavenger Hunt Due: 2/4/2018 *Begin Goal Setting Assignment Complete LaunchPad Activities
3 (2/5-11/18)	Cultivating Motivation, Resilience, and Emotional Intelligence	Chapter 2	Complete Assignment 2: Goal Setting Due: 2/11/2018 *Begin Time Management Assignment Complete LaunchPad Activities
4 (2/12-18/18)	Managing Time, Energy, & Money	Chapter 3	Complete Assignment 3: Time Management Due: 2/18/2018 Complete LaunchPad Activities
5 (2/19-25/18)	Discovering How You Learn	Chapter 4	Complete LaunchPad Activities
6 (2/26-3/4/18)	Getting the Most Out of Class Reading to Learn from College Textbooks	Chapter 5 Chapter 6	Complete Assignment 4: Annotating & Note Taking Due: 3/4/2018 *Begin Financial Planning Assignment Complete LaunchPad Activities

7 (3/5-11/18)	Midterm Exam	Chapters 1-6	Complete Midterm Exam Due: 3/8/18 Complete LaunchPad Activities
8 (3/12-18/18)	Spring Break		Complete Assignment 5: Financial Planning Due: 3/18/2018
9 (3/19-25/18)	Studying, Understanding, and Remembering	Chapter 7	*Begin Career Research Essay Complete LaunchPad Activities
10 (3/26-4/1/18)	Taking Tests Successfully	Chapter 8	Complete LaunchPad Activities
11 (4/2-8/18)	Collecting, Evaluating, and Using Information	Chapter 9	Submit Career Research Essay Due: 4/8/2018 Complete LaunchPad Activities
12 (4/9-15/18)	Thinking in College	Chapter 10	*Begin Group Project Complete LaunchPad Activities
13 (4/16-22/18)	Maintaining Wellness and Relationships in a Diverse World	Chapter 11	Complete LaunchPad Activities
14 (4/23-29/18)	Making the Right Career Choice	Chapter 12	Submit Group Project Due: 4/29/18 Complete LaunchPad Activities
15 (4/30-5/6/18)	Group Presentations		Group Presentations Due
16 (5/7-13/18)	Final Exam	Chapters 1-12	

Important Dates:

- Day of Record: January 31, 2018
- Spring Break: March 12-16, 2018
- Last Day to Withdraw: April 3, 2018
- Final Exams: Week of May 7, 2018