



Course Syllabus Learning Framework EDUC 1300

Semester with Course Reference Number (CRN)	Fall 2017 Regular Term, 14 weeks CRN: 32324
Instructor contact information (phone number and email address)	Deondra Dawson-Johnson, MBA, MEd, LPC Intern d.dawsonjohnson@hccs.edu (Please email using HCC email only)
Office Location and Hours	Office hours: By appointment <i>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.</i>
Course Location/Times	North Forest High School (Dual Credit) TuTh 8:15 am – 9:55 am
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)	14

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. 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. (20% of course grade)

Group Presentation

Students will conduct research and deliver a group presentation over an assigned topic from the course.

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

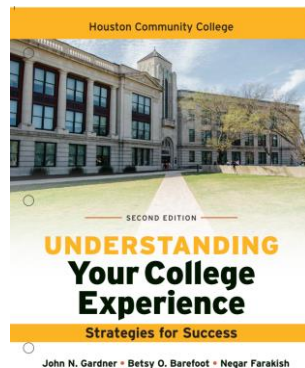
IP (In Progress) is given only in certain developmental courses, **not this class**. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester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

Instructor Grading Criteria

Grading Percentages:

15%	Midterm Exam and Assessments
20%	Final Exam
15%	Launchpad Activities
30%	Instructor's Choice Assignments
20%	Career 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.

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 (**11.3.2017**) 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/>

Advising

An advisor is connected to course and will meet with the class within the first two weeks of the term. Students are required to schedule an additional meeting time with the advisor.

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 necessary.

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are

established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

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/apa>

**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.***

Week Number	Lecture Topic & Activities	Reference Chapters	Assignment Due Dates
1	Introduction to the course	EagleOnline	Begin the Campus Resources Scavenger Hunt Assignment Due: 9/24/ 2017 Complete Assignment: Goal Setting Due: 9/17/2017
2	The Essentials for College Success	Chapter 1	
3	Managing Time, Energy, & Money	Chapter 3	Time Management Assignment Due: 10/1/2017
4	Discovering How You Learn	Chapter 4	
5	Cultivating Motivation, Resilience, and Emotional Intelligence	Chapter 2	Financial Planning Assignment Due: 10/22/2017
6	Reading to Learn from College Textbooks & Getting the Most Out of Class	Chapter 6 Chapter 5	Annotating & Note Taking Assignment Due: 10/29/2017
7	Midterm Exam	Chapters 1-6	Career Research Essay Due: 10/29/2017
8	Studying, Understanding, and Remembering Taking Tests Successfully	Chapter 7 Chapter 8	Career Research Essay -10 minute Presentation
9	Collecting, Evaluating, and Using Information	Chapter 9	
10	Thinking in College	Chapter 10	Group Project Research Day
11	Maintaining Wellness and Relationships in a Diverse World	Chapter 11	

12	Making the Right Career Choice	Chapter 12	
13	Group Presentations	Various Resources	Group Presentations Due
14	Final Exam	Chapters 1-12	

Important Dates:

Day of Record: September 26, 2017

Last Day to Withdraw: November 3, 2017

Thanksgiving Holiday: November 23, 2017

Final Exams: Week of December 10, 2017