Teacher Education
Northeast
EDUC 1300 Learning Frameworks
CRN 28097  Semester Fall 2012
3 hour lecture course / 48 hours per semester/ 16 weeks
Class Time:  Friday 9-12 Location: Northeast/Northline Campus room 211
Instructor:  Esmeralda Cekrezi

Instructor Contact Information:
Esmeralda.cekrezi@hccs.edu

Office location and hours
By appointment only
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.

16 WEEK CALENDAR
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TEXT CHAPTER</th>
<th>EAGLE ONLINE TOPICS</th>
<th>ASSIGNMENTS, DISCUSSIONS, AND QUIZZES</th>
<th>POINTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Syllabus and More Web Links</td>
<td>SmarterMeasure HCC E-mail</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>3 Engage</td>
<td>Your College Resources – It’s All about You</td>
<td>Syllabus Quiz Early Assessment (quiz) Student Handbook (quiz)</td>
<td>10</td>
<td>09/07</td>
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<tr>
<td>3</td>
<td>8 Learn</td>
<td>How You Learn: Personal Learning Styles</td>
<td>Learning Pyramid Blooms Taxonomy</td>
<td>09/14</td>
<td></td>
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<tr>
<td>5</td>
<td>9 Record</td>
<td>How You Study</td>
<td>Taking a Test</td>
<td>20</td>
<td>09/28</td>
</tr>
<tr>
<td>6</td>
<td>2 Prosper</td>
<td>How to Manage Your Finances</td>
<td>Checkpoint: Financial Aid Quiz</td>
<td>13</td>
<td>10/05</td>
</tr>
<tr>
<td>7</td>
<td>2, 3, 8, 9, 10, 11</td>
<td></td>
<td><strong>Mid-Term Exam</strong></td>
<td>10/12</td>
<td></td>
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<tr>
<td>7</td>
<td>10 Study</td>
<td>How You Study</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>7 Prioritize</td>
<td>Time Management and Stress Management</td>
<td>College or Career, Time Management is a Success Factor</td>
<td>15</td>
<td>10/19</td>
</tr>
<tr>
<td>9</td>
<td>4 Persist</td>
<td>Your Degree Plan</td>
<td>Checkpoint: HCC College Catalog Checkpoint: Degree Plan</td>
<td>20</td>
<td>10/26</td>
</tr>
<tr>
<td>10</td>
<td>1 Thrive</td>
<td>Setting Your Goals</td>
<td>Checkpoint: Do You Think You Can Write a Goal?</td>
<td>25</td>
<td>11/2</td>
</tr>
<tr>
<td>11</td>
<td>13 Plan</td>
<td>Career Awareness</td>
<td>Successful Career Activity Checkpoint: Your Resume</td>
<td>20</td>
<td>11/9</td>
</tr>
<tr>
<td>12</td>
<td>6 Read</td>
<td>Visit the HCC Library</td>
<td>Library Tour &amp; Orientation</td>
<td></td>
<td>11/16</td>
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<tr>
<td>13</td>
<td>5 Connect</td>
<td>Technology</td>
<td>Checkpoint: What Did You Learn About E-mail Etiquette (Netiquette)?</td>
<td>25</td>
<td>11/23</td>
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<tr>
<td>14</td>
<td>12 Communicate</td>
<td>Appreciating Diversity</td>
<td>Course Ending Quiz Portfolio Due</td>
<td></td>
<td>11/30</td>
</tr>
<tr>
<td>15</td>
<td>1, 4, 5, 6, 7, 12, 13</td>
<td>Pack It In - Course Ending</td>
<td>Final Exam</td>
<td>13</td>
<td>12/01</td>
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</table>
**Required Course Components:**

- You will meet with your assigned HCC Academic advisor at least twice this semester to
- Complete and file the correct degree plan,
- Have the Learning and Study Strategies Inventory administer (LASSI),
- Learn how to fill out the planner on the “Student System Sign in”.

*Students who do not meet with their advisor at least twice during the semester will have a block on their enrollment for the next semester.*

**Student Assignments**
Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments.

**Midterm and Final Exam**
Midterm and Final exam will be given in class they will contain several question regarding the material that is covered in class, presentations and the book.

**Quizzes**
Most items will be selected from the text, but a few may come from class activities, lectures, and the study guide.

**Daily Activities/Class Participation**
I am a strong believer that classroom activities hold a great importance on your understanding and acquiring of the material. Therefore, daily activities will be individual and group activities that will include verbal presentations or written work to be turned in and evaluated. Grading will be based on demonstration of participation, preparation before class, and critical thinking exercises. If you are not in attendance you will receive a zero for that day.

**Projects /Homework**

Homework will be given in weekly basis and they are due on the following Friday. No late homework will be accepted. Projects direction will be given in class and they will be related to the book and material covered in class.

**Syllabus, Test**
I strongly believe that syllabus serves a guide map for the students’ success and I do believe, it holds a key role on understanding of the expectations of this course. Therefore, the second class period you will be given a test about the syllabus. It is vital for your success that you understand and know the content of the syllabus.

**Career Portfolio**
Students are required to assemble a career portfolio that showcases his or her chosen career. An
important element of the portfolio will be a research paper. The research paper must contain two parts. First, personal statement where you clearly explain your career choice. What were some of influences or events in your life that help you lead toward your decision? Second part, after you made your decision about your career choice you need to interview an individual that is directly involved in the field of your career choice. For example your career choice is to become a nurse. You will need to interview a nurse. The question for the interview will be given in class. The paper needs to be typed, double spaced, font Time New Roman, size 12. For help ask me. The specific format and required elements of the portfolio will be explained in class and/or posted electronically.

**STUDENT ASSESSMENT**

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<th>Weight</th>
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<tbody>
<tr>
<td>Midterm and Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
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<td>10%</td>
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<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**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.

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**Instructor 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
- 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

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

**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**

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm and Final Exam</td>
<td>30%</td>
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</tr>
</tbody>
</table>

**Instructional Materials**


or

**HCC Policy Statements**
Access Student Services Policies on their Web site:
[http://hccs.edu/student-rights](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](http://de.hccs.edu/de/de-student-handbook)

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

**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.

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