



Learning Framework-13165

EDUC-1300

RT 2021 Section 0066 3 Credits 08/23/2021 to 12/12/2021 Modified 08/20/2021

Course Meetings

Course Modality

Online Anytime (WW) - Traditional online course without scheduled meetings

Meeting Days

Online Anytime (WW) - Traditional online course without scheduled meetings

Meeting Times

Online Anytime (WW) - Traditional online course without scheduled meetings

Meeting Location

Online Anytime (WW) - Traditional online course without scheduled meetings

Welcome and Instructor Information

Instructor: Dr. Karman Tam

Email: karman.tam@hccs.edu (I will respond to emails within 48 hours)

Phone: 713-718-6228

What's Exciting About This Course

This course is about you! Through research and experience, Houston Community College has determined that many life and career management skills are necessary for students to make the most of their college investment. A student success course is designed to prepare students for the demands of college and for success in the world of work. This course emphasizes setting priorities, time management, note-taking, learning/concentration techniques, retention of information, book analysis, comprehension techniques, and test-taking skills. This courses also incorporates modules that are designed to facilitate the use of library databases in conducting research, career exploration, planning and setting educational objectives, lifelong career assessment, decision-making, financial aid, financial planning, tutoring, and student support services enabling the student to maximize the use of college resources.

My Personal Welcome

Welcome to EDUC 1300: Learning Framework! It is my distinct pleasure to be your instructor this semester! This course will provide you with the tools to help you be successful in college and after. Take this course seriously because it could be one of the most important courses you take throughout your collegiate career. One of my goals this semester is to help you feel confident as you embark upon the rest of your studies. I will guide you, cheer for you, coach you, and hold you accountable. This class as well as your other courses will require time management, dedication, and motivation. You are capable of completing this

course successfully, and it is my greatest desire that you do! Please work hard to avoid falling behind, keep up with the due dates, complete your assignments as they are assigned, and always know that you can ask me for help. I look forward to working with you this semester!

Preferred Method of Contact

Preferred method of contact: **Eagle Online Canvas Inbox** (I will respond to emails within **48** hours)

Office Hours

Monday and Wednesday (9:30-11:30 a.m.); Tuesday and Thursday (4:00-5:00 p.m.)

Course Overview

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.

Requisites

The only requirements for this course are that you have taken the TSI Assessment. You are not required to achieve any specific scores. This is a college level course, and you will be required to read and submit college level work. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Academic Student Success Department Website

<https://www.hccs.edu/departments/division-of-college-readiness/college-readiness-academic/academic-success-department/>

Core Curriculum Objectives (CCOs)

EDUC 1300 is a part of the social and behavioral sciences you will study in the HCCS core curriculum. The HCCS Academic Student Success Program Committee has specified that this course addresses the following core objectives:

- **Critical Thinking Skills (CT):** students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information through researching career and project information, analyzing information, and synthesizing information to create a final product (essay and presentation).
- **Communication Skills (COM):** students will demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication on various assignments, the career research essay, and by creating and presenting a group project.
- **Empirical and Quantitative Skills (EQS):** students will demonstrate the manipulation and analysis of numerical data or observable facts resulting in informed conclusions by determining the annual salary needed to maintain a desired standard of living, determining the median salary and job outlook for their career field, comparing the cost of living in Houston to other cities, synthesizing this information and determining if the student will be able to live a comfortable lifestyle in Houston with their proposed salary as well as explaining the conclusions drawn from the analysis.
- **Teamwork (TW):** students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal throughout the course in various activities, assignments, and the group presentation.
- **Social Responsibility (SR):** students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities by considering the skills the student will acquire in training for their proposed field and seeking volunteer organizations or charities to explain how they could use those skills to serve the community.
- **Personal Responsibility (PR):** students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making through weekly case studies and activities throughout the course.

Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

EDUC 1300 is the only course offered by the Academic Student Success program, thus the program student learning outcomes and course student learning outcomes are the same as listed below.

Course Student Learning Outcomes (CSLOs)

Upon completion of EDUC 1300, the student will be able to:

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

SLO #1: Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCCS.

- 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.

SLO #2: Identify and use strategies to manage your time, energy, finances, and personal responsibilities.

- 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).

Departmental Practices and Procedures

Department Specific Instructor and Student Responsibilities

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 learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- 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
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

Program-Specific Student Success Information

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructional Materials and Resources

Instructional Materials

The required textbook for this course is listed below:

“Understanding Your College Experience, Strategies for Success 3rd Edition” by John Gardner & Betsy Barefoot (2020)

ISBN: 9781319385170

You have already paid for the electronic textbook which is bundled with LaunchPad through the registration process. Its cost was included in your student bill and is guaranteed to be the lowest cost available. This digital textbook along with LaunchPad will be accessed digitally through the Eagle Online Canvas site.

It is **NOT** recommended that you Opt-Out because the electronic textbook is bundled with access to LaunchPad, which is one type of assignments you are required to complete. You can choose to Opt-Out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price and access to your materials may be suspended. For more information and FAQs go to customercare.bncollege.com.

You are **NOT** required to have a printed copy of the class textbook. However, if you wish to wish to buy one, an **optional** print copy is available for purchase at any Houston Community College Bookstore.

Other Instructional Resources

Publisher's Digital Workbook (LaunchPad)

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 Eagle Online Canvas**.

Course Requirements

Assignments, Exams, and Activities

| Type | Weight | Topic | Notes |
|---------------------------------|--------|-------|--|
| Instructor's Choice Assignments | 30% | | <p>Assignment 1: Campus Resources Scavenger Hunt: Students will utilize various strategies to identify resources available on campus.</p> <p>Assignment 2: Goal Setting and Degree Planning Assignment: Students will create goals and action steps to guide them throughout their college careers in addition to creating an academic plan they can follow.</p> <p>Assignment 3: Note Taking Assignment: Students will apply annotation strategies to a selected reading and utilize strategic note taking methods to gather information.</p> <p>Assignment 4: Weekly Schedule Assignment: Students will analyze their time to identify areas of improvement and develop a schedule that will allow them to succeed in college.</p> <p>Additional assignments: Additional assignments will be given by the Instructor as deemed appropriate.</p> |

| Type | Weight | Topic | Notes |
|---------------------------------|--------|-------|---|
| LaunchPad | 15% | | Students will access LaunchPad through Eagle Online Canvas and will be required to complete weekly chapter assignments within the Eagle Online Canvas system |
| Career Research Project | 10% | | Students will conduct research and prepare a Career Research Essay. |
| PowerPoint Presentation Project | 10% | | Students will conduct research and deliver a group/individual presentation over an assigned topic from the course. |
| Assessments | 15% | | Knowledge checks are given in the form of tests. Two multiple-choice and true/false chapter tests will be given that account for (15%) of your total grade. These assessments will be administered through Eagle Online Canvas unless otherwise instructed. |
| Final Exam | 20% | | All students will be required to take a comprehensive departmental final exam(20%) consisting of 50 multiple-choice and true and false questions. Students will be provided with a final exam study guide. |
| In-Class Activities | | | During class, you will engage in multiple activities to enhance your understanding. You are expected to participate and to have completed the necessary pre-class activities to adequately participate in all activities. |

Grading Formula

| Grade | Range | Notes |
|-------|--------------|----------------------------|
| 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 |
| F | 59 and below | 0 points per semester hour |

* Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least **85%** of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

Missed Assignments/Make-Up Policy

There are no make-ups for any missed assessments (including quizzes, tests, and exams.) Should you fail to meet the deadlines, you will **NOT** be allowed to take the missed assessments.

Also, it is your responsibility to submit all assignments on time and **late submissions will NOT be graded unless otherwise stated.** All assignments have to be typed and submitted to Eagle Online Canvas. If you are absent, it is your responsibility to find out about all class discussions, exercises, assignments by contacting a fellow student before the next class. It is also your responsibility to turn in the assignments on time even if you are absent on the dates they are due. **If Eagle Online Canvas does not take your work for any reasons, you can email me your work directly BEFORE the specified due dates for credit.** Assignments received after the specified due dates through email will **NOT** be graded as they will be considered late.

In the event of extraordinary circumstances, you can make arrangements for extensions regarding your assessments and assignments, but these arrangements must be made with me privately and **48 hours BEFORE** they are due. Also, **legitimate evidence** has to be provided to support the requests for extensions. No make-up assessments will be arranged and no

assignments will be accepted after the due dates unless you have successfully demonstrated an extraordinary circumstance that prevented you from seeking extensions ahead of time. In that case, you should contact me through **Eagle Online Canvas Inbox** or via **email no later than** the next week day after the test deadline or at the end of your emergency.

Students should be responsible for having a functional computer and reliable Internet access. Technical problems in general (e.g. Internet disconnection, incorrect password, inability to access Eagle Online Canvas, expired LaunchPad account, file corruption, submitting wrong files, only uploading attachments without actually 'submitting' them, etc.) are **NOT** considered extraordinary circumstances as all assessments and assignments have been opened since the first school day.

Academic Integrity

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>
(<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>)

Attendance Procedures

Excused absences are NOT differentiated from unexcused absences; you are either in class or you are not. Three tardies, leaving early for three times, or a combination of both will be considered an absence.

Attendance is required for face-to-face classes. Online students on a schedule are also required to attend all scheduled online classes. If you miss any class, including the first week, you are responsible for all information and materials missed. By registering for this course, you are indicating that you will be able to attend classes on the dates and times published. You should be in class on time and be present for the entire class period. Roll will be taken **5 minutes** after the class starts. If you are not there when roll is taken, you will be considered late.

Although **it is your responsibility to withdraw from a course for nonattendance**, the instructor has the authority to withdraw you for excessive absences. You may be withdrawn from a course prior to the college withdrawal deadline (see academic calendar) 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 (48 hours of instruction), you can be withdrawn **after 6 hours of absence (e.g. missing more than 3 classes for a 16-week course)**. The 6 hours include accumulated minutes for arriving late to class and leaving class early and lab time missed. **In an online anytime class, the equivalent would be failing to turn in assignments for two weeks.**

Online students must login to Eagle Online Canvas on a regular/weekly basis. Online students who do not login to Eagle Online Canvas before the Official Day of Record will be removed from this course for non-attendance. Completing the DE online orientation does not count towards attendance.

Student Conduct

Students are expected to maintain a cooperative and collaborative learning environment. Disrespect of others and unnecessary distractions in the learning environment will not be tolerated.

Instructor's Course-Specific Information

- Canvas Support Phone: 713-718-5275, option 3
- Technological Support for Password Resets: 713-718-8800
- LaunchPad Technical Support: 800-936-6899

Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students, you will turn off your phone/other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Ability Services Office for information regarding reasonable accommodations.

Faculty-Specific Information Regarding Canvas

Every section of EDUC 1300 uses Eagle Online Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. In most cases, you will be required to submit assignments both online and in class. Please always be aware of the desired form of submission for each assignment. I will also help to be sure you are aware. You will discover that you have student examples for each major assignment. Review these examples to ensure you are submitting your assignments correctly and that you are meeting the expectations for each assignment. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **USE CHROME AS THE INTERNET BROWSER.**

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

| Grade | Grade Interpretation | Grade Points |
|-------|---|--------------|
| A | Excellent (90-100) | 4 |
| B | Good (80-89) | 3 |
| C | Fair (70-79) | 2 |
| D | Passing (60-69), except in developmental courses. | 1 |
| F | Failing (59 and below) | 0 |
| FX | Failing due to non-attendance | 0 |
| W | Withdrawn | 0 |
| I | Incomplete | 0 |
| AUD | Audit | 0 |
| IP | In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit. | 0 |
| COM | Completed. Given in non-credit and continuing education courses. | 0 |

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook <https://www.hccs.edu/resources-for/current-students/student-handbook/> (<https://www.hccs.edu/resources-for/current-students/student-handbook/>) In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

Link to HCC Academic Integrity Statement

<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/> (<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/>)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<https://www.hccs.edu/departments/police/campus-carry/> (<https://www.hccs.edu/departments/police/campus-carry/>)

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID \(https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/\)](https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<https://www.hccs.edu/departments/institutional-equity/> (<https://www.hccs.edu/departments/institutional-equity/>))

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, 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 <https://www.hccs.edu/support-services/ability-services/> (<https://www.hccs.edu/support-services/ability-services/>)

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 Institutional.Equity@hccs.edu (<mailto:Institutional.Equity@hccs.edu>)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/> (<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/> (<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content.

Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely.

Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: <https://www.hccs.edu/online/> (<https://www.hccs.edu/online/>)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap> (<https://eagleonline.hccs.edu/login/ldap>)

Instructor and Student Responsibilities

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 learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- 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
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](https://www.hccs.edu/resources-for/current-students/student-handbook/) (<https://www.hccs.edu/resources-for/current-students/student-handbook/>)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

EGLS3

The EGLS³ ([Evaluation for Greater Learning Student Survey System](https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/) (<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> (<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)

Housing and Food Assistance for Students

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 at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services \(https://www.hccs.edu/resources-for/current-students/tutoring/\)](https://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <https://library.hccs.edu> (<https://library.hccs.edu>).

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <https://www.hccs.edu/resources-for/current-students/supplemental-instruction/> (<https://www.hccs.edu/resources-for/current-students/supplemental-instruction/>).

Resources for Students:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>
(<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>)

Basic Needs Resources:

<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/> (<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/>)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH
(https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

Here's the link to the HCC information about COVID-19:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/> (<https://www.hccs.edu/resources-for/current-students/communicable-diseases/>)

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

| Week/Date | In-class Activities |
|---|---|
| <p>Week 1</p> | <p>Ø Introduction to the Course</p> <p>Assignment: Syllabus Quiz</p> <p>Assignment: Scenarios Discussion</p> <p>First Day Questionnaire</p> <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Aug 28, Sat).</i></p> |
| <p>Week 2</p> | <p>Ø Chapter 1 / The Essentials for College Success</p> <ul style="list-style-type: none"> · Assignment: Campus Resources Quiz* · LaunchPad – Chapter 1 <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Sept 4, Sat).</i></p> |
| <p>Week 3</p> <p>Sept 7, Official Day of Record</p> | <p>Ø Chapter 5 / Getting the Most Out of Class</p> <ul style="list-style-type: none"> · Assignment: Note-Taking* · LaunchPad – Chapter 5 <p>Ø Chapter 6 / Reading to Learn from College Textbooks</p> <ul style="list-style-type: none"> · LaunchPad – Chapter 6 <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Sept 11, Sat).</i></p> |
| <p>Week 4</p> | <p>Ø Chapter 3 / Managing Money, Time & Energy</p> <ul style="list-style-type: none"> · Assignment: Weekly Schedule* · LaunchPad – Chapter 3 <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Sept 18, Sat).</i></p> |

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| <p>Week 5</p> | <p>Ø Financial Aid</p> <p>Ø Test 1: Chapters 1 3, 5, & 6</p> <ul style="list-style-type: none"> · Assignment: Goal Setting and Degree Plan* <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Sept 25, Sat).</i></p> |
| <p>Week 6</p> | <p>Ø Chapter 9 / Collecting, Evaluating, and Using Information</p> <ul style="list-style-type: none"> · Career Research Project: Part I · LaunchPad - Chapter 9 <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Oct 2, Sat).</i></p> |
| <p>Week 7</p> | <p>Ø Chapter 4 / Discovering How You Learn</p> <ul style="list-style-type: none"> · Career Research Project: Part II · LaunchPad – Chapter 4 <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Oct 9, Sat).</i></p> |
| <p>Week 8</p> | <p>Ø Chapter 7 / Studying, Understanding, and Remembering</p> <ul style="list-style-type: none"> · LaunchPad – Chapter 7 · LaunchPad - Midterm Check In <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Oct 16, Sat).</i></p> |
| <p>Week 9</p> | <p>Ø Chapter 12 / Making the Right Career Choice</p> <p>Ø Test 2: Chapters 4, 7, 9 & 12</p> <ul style="list-style-type: none"> · LaunchPad - Chapter 12 <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated (Oct 23, Sat)</i></p> |

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| <p>Week 10</p> <p><u>Oct 29 (4:30 pm): Last Day for Administrative/Student Withdrawals</u></p> | <p>Ø PowerPoint Presentation Project</p> <ul style="list-style-type: none"> · PowerPoint Presentation Project <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated(Oct 30, Sat).</i></p> |
| <p>Week 11</p> | <p>Ø Chapter 2 / Cultivating Motivation, Resilience, and Emotional Intelligence</p> <ul style="list-style-type: none"> · LaunchPad - Chapter 2 <p>Ø Chapter 8 / Taking Tests Successfully</p> <ul style="list-style-type: none"> · LaunchPad - Chapter 8 <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated(Nov 6, Sat).</i></p> |
| <p>Week 12</p> | <p>Ø Chapter 10 / Thinking in College</p> <ul style="list-style-type: none"> · LaunchPad - Chapter 10 · Extra Credit (Meeting with Advisor) <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated(Nov 13, Sat).</i></p> |
| <p>Week 13</p> | <p>Ø Chapter 11 / Maintaining Wellness and Relationships in a Diverse World</p> <ul style="list-style-type: none"> · LaunchPad - Chapter 11 · Extra Credit (EGLS3 and Career Services) <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated(Nov 20, Sat).</i></p> |
| <p>Week 14</p> | <p>Ø NO CLASS: Thanksgiving Break</p> |
| <p>Week 15</p> | <p>Ø Final Exam (Chapters 1-12)</p> <p><i>All tasks for the week are due on Saturday at 11: 59 p.m. unless otherwise stated(Dec 4, Sat).</i></p> |

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| Week 16 | Ø Checking Answers and Verifying Grades |
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Additional Information

Departmental/Program Information

Through research and experience, Houston Community College has determined that many life, college, and career management skills are necessary for students to make the most of their college investment. A Student Success course is designed to prepare students for the demands of college and for success in the world of work. The course emphasizes setting priorities, time management, note-taking, learning/concentration techniques, the psychology of learning, retention of information, book analysis, comprehension techniques, and test-taking skills. This course also incorporates modules that are designed to facilitate the use of library databases in conducting research, career exploration, planning and setting educational objectives, lifelong career assessment, decision-making, financial aid, financial planning, tutoring, and student support services enabling students to maximize the use of college resources.

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

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