

Course Syllabus

Learning Framework

EDUC 1300

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| **Semester with Course Reference Number (CRN)** | | | Fall 2015  73780 | | |
| **Instructor contact information (phone number and email address)**  **Facebook:** | | | |  | | --- | | Dr. Kimberly Koledoye | | [Kimberly.Koledoye@hccs.edu](mailto:Kimberly.Koledoye@hccs.edu)  713-718-6556 |   Professor K’s Corner | | |
| **Office Location and Hours** | | | |  | | --- | | Spring Branch AD3  T&W 3-5 & by appointment | | | |
| **Course Location/Times** | | | |  | | --- | |  |   Tuesdays 1:00-3:00/ Rm 605,  <http://eo2.hccs.edu> & <http://login.cengagebrain.com> | | |
| **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 (24 lecture & 24 Online) | | |
| **Continuing Education Units (CEU): if applicable** | | | None | | |
| **Course Length (number of weeks)** | | | 12 | | |
| **Type of Instruction** | | | Hybrid | | |
| **Course Description:** | | | **EDUC 1300 is a** study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. | | |
| **Course Prerequisite(s)** | | | **PREREQUISITE(S):**  Must have the reading skills to place into INRW 0410. | | |
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| **Course Student Learning Outcomes (SLO): 4 to 7** | | | 1. Construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation.  2. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.  3. Use technological tools and library resources to acquire information, solve problems and communicate effectively.  4. Develop an educational and career plan based on individual assessments and exploration of options. | | |
| **Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)** | | | **(SLO #1) Construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation.**  1.1 Identify their personal learning style as well as strengths and weaknesses as a strategic learner and apply their knowledge to classroom learning. 1.2 Describe basic theories in the psychology of learning, memory, cognition, and motivation. 1.3 Demonstrate the use of learning strategies and study skills.  **(SLO #2) Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success.** 2.1 Explore strategies for adapting to different learning environments and delivery formats. 2.2 Identify college resources and their benefits. 2.3 Expand financial capabilities by gaining and exercising financial knowledge. 2.4 Acquire techniques and skills for personal and professional success.  **(SLO #3) Use technological tools and library resources to acquire information, solve problems and communicate effectively.** 3.1 Access online college resources and services.. 3.2 Complete a library orientation. 3.3Use 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. | | |
| **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.  S**ocial Responsibility:** These include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. | | |
| **Course Calendar** | | | See page six for assignment deadlines and dates for exams. | | |
| **Instructional Methods** | | | Face to Face  Web-enhanced (49% or less)  A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, group projects, 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 discussion forums and other activities, attend class (face-to-face, and online portions), and enjoy this learning experience as you learn how to use tools for success. | | |
| **Student Assignments** | | | Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments. Please see  page six for more information.  **Assignments**  Assignment 1: Annotating & Recording- Using learned annotation strategies, you will take notes over an article using one of several note taking methods.  Assignment 2: Typefocus Assignment- Complete the Typefocus assessments and analyze your results.  Assignment 3: Time Monitor Assignment- Record your time for one week to analyze the way you spend your time. Calculate the time you spend in a variety of areas. Reflect on your time management and complete the write up.  Assignment 4: Occupation Search- Use various career websites to report information about 10 different careers.  Assignment 5: Degree Plan & Planner- Using your declared major in your iAAR to populate your student system planner to determine what classes you will take for the remainder of your time at HCCS.  **Extra Credit:** Scholarship Search Assignment- Write an essay for the HCC foundation, then research and apply for scholarships. | | |
| **Student Assessment(s)** | | | Knowledge checks are given for each chapter. You will complete the chapter quizzes in Mind Tap. In addition, a mid-term and final exam will be administered. | | |
| **Instructor's Requirements** | | | As your instructor, it is my responsibility to:   * Provide the grading scale and detailed grading formula explaining how student grades are to be derived. * Facilitate an effective learning environment through class activities, discussions, and lectures or other forms of presenting materials. * Provide the course outline and class calendar, which will include a description of any special projects or assignments. * Arrange to meet with individual students before and after class as required. * Inform students of policies, such as attendance, withdrawal, tardiness and make up.   To be successful in this class, it is the student’s responsibility to:   * Attend class and participate in class discussions and activities. * Read and comprehend the textbook. * Complete the required assignments and exams: * Ask for help when there is a question or problem. * Keep copies of all paperwork, including this syllabus, handouts, and all assignments. * Complete the course with a passing score. | | |
| **Program/Discipline Requirements: If applicable** | | | You will be required to complete the Financial Literacy & Capabilities Survey, declare your major, populate your student planner with the appropriate courses, and meet with your assigned advisor during this course. | | |
| **HCC Grading Scale** | | | |  |  |  | | --- | --- | --- | | A = 100- 90 |  | 4 points per semester hour | | B = 89 - 80: |  | 3 points per semester hour | | C = 79 - 70: |  | 2 points per semester hour | | D = 69 - 60: |  | 1 point per semester hour |  | | 59 and below = F |  | 0 points per semester hour |  | | IP (In Progress) |  | 0 points per semester hour |  | | W(Withdrawn) |  | 0 points per semester hour |  | | I (Incomplete) |  | 0 points per semester hour |  | | AUD (Audit) |  | 0 points per semester hour |  |   IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.  [http://www.hccs.edu/district/students/student-handbook/](https://webmail.hccs.edu/owa/redir.aspx?C=xDKqAKzqfE67Wb3NTzex1f4gDsv859AIJEkZNJHbw1sRWG27wjjcBetRlapQp5dVKfr-yXGVmM8.&URL=http%3a%2f%2fwww.hccs.edu%2fdistrict%2fstudents%2fstudent-handbook%2f) | | |
| **Instructor Grading Criteria** | | | Grading Percentages   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 30% | 5 Assignments & Mind Tap Activities | |  | | | 10% | Academic Advisor Meeting |  | | | 15% | Midterm Exam |  | | | 25% | Career Research Essay and Oral Presentation |  | | | 20% | Final Exam |  | |   This textbook may only be purchased in the **Spring Branch Bookstore** or Online. <http://www.cengagebrain.com/course/1-23VJSDF> | | |
| **Instructional Materials/Textbook** | | | *Harrington, C. M. (2016). Student Success in College: Doing What Works! 2nd Edition. Boston: Cengage Learning* | | |
| **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 Statement:** | | | | | |
| **Access Student Services Policies on their Web site:** | | <http://www.hccs.edu/district/about-us/policies/d-student-services/> | | | |
| **Attendance Policy:**  For a 3 credit-hour lecture class meeting 3 hours per week (48 hours of  instruction), you can be dropped after 6 hours of absence. The 6 hours  includes accumulated minutes for arriving late to class and leaving class  early.  **Distance Education and/or Continuing Education Policies** | | | | | |
| **Access DE Policies on their Web site:** | | *All students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. For the DE Student Handbook click on the link below or go to the DE page on the HCC website.*  The **Distance Education Student Handbook** contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:  <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf> | | | |
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| **Advising**  **Title IX** | | 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.  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 [oie@hccs.edu](mailto:oie@hccs.edu). | | | |
| **Discrimination**  **Useful Websites** | | 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 [oie@hccs.edu](mailto:oie@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](mailto:renee.mack@hccs.edu)   * **Information:** [**www.hccs.edu**](http://learning.nwc.hccs.edu/) **;** [**http://learning.hccs.edu**](http://learning.hccs.edu) * **Tutoring & Support:** [**www.hccs.askonline.net**](https://webmail.hccs.edu/exchweb/bin/redir.asp?URL=http://www.hccs.askonline.net/) * **Mind Tap Online Lab:** [**http://login.cengagebrain.com**](http://login.cengagebrain.com) * **Eagle Online:** [**https://hccs1.mrooms3.net/login/index.php**](https://hccs1.mrooms3.net/login/index.php) * **Purdue OWL:** [**http://owl.english.purdue.edu/owl/resource/747/01/**](http://owl.english.purdue.edu/owl/resource/747/01/) | | | |
| **Week Number** | **Lecture Topic and Activity** | | | | **Reference Chapters or text pages** | |
| **1**  **2** | Introduction to the course, textbook, & Eagle Online  Syllabus, Mind Tap, and class overview  *You’ve Made the Right Decision*  *Faculty Expectations*  **Complete the CSFI-College Success Factors Inventory**  **Read Chapter 1**    Discuss Chapter 1: College Expectations  *Critical Thinking*  *Active Reading- 3R, SQ3R, Highlighting, & Note Taking*  **Complete Chapter 1 Mind Tap assignments**  **Online Library Orientation**  **Read Chapter 2** | | | | Syllabus &  Chapter 1  Chapter 1 | |
| **3** | Discuss Chapter 2: Skills You Need: Memory Note Taking, and Studying Techniques  *How Memory Works*  *Studying Approaches that Work*  Typefocus  **\*Assignment 1: Annotating and Note Taking Assignment**  **Complete Chapter 2 Mind Tap assignments**  **Read Chapter 3** | | | | Chapter 2 | |
| **4** | Discuss Chapter 3: Setting Effective Goals and Making the Most of Your Time  *The ABCs of Setting and Implementing Effective Goals*  *Time Management*  *Organizational Tools*  *Avoid Multitasking*  **\*Assignment 2: Complete Typefocus Assignment**  **Begin Time Diary**  **Complete Chapter 3 Mind Tap assignments**  **Read Chapter 4** | | | | Chapter 3 | |
| **5** | Discuss Chapter 4: It’s Show Time: Papers, Presentations, and Tests  *Academic Integrity*  *Papers and Presentations: CRAAP Test*  *Test Taking Strategies: 5R Approach to Group Work*  **\*Assignment 3: Time Monitor Assignment**  **Complete Chapter 4 Mind Tap assignments**  **Midterm Exam Review** | | | | Chapter 4 | |
| **6** | Midterm Exam  **Read Chapter 5** | | | | Chapters 1-4 | |
| **7** | Discuss Chapter 5: Motivation, Resilience, and Stress Management  *Motivation: Self Efficacy & Maslow’s Hierarchy of Needs*  *Resilience: Being Optimistic and Locus of Control*  *Stress Management*  **Complete Chapter 5 Mind Tap assignments** | | | | Chapter 5 | |
| **8** | **\*Assignment 4: Occupation Search Assignment**  **\*Assignment 5: Degree Plan Assignment**  Using Library Resources to Locate Articles  **Read Chapter 6** | | | | Pg. 251 | |
| **9** | Discuss Chapter 6: How Are You Doing? Maximizing Learning via Self Reflection  *The Academic Self-Regulation Process*  *Making Mistakes: The Role of Attribution Theory*  *Self-Reflection Techniques*  Multiple Intelligences Assessment  **Complete Chapter 6 Mind Tap assignments**  **Read Chapter 7** | | | | Chapter 6  Pg. 243 | |
| **10**  **11**  **12** | Discuss Chapter 7: Making Good Academic, Career, and Financial Decisions  *The Decision Making Process*  *Career Decision Making*  Personality Assessment  *Financial Decisions*  Final Exam Review  **\*Career Presentations & All Essays Due**  **\*Assignment 5: Degree Plan Assignment Due**  **Complete CSFI 2**  **\*Final Exam** | | | | Chapter 7  Chapters 1-7 | |
|  | **Holidays:** Thanksgiving Break November 26-27, 2015  **Final Exam:** Week of December 7, 2015  **Last Day for Withdrawals:** November 9, 2015, 4:30 p.m. | | | |  | |

Notes: