Teacher Education
Northwest College

EDUC 1300 Learning Frameworks
CRN **36128**– Semester **SPRING 2013 (6132)**
3 hour lecture course / 48 hours per semester/ 12 weeks
Class Time: **Saturday (9am-1pm)** Location: **Alief Center, Room B141**

Instructor: **Monique A. Smith, M. Ed**

Instructor Contact Information: **Phone: 713-718-6119**
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Office location and hours: **HCC Central Campus**
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Counseling Office
Learning Hub Science Bldg. (LHSB) Room 202
MTW 9am-6pm Th 10am-6:30pm Fri 8am-1pm

Please feel free to contact me concerning any challenges you are experiencing in this course. You do not need to wait until you are in danger of failing before you seek assistance. Your performance in my class is very important to me. I am available to hear your concerns just c**ontact me via email to request and schedule an appointment.**

EDUC 1300 helps you to develop effective academic behaviors for college success and be able to transfer these behaviors into your learning experience. Note: This course qualifies as a **Student Success Course**. **It is mandatory for all first time in college students and those with less than twelve (>12) college level semester credit 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.

Prerequisite
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 (SLO) & 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 (4hr lecture/12 weeks)

(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

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.

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 your 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

Instructional Material (Textbook required)

Sherfield, R. M., & Moody, P. G. (2013). Student Success and Career Development: A Custom Edition for Houston Community College. Boston: Pearson **OR** Cornerstones for Career College Success 3rd edition by *Robert Sherfield & Patricia Moody*

Program/Discipline Requirements

You will be required to complete the New Student Questionnaire and the LASSI (Learning and Study Skills Inventory), declare a degree plan, populate your student planner with the appropriate courses, and meet with your assigned program advisor.

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 or visit link below. The grades "IP," "COM" and "I" do not affect GPA.
http://www.hccs.edu/portal/site/hccs/menuitem.a12520d901466b1f3227a2ced07401ca/?vgnextoid=88d0e586d97fc110VgnVCM100000054710acRCRD&vgnextchannel=7f4cf8a147b6f110VgnVCM100000054710acRCRD&vgnextfmt=default

HCC Policy Statements
Access Student Services Policies:
http://hccs.edu/student-rights

Access DE Policies:
http://de.hccs.edu/de-student-handbook

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 above.

Access CE Policies:
http://hccs.edu/CE-student-guidelines

Other Useful Web Resources:
Course Information: **www.hccs.edu**
       http://learning.hccs.edu
Career Information: **http://bls.gov/OOH**
       www.acinet.org
Career Assessment: **www.typefocus.com**
Tutoring & Support: **www.hccs.askonline.net**