

Spring Calendar 2017



Course Syllabus
Learning Framework
EDUC 1300

Semester with
Course Reference
Number (CRN)

Spring, 2017

13207

Instructor contact
information (phone
number and email
address)

Professor Montez Hines, *MEd*
713-718-5433

montez.hines@hccs.edu

Office Location and
Hours

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:

Spring Branch, room RC3

Wednesday 11:00 am to 12:00 noon and by appointment.

Course
Location/Times

EDUC 1300

Spring Branch RC3 (Library) MW **8:00 am. – 9:30 am.**

Course Semester
Credit Hours (SCH)
(lecture, lab) If
applicable

Credit Hours 3.0

Lecture Hours 3.0

Laboratory
Hours 0

Total Course
Contact Hours

48 (24 hours class instruction & 24 hours electronic instruction)

Continuing
Education Units
(CEU): if applicable

None

**Course Length
(number of weeks)** 16

Type of Instruction Lecture/Web-enhanced.

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.

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.
- 3.3 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 and/or Core Curriculum Competencies: If applicable

- (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.

Course Calendar

See page six for assignment deadlines and dates for exams.

Instructional Methods

Face to Face
Web-enhanced
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.

Student Assessment(s)

Knowledge checks are given in most of the online topics sections. Knowledge checks are given in most of the online topics sections. 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
FX(Stopped attending)	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.

FX is given is a student stopped attending class and fails to withdraw prior to the last official day for withdrawals for the semester. Instructor will note last day student attended the class for record. The grade of FX cannot be changed once assigned.

<http://www.hccs.edu/district/students/student-handbook/>

Instructor Grading Criteria

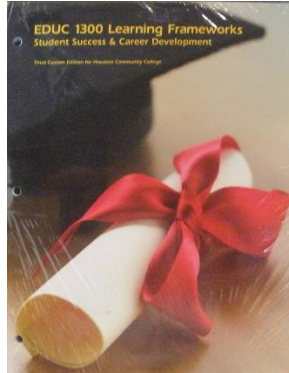
Grading Percentages

15%	Class Requirements (Listed –Handout)
10%	Online Exercises - Pearson
15%	Midterm Exam
20%	Career Research Essay and Oral Presentation
20%	Final Exam
20%	Instructor’s Choice – Diversity Research/Portfolio/Attendance

This Textbook may be purchased at any of the HCC Bookstores or Online

**Instructional
Materials/Textbook**

HCCS Bookstore: <http://hccs.bncollege.com>
713-528-0872



Sherfield & Moody (2015) EDUC 1300 Learning Frameworks Student Success and Career Development: A Custom Edition for Houston Community College Second Custom Edition ISBN: 9781323243855

**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:

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 after accumulating 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 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/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site: <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.

Title 1X

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 oi@hccs.edu.

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 oi@hccs.edu. Additional information may be obtained online. Visit

Abilities

<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

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 Web Resources:

Information: www.hccs.edu <http://learning.hccs.edu>

Tutoring & Support: <https://hccs.upswing.io/>

Eagle Online: <https://hccs.instructure.com>

Purdue OWL: <http://owl.english.purdue.edu/owl/resource/747/01/>

Career Information <http://bls.gov/OCO> ; www.acinet.org ;

www.careerbuilder.com www.monster.com ; www.careerpath.com

Career Assessment: www.typefocus.com

<http://mystudentsuccesslab.com>

Spring Semester – Important Dates 2017

Presidents - February 20

Spring Break - March 12 - 18

Spring Holiday/Easter Break – April 14 - 16

Final Exam - May 8 – May 12

Spring Calendar 2017

WEEK	TEXT CHAPTER	TOPICS	ASSIGNMENTS, DISCUSSIONS, AND QUIZZES	POINTS	DUE DATES
1	Change	<i>Start Here: Syllabus and More (Important!)</i>	Introductions, Student info Profile Syllabus Overview/ Quiz, E-mail, Type Focus, Learning Style Survey, Textbook Review, Online Assignments/Learning Web/Canvas Gradebook, Chapter Discussion – Sample Notes		1/18/
2	Engage	<i>Your College Resources – It’s All About You!</i>	Library Orientation, Create Portfolios, Student Handbook (quiz) Chapter Notes/Discussion, discuss Type Focus, Create Effective Goals, Online Assignment		1/23 - 1/25
3	Persist	<i>College Culture</i>	Senior Advisor’s Visit/Log/Online Planner, Why are you here? Career Research College Web-hunt Activity, GPA iAAR (Degree Plan), Chapter Notes/discussions/Online Activities		1/30- 2/01
4	Read	<i>How to Build Successful Reading Strategies</i>	Scan and Question/Activity, Group Assignment, Finding the Main Idea, Reading Rate, Reading Online Material/Other Textbooks Guess the Meaning, Online Assignments		2/06 – 2/08
5	Prosper	<i>How to Manage Your Finances</i>	Your Financial History/decisions Financial Aid and Credit Quizzes College Finances - Discussion, Advisor, Scholarship Qualifications/Research		2/13- 2/15
6	Present	<i>How to Improve Communication Skills</i>	Developing outlines Create introductions/Conclusions Create Power Point Presentations Prepare for Group Presentations		2/20- 2/22

7	Plan	<i>Career Awareness</i>	Resumes, Career Research/Checklist What Would You Do? Mid Term Review		2/26 - 3/1
8	<i>Learn, Think, Study, Record, Prioritize, Connect</i>		Mid-Term Exam/Group Presentations		3/6 - 3/9
9	Selected Topics		Group Presentations		3/20 – 3/22
10	Live	<i>Wellness and Personal Responsibility</i>	What is your Responsibility to ensure Wellness? Making Successful Decisions, Activity – The Wellness Plan. Work on Career Research and Online Activities.		3/27 – 3/29
11	Communicate	<i>Appreciating Diversity and Managing Conflict</i>	Diversity – Differences/Collaborative Discussion - Role of Communication Diversity/Online Questionnaire Career Research Essay is Due.		4/03- 4/05
12	Selected Careers	<i>Organizing Researched Information Presentations</i>	Creating Visual Aids – Power Points Career Presentations - Individually		4/10 – 4/12
13	Selected Careers	<i>Presentations</i>	Career Presentations - Individually		4/17 – 4/19
14	Careers	<i>Presentations Assigned Portfolio Activities – Portfolios Due</i>	Individual Presentations Complete Activities for Portfolio		4/24 – 4/26
15		<i>Pack It In - Course Ending</i>	Successful College Student Activity Collaborative Discussion - Course Final Exam Review		5/1 – 5/3
16	<i>Comprehensive Exam</i>		Final Exam Scantrons and Pencils		5/8 – 5/12

***May 4 is the last date that assignments will be accepted towards grades. Final Examinations May 8 – 12.**

****Good Luck for a Successful Semester****

