



## Course Syllabus Learning Framework EDUC 1300

**Semester with  
Course Reference  
Number (CRN)**

Fall 2015

73775

**Instructor contact  
information**

Professor Montez Hines, *M. Ed*

E-mail: [montez.hines@hccs.edu](mailto:montez.hines@hccs.edu) /Telephone: 713 718 5433

**Office Location and  
Hours**

**Office Location: Suite 200 - 900 E – Spring Branch**

**Office Hours: By Appointment**

*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  
Location/Times**

**Spring Branch, Rm. RC3  
MW 9:30 a.m. – 11:00 a.m.**

**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

**Continuing  
Education Units  
(CEU): if applicable**

None

**Course Length  
(number of weeks)**

16

**Type of Instruction**

Lecture / Web-enhanced

**Course**

EDUC 1300 is a study of the research and theory in the psychology of learning,

**Description:** 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/writing skills to place into INRW 0410.

**Academic Discipline/CTE Program Learning Outcomes**

**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** **(L)** Student will demonstrate the ability to understand, analyze, and interpret various forms of spoken communication.

**Competencies: If applicable**

**(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 pages five, and 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.

**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.

<b>HCC Grading Scale</b>	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.

**Instructional Materials** Sherfield, R. M., & Moody, P. G. (2014). *Learning Frameworks: Student success and career development* (3<sup>rd</sup> custom edition for Houston Community College). Boston: Pearson.

Or

Sherfield, R. M., & Moody, P. G. (2014). *Cornerstones for college success*. (7<sup>th</sup> ed.). Boston: Pearson.

**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://digital.turn-page.com/title/7027> or <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.

## 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.

## Grading Percentages

<b>10%</b>	<b>Activities – Access Hcc Email, Learning Web – Course Material and Assignments, Advising Requirement, Library Orientation, Type Focus, HCC information Challenge.</b>
<b>10%</b>	<b>Chapter Handouts/Assignments</b>
<b>5%</b>	<b>Semester Portfolio</b>
<b>20%</b>	<b>Instructor’s Choice – Quizzes, Resume, Diversity Research</b>
<b>15%</b>	<b>Midterm &amp; Group Presentations (Assigned Chapter Topics)</b>
<b>20%</b>	<b>Career Research/Personal Information Presentation</b>
<b>20%</b>	<b>Final Exam (Departmental Exam)</b>

## Fall Semester – Important Dates 2015

**September 7**            **Labor Day Holiday**  
**October 30**            **Last Day for Administrative/Student Withdrawal 4:30 pm**  
**November 26 – 29** **Thanksgiving Break**  
**December 6**            **Instruction Ends**  
**December 7 – 13**    **Final Examination**

## HCC ADA Policy Statement

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Please visit the ADA Website ([hccs.edu](http://hccs.edu)), then click on Future Students, then scroll down the page and click on Disability Information:

Northwest College ADA Counselor – 713-718-5422

## 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 [oiie@hccs.edu](mailto:oiie@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)

### Fall Calendar, 2015

WEEK	TEXT CHAPTER	TOPICS	ASSIGNMENTS, DISCUSSIONS, AND QUIZZES
1	<b>Change</b>	Start Here: Syllabus and More (Important!)	Introductions, Student info Profile Syllabus Quiz, Change Wheel, E-mail, Type Focus, Learning Style Survey
2	<b>Engage</b>	Your College Resources – It’s All About You!	Library Orientation Student Handbook (quiz) Senior Advisor’s Visit Create Goals Statement of Philosophy
3	<b>Persist</b>	College Culture	Senior Advisor’s Visit/Log Why are you here? College Web-hunt Activity, GPA iAAR (Degree Plan)
4	<b>Read</b>	How to Build Successful Reading Strategies	Scan and Question Finding the Main Idea Reading Online Material Guess the Meaning
5	<b>Prosper</b>	How to Manage Your Finances	Your Financial History Financial Aid and Credit Quizzes College Finances Discussion Scholarship Qualifications/Research
6	<b>Present</b>	How to Improve Communication Skills	Developing outlines Create introductions/Conclusions Create Power Point Presentations Prepare for Group Presentations
7	<b>Plan</b>	Career Awareness	Resumes Career Research/Checklist What Would You Do? Discussion
8	<b>Learn, Think, Study, Record, Prioritize, Connect</b>		Mid-Term Exam/Group Presentations

9	<b>Selected Topics</b>		Group Presentations
10	<b>Live</b>	Wellness and Personal Responsibility	What is your Responsibility to ensure Wellness? Discussion Making Successful Decisions Activity – The Wellness Plan
11	<b>Communicate</b>	Appreciating Diversity and Managing Conflict	Diversity and Appreciating Differences Collaborative Discussion on the Role Of Communication Diversity Research Project
12	<b>Selected Careers</b>	Organizing Researched Information Presentations	Creating Visual Aids – Power Points Career Presentations - Individually
13	<b>Selected Careers</b>	Presentations	Career Presentations - Individually
14	<b>Careers</b>	Presentations Assigned Portfolio Activities – Portfolios Due	Individual Presentations Complete Activities for Portfolio
15		Pack It In - Course Ending	Successful College Student Activity Collaborative Discussion - Course Final Exam Review
16	<b>Comprehensive Exam</b>		Final Exam Scantrons and Pencils

**\*December 6 is the last date that assignments will be accepted towards grades. Final Examinations December 7 – 13.**

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







