



## Course Syllabus Learning Framework EDUC 1300

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

Fall 2015 Second Start

72415

**Professor contact  
information (phone  
number and email  
address)**

Dr. Patricia Ugwu

713-718-7061

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**Office Hours**

By Appointment

**Course  
Location/Times**

Online

**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)**

12 Weeks

**Type of Instruction**

Distance Education/Online

**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.

**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.

**Social 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**

Distance Education

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 a professor, 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 (logging in multiple times a week), 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. In addition to a mid-term and presentations.

**Instructor's Requirements**

As your professor, 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.

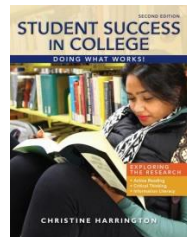
<http://www.hccs.edu/district/students/student-handbook/>

**Instructor Grading Criteria**

|                   |                            |
|-------------------|----------------------------|
| A = 1000- 900     | 4 points per semester hour |
| B = 899 - 800:    | 3 points per semester hour |
| C = 799 - 700:    | 2 points per semester hour |
| D = 699 - 600:    | 1 point per semester hour  |
| 599 and below = F | 0 points per semester hour |

This textbook may only be purchased in the [Bookstore](#) or Online.

**Instructional Materials/Textbook**



Harrington, C. M. (2016). *Student Success in College: Doing What Works! 2<sup>nd</sup> 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>

**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 IX**

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

## **Discrimination**

**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)

**EDUC 1300 Learning Framework**  
**Fall Calendar 2015 \* Subject to Change**

| Week | TEXT CHAPTER   | EAGLE ONLINE TOPICS  | ASSIGNMENTS, DISCUSSIONS, AND QUIZZES   | POINTS                                  | DUE DATES |
|------|--|--|---|---|-----------|
| 1    |  | Start Here:<br>Course Introduction<br>Syllabus and More (Important!)<br>Your College Resources – It’s All About You!<br>Textbook and MindTap Resources   | <b>Eagle Online:</b><br>✓ Syllabus/Eagle Online Quiz –This assignment is your attendance for the first week of the course<br><b>Completion of this assignment signifies that you have begun the class.</b><br><br>✓ Email Your Professor (HCC Email)<br><br><b>MindTap:</b><br>✓ Register for MindTap<br><br>✓ Complete the CSFI- College Success Factors Index | 10<br><br><br><br>5<br><br>20<br><br>20 | 9/26      |
| 1    | <b>Chapter 1 – College Expectations: Becoming a Critical Thinker</b> | Myth or Fact<br>Academic Integrity<br>Academic Expectations and Netiquette<br>Critical Thinking and Information Literacy:<br>Bloom’s Taxonomy; Harrington’s Developmental Process of Becoming a Critical Thinker | <b>Eagle Online:</b><br>✓ Your Academic Autobiography<br>✓ Ice Breaker “First Discussion”<br>✓ Student Handbook Quiz<br><br><b>Mind Tap:</b><br>✓ Chapter 1<br>Begin assignments available in MindTap   | 20<br>20<br>20                          | 9/26      |

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| 2 | <b>Chapter 1 –<br/>College<br/>Expectations:<br/>Becoming a<br/>Critical<br/>Thinker</b> | Advice vs. Research: Understanding the Value of Psychological Research<br>Actively Reading Strategies: 3R and SQ3R<br>Reading Peer Reviewed Research | <b>Eagle Online:</b><br>Library Orientation<br><br><b>Mind Tap:</b><br>✓ Complete Mind Tap Activities for Chapter 1<br><br>*Schedule an appointment with your assigned advisor   | 24<br><br>100  | 10/3  |
| 3 | <b>Chapter 2:<br/>Skills You<br/>Need:<br/>Memory,<br/>Note-Taking,<br/>and Studying</b> | Learning and Memory<br>Note-Taking<br>Research Based Study Strategies  | <b>Eagle Online:</b><br>✓ Register and complete Typefocus Assessments: Interests, Values, & Abilities<br>✓ Complete Typefocus Assignment<br><br><b>Mind Tap:</b><br>✓ Begin all Chapter 2 Reading and Assignments in MindTap | 50             | 10/10 |
| 3 | <b>Chapter 2:<br/>Skills You<br/>Need:<br/>Memory,<br/>Note-Taking,<br/>and Studying</b> | Learning and Memory<br>Note-Taking<br>Research Based Study Strategies  | <b>Eagle Online:</b><br>✓ Complete the VARK Learning Styles Assessment & Assignment<br><br><b>Mind Tap:</b><br>✓ Complete all Chapter 2 Reading and Assignments in MindTap   | 100<br><br>100 | 10/10 |
| 4 | <b>Chapter 3:<br/>Setting Goals<br/>and Making<br/>the Most of<br/>Your Time</b>         | Goal Setting: The ABC'S Approach<br>Time Management  | <b>Eagle Online:</b><br>✓ Occupation Search Assignment   | 30             | 10/17 |



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|   |   |   | <b>Mind Tap:</b><br>✓ Begin all Chapter 3 Reading and Assignments in MindTap    |     |       |
| 4 | <b>Chapter 3:<br/>Setting Goals<br/>and Making<br/>the Most of<br/>Your Time</b>  | Goal Setting: The ABC'S Approach<br>Time Management             | <b>Mind Tap:</b><br>✓ Complete all Chapter 3 Reading and Assignments in MindTap | 100 | 10/17 |
| 5 | <b>Chapter 4:<br/>It's Show<br/>Time: Tests,<br/>Papers, and<br/>Presentations</b>  | Test-Taking Skills<br>Papers and Presentations<br>Visit Library | <b>Mind Tap:</b><br>✓ Begin all Chapter 4 Reading and Assignments in MindTap    |     | 10/24 |
| 6 | <b>Chapter 4:<br/>It's Show<br/>Time: Tests,<br/>Papers, and<br/>Presentations</b>  | Test-Taking Skills<br>Papers and Presentations<br>Visit Library | <b>Mind Tap:</b><br>✓ Complete all Chapter 4 Reading and Assignments in MindTap | 100 | 10/24 |
| 7 | <b>Chapter 5:<br/>Motivation,<br/>Resilience,<br/>Stress<br/>Management<br/>: Strategies<br/>for When<br/>College and</b> | Motivation<br>Resilience<br>Stress Management                   | <b>MindTap:</b><br>✓ Begin all Chapter 5 Reading and Assignments in MindTap     |     | 10/31 |

|           |  |   |   |               |       |
|-----------|--|---|---|---------------|-------|
|           | <b>Life Get Challenging</b>  |   |   |               |       |
| <b>8</b>  | <b>Chapter 5: Motivation, Resilience, Stress Management : Strategies for When College and Life Get Challenging</b> | Motivation<br>Resilience<br>Stress Management   | <b>MindTap:</b><br>✓ Complete all Chapter 5 Reading and Assignments in MindTap  | 100           | 11/7  |
| <b>9</b>  | <b>Chapter 6: How Are You Doing? Maximizing Learning via Self-Reflection</b>                                       | Self-Regulation and Reflection  | <b>Eagle Online:</b><br>✓ Complete Self-Assessments Assignment-(including Multiple Intelligences and Personality Assessments)<br><br><b>MindTap:</b><br>✓ Complete all Chapter 6 Reading and Assignments in MindTap | 80<br><br>100 | 11/14 |
| <b>10</b> | <b>Chapter 7: Making Good Academic, Career, and Financial Decisions</b>  | Decision Making Process<br>Career Exploration and Decision Making<br>Academic Decisions and Your Degree Plan<br>Financial Decisions | <b>Eagle Online:</b><br>Reality Check Assignment<br>PlaySpent<br><br><b>MindTap:</b><br>✓ Begin all Chapter 7 Reading and Assignments in MindTap  | 35            | 11/21 |

|           |   |   |  |                 |       |
|-----------|---|---|--|-----------------|-------|
| <b>11</b> | <b>Chapter 7:<br/>Making Good<br/>Academic,<br/>Career, and<br/>Financial<br/>Decisions</b> | Decision Making Process<br>Career Exploration and Decision Making<br>Academic Decisions and Your Degree Plan<br>Financial Decisions | <b>Eagle Online:</b><br>✓ Advisor Visit Log<br>iAAR (Degree Plan) & Planner<br><b>MindTap:</b><br>✓ Complete all Chapter 7 Reading<br>and Assignments in MindTap | 30<br>30<br>100 | 11/28 |
| <b>12</b> | <b>Career<br/>Research</b>  | Career Report   | <b>Eagle Online:</b><br>Career Project:<br>✓ Part 1 Career Essay   | 50              | 12/5  |
| <b>12</b> |   | Presentation  | ✓ Part 2 Career Project  | 100             | 12/12 |

- **All assignments are due weekly on Saturday evenings at 11:55 p.m.**
- Quizzes will not be available after the due date for garnering points.
- Assignments will be accepted late. One point is deducted for each day that an assignment arrives after the due date.

**Holidays:** Thanksgiving Break November 26-27, 2015

**Last Day for Withdrawals:** November 9, 2015 at 4:30 p.m.