



## Northeast College

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### **EDUC 1300 Learning Framework**

CRN 78364 & 78366 – Semester Fall 2015 – Term 6161

3 hour lecture course / 48 hours per semester / 16 weeks

Times: Mon/Wed 8:00-9:30 & 9:30-11:00

Locations: Northline Room: 211 / Lab 405

**Instructor: Ms. Robin Raborn**

**Contact Information:** [robin.raborn@hccs.edu](mailto:robin.raborn@hccs.edu) / w# 713-718-2823 / c# 713-303-5208

**Office location and hours: Rm. 422.3** Feel free to stop by and see if I'm available to meet with you Mon-Fri, but please schedule a meeting if you need to be certain I'm there. As the Associate Chair of Student Success, I will be required to travel to our other campuses and may not always be at my desk. Please feel free to contact me concerning any problems 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.

### **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.

### **Prerequisites**

At minimum, you must have the reading skills to place you into INRW 0410.

### **Student Learning Outcomes**

The student will be able to:

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

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.

## **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

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, 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.

### Student Assignments

Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments (or similar ones). Assignments will be located on my personal Learning Web page and on the publisher's website called MindTap.

In-class activities cannot be made up if you miss class, however, I do drop 4 of these at the end, since you are allowed 12.5% absences. Activities can include pop quizzes over the chapter given during the first 10 minutes of class or group work during class. Try your best to attend all classes. Class attendance is correlated with higher grades!

Chapter Quizzes will cover each chapter of the textbook and the HCC website information.

A Midterm and Final Exam will cover the information discussed in class and from the textbook.

There are usually between 8-12 Homework Assignments given throughout the semester. You may turn them in late, **but 10 points will be deducted for each day the assignment is late.** This adds up quickly, so practice good time management and get them turned in on time. The following is a list of assignments you may see this semester: HCC email, Resource Worksheet, Scavenger Hunt, Time Activity Log, Scholarship Application, Library Orientation, Practice Job Interview, Networking Research, Financial Worksheet, Type Focus Worksheet, etc. These are all subject to change.

The Career Portfolio requires you to write a mini-research paper about the career you're hoping to pursue. You will analyze how your personal interests, values, personality & skills relate to this specific career path. You will also present this information to your classmates with Power Point, and you will include an Informational Interview with someone who currently performs the job your hope to pursue. This is the one and only assignment you are **NOT able to turn in late.**

\*\*\*A Reflection Essay for Service Learning is an **optional** assignment where students conduct a minimum of 20 volunteer hours during the semester and conclude by writing a reflection essay that relates what they learned at the agency to something they were supposed to learn in the class. The student will receive a **designation on his/her transcript** stating that s/he participated in a Service Learning class, which looks great on a resume. There are 4 forms that must be completed prior to beginning this process, so speak to me early in the semester if you're interested in this option.

<http://www.hccs.edu/district/departments/academic-affairs/service-learning/>

## Student Assessments

Knowledge checks are given on most of the topic sections and may occur in the format of quizzes, projects, assignments, presentations, papers, or exams.

In-class Assignments ( <b>cannot be made up</b> )	10%
Homework Assignments	20%
Chapter Quizzes	15%
Midterm Exam	15%
Career Portfolio	20%
Final Exam	20%

## 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 or other forms of presenting materials.
- 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 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

You will be required to declare a 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
stop attending = FX.....	0 points – negatively impacts future financial aid
IP (In Progress) .....	NA
W(Withdrawn).....	NA
I (Incomplete).....	will turn into an F if work is not completed
AUD (Audit) .....	NA

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 "AUD," "W," "IP," and "COM" do not affect GPA.

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

### Grading Criteria

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

### Instructional Materials

Textbook: Harrington, C. (2013), *Student Success in College* (2<sup>nd</sup> edition). Boston: Cengage.  
Websites: MindTap. Ms. Raborn's course key: MTPQ-3KVP-ZW6T

### EGLS<sub>3</sub> - 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 Statements

We will go over these websites during the first two weeks of class. Please take notes as you will be tested over the information.

Access **Student Services Policies** on their Web site:

<http://www.hccs.edu/district/about-us/policies/d-student-services/>

Please specifically look at the links for: ADA, academic dishonesty, attendance, withdrawals, repeating courses, classroom behavior, and recording devices.

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

**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, which is 12.5% of the class. The 6 hours includes accumulated minutes for arriving late to class and leaving class early.

**Sr. 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.

**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 [oe@hccs.edu](mailto:oe@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 [oe@hccs.edu](mailto:oe@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)

### Semester Calendar

Week 1	8/24	Introductions
	8/26	HCC Website & Resources
Week 2	8/31	Chapter 1
]	9/2	Chapter 1 & Senior Advisor Visit
Week 3	9/7	Labor Day Holiday
	9/9	Chapter 1
Week 4	9/14	Chapter 2
	9/16	Chapter 2
Week 5	9/21	Chapter 2
	9/23	Chapter 2
Week 6	9/28	Chapter 3
	9/30	Chapter 3
Week 7	10/6	Chapter 3
	10/7	Chapter 3
Week 8	10/12	Chapter 4
	10/14	<b>Midterm Exam</b>
Week 9	10/19	Chapter 4
	10/21	Chapter 4 & Library Orientation
Week 10	10/26	Chapter 5
	10/28	Chapter 5
	10/30	<b>Last Day to Withdraw</b>
Week 11	11/2	Chapter 6
	11/4	Chapter 6
Week 12	11/9	Chapter 6
	11/11	Chapter 6
Week 13	11/16	Chapter 7
	11/18	Chapter 7
Week 14	11/23	Chapter 7
	11/26	Chapter 7
Week 15	11/30	<b>Career Presentations – NO late presentations!</b>
	12/2	Final Review
Week 16		<b>Final Exams</b>
	12/7	78366 @ 9:00 am (please note, not 9:30!)
	12/9	78364 @ 8:00 am
	12/14	Grades posted in system