



Course Syllabus Learning Framework EDUC 1300

Semester with Course Reference Number (CRN)	SPRING 2017 – SEC 0002 CRN 13193						
Instructor contact information (phone number and email address)	Dr. Simone A. Gardiner 713-718-7421 simone.gardiner@hccs.edu						
Office Location and Hours	Alief Campus – Suite C319						
Course Location/Times	MON/WED 9:30AM – 11:00AM ALIEF CAMPUS – ROOM B209						
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	<table border="0" style="width: 100%;"> <tr> <td style="width: 150px;">Credit Hours</td> <td>3.00</td> </tr> <tr> <td>Lecture Hours</td> <td>3.00</td> </tr> <tr> <td>Laboratory Hours</td> <td>0</td> </tr> </table>	Credit Hours	3.00	Lecture Hours	3.00	Laboratory Hours	0
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 WEEKS						
Type of Instruction	Lecture						
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)	<ol style="list-style-type: none"> 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 nine for a preliminary guide for assignment deadlines and dates for exams which is subject to any change.

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.

Some Assignments

- Assignment 1: Type Focus Assignment- Complete the Type Focus assessments and analyze your results.
- Assignment 2: Career Research Interview With Mentor – Each student will be required to find a mentor in his or her chosen career and conduct an interview.
- Assignment 3: Time Monitor Assignment- Record your time for one week to analyze the way you spend your time. Calculate the time you spend in a variety of areas. Reflect on your time management and complete the write up.
- Assignment 4: Occupation Search- Use various career websites to report information about 10 different careers.
- Assignment 5: Degree Plan & Planner- Using your declared major in your iAAR to populate your student system planner to determine what classes you will take for the remainder of your time at HCCS.

Student Assessment(s)

Knowledge checks are given for each chapter. You will complete some practice chapter quizzes in **Pearson My Lab**. 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 0 points per semester hour
FX (Failing due to non-attendance)	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

Grading Percentages

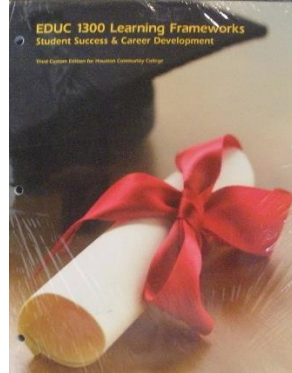
Final grades are determined by averaging the total of each area listed below.

5%	Assignment – Type Focus
10%	Combine Assignments from Portfolio List
5%	Syllabus Test
5%	Assignment – Pearson My Lab
15%	Career Research Oral Presentation
10%	Career Research Interview with Mentor
5%	Degree Plan & Proof of Meeting with Advisor
5%	Discussion Board
10%	Mid-Term Exam
15%	Pop Quizzes & Test
15%	Final Exam

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 Statements:

**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.

Please note that being “SICK” is not an excuse therefore, you are responsible to consult with a classmate to verify what you have missed in class.

Submission of Late Assignments	<p>Please note that I will accept the submission of “LATE ASSIGNMENTS” which will be based on the following criteria’s:</p> <p>1 class day late a deduction of 25 points from original grade.</p> <p>2 class days late a deduction of 50 points from original grade.</p> <p>3 class days late a deduction of 75 points from the original grade.</p> <p>4 class days late a deduction of 100 points from the original grade.</p>
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Distance Education and/or Continuing Education Policies:

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.

Access DE Policies on their Web site:

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 senior advisor connected to this class section is **Ms. Christine Battle** and will meet with the class during the semester. **Ms. Battle** will review the advising syllabus and the ways in which you can communicate with them. Students are required to meet with **Ms. Battle** 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 ojie@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 ois@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

Abilities

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.

Useful Websites

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

- Information: www.hccs.edu ; <http://learning.hccs.edu>
- Tutoring & Support: <https://hccs.upswing.io/>
- Eagle Online: <https://eagleonline.hccs.edu>
- Purdue OWL: <http://owl.english.purdue.edu/owl/resource/747/01/>



WEEK 1: 01/18/2017

Introduction to the course & review textbook
Syllabus and class overview * **Introduce Email and Web Services**
Discuss Semester Project: Personal Profile, Career Research/Oral Presentation
Complete Student Information Sheet
Obtain Library Card from Library prior to (01/23/2017)
Reading Assignments for 02/01/2017:
Chapters 15 Plan
Chapter 12 Present
Complete Type Focus Assessment prior to 01/23/2017

WEEK 2: 01/23/2017 & 01/25/2017

Library Orientation – In the Library on Monday 01/23/2017
Career Services Session with Mrs. Tambela Franklin 01/25/2017
Reading Assignments for 02/01/2017:
❖ **Chapters 15 Plan**
❖ **Chapter 12 Present**
➤ **Syllabus Test**

WEEK 3: 01/30/2017 & 02/01/2017

Advising Session with Ms. Christine Battle 01/30/2017
Discussion in Class for Chapters 15 Plan & 12 Present on 02/01/2017
Reading Assignments for 02/06/2017:
❖ **Chapter 1 Change**
❖ **Chapter 2 Engage**
❖ **Assignment 1: Submit Results for Type Focus Assessment**

WEEK 4: 02/06/2017 & 02/08/2017

➤ **Test 1 Chapters 1, 2, 12 & 15**
Discussion in Class for Chapters 1 Change & 2 Engage on 02/06/2017
Reading Assignments for 02/08/2017:
❖ **Chapter 3 Persist**
❖ **Chapter 6 Prioritize**
❖ **Assignment 2: Submit Change Wheel**
❖ **Assignment 3: My Personal Goal pg. 20**

Discussion in Class for Chapters 3 Persist & 6 Prioritize on 02/08/2017
Reading Assignments for 02/13/2017:
❖ **Chapter 9 Record**
❖ **Chapter 13 Communicate**

WEEK 5: 02/13/2017 & 02/15/2017

- Discussion in Class for Chapters 9 Record & 13
- Assignment 4: Calculation of GPA pg. 63
 - Assignment 5: Time Monitor

Communicate on 02/13/2017

Reading Assignments for 02/15/2017:

- ❖ Chapter 5 Think
- ❖ Chapter 10 Study

Discussion in Class for Chapters 5 Think & 10 Study on 02/15/2017

Reading Assignments for 02/20/2017 & 02/22/2017:

- ❖ Chapter 4 Connect
- ❖ Chapter 11 Prosper

WEEK 6: 02/20/2017 & 02/22/2017

- ❖ Presidents Day on 02/20/2017

- Test 2 Chapters 3, 6, 9 & 13

Discussion in Class for Chapter 4 Connect on 02/22/2017

- Assignment 6: Occupation Search

WEEK 7: 02/27/2017 & 03/01/2017

MID-TERM EXAM

Discussion in Class for Chapter 11 Prosper on 02/27/2017

GROUP (A) PRESENTATION on 03/01/2017

Reading Assignments for 03/06/2017:

- ❖ Chapter 7 Learn

WEEK 8: 03/06/2017 & 03/08/2017

Discussion in Class for Chapter 7 Learn

GROUP (B) PRESENTATION 03/08/2017

Reading Assignments for 03/20/2017:

- ❖ Chapter 8 Read

WEEK 9: 03/14/2016 & 03/15/2016

- ❖ SPRING BREAK

WEEK 10: 03/20/2017 & 03/22/2016

- Test 3 Chapters 4, 5, 10 & 11

Discussion in Class for Chapter 8 Read on 03/20/2017

Financial Coach Session with

– Ms. Brown in class on

03/22/2017

- Assignment 7: Career Interview

WEEK 11: 03/27/2017 & 03/29/2017

GROUP (D) PRESENTATION

GROUP (E) PRESENTATION

WEEK 12: 04/03/2017 & 04/05/2017

**GROUP (F) PRESENTATION
GROUP (G) PRESENTATION**

WEEK 13: 04/10/2017 & 04/12/2017

**GROUP (H) PRESENTATION
GROUP (I) PRESENTATION**

WEEK 14: 04/17/2017 & 04/19/2017

Chapter 14 Live

- **Assignment 8: Discussion Board**
- **Assignment 9: Academic Planner**
- **Assignment 10: Career Research Article & one page Summary**
- **Test 4 Chapters 7, 8 & 14**

WEEK 15: 04/24/2017 & 04/26/2017

**GROUP (J) PRESENTATION
GROUP (K) PRESENTATION**

WEEK 16: 05/01/2017 & 05/03/2017

**REVIEW
FINAL EXAMINATION
Final Grades Available to Students**

❖ *Please note that this weekly schedule is subject to change by the professor.*

SPRING 2017 CALENDAR

Date	Day	Event
13-Jan	Friday	Spring 2017 Reg 16 WK: Last Day for 100% refund
16-Jan	Monday	Spring 2017 Reg 16 WK: Offices Closed- Martin Luther King, Jr. Observance
19-Jan	Tuesday	Spring 2017 Reg 16 WK: Last Day for Drop/Add/Swap/ Registration Ends (online only)
19-Jan	Tuesday	Spring 2017 Reg 16-Wk Classes Begin
1-Feb	Monday	Spring 2017 Reg 16 WK: Official Day of Record
2-Feb	Thursday	Spring 2016 Reg 16 WK: Last Day for 70% refund
8-Feb	Wednesday	Spring 2016 Reg 16 WK: Last Day for 25% refund
20-Feb	Monday	Spring 2017 Reg 16 WK: Office Closed- President's Day
13th – 17th Mar	Monday	Spring 2017 Reg 16 WK: Office Closed- Spring Break
3-Apr	Tuesday	Spring 2017 Reg 16 WK: Last day to withdraw
14 - April	Friday	Spring 2017 Reg 16 WK: Office Closed- Spring Holiday
14-May	Sunday	Spring 2016 Reg 16 WK: Semester Ends

