

## EDUC 1300 LEARNING FRAMEWORK SYLLABUS

<b>CRN:</b>	<b>Semester:</b> Fall 2020
<b>Class Name:</b> LEFR	<b>Days and Times:</b>
<b>Campus and Room:</b> SaigonTech Tower – Room 704	Mon. 7:30 – 9:30 Mon. 9:45 – 11:45

**Instructor: Truong Minh Fi**

- Office location: Room 606 - SaigonTech Tower - Quang Trung Software City, Dist. 12, HCMC
- Office hours: by appointment
- Office phone: 84-8-37 155 033 (ext. 1650)
- Email: [fitm@saigontech.edu.vn](mailto:fitm@saigontech.edu.vn)
- Website: <http://www.saigontech.edu.vn/faculty/FITM>

**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. In addition, the course focuses on numerous college, career, and life management topics necessary for students to make the most of their college investment.

**WHAT'S EXCITING ABOUT THIS COURSE**

This course is about you! Through research and experience, Houston Community College has determined that many life and career management skills are necessary for students to make the most of their college investment. A student success course is designed to prepare students for the demands of college and for success in the world of work. This course emphasizes setting priorities, time management, note-taking, learning/concentration techniques, retention of information, book analysis, comprehension techniques, and test-taking skills. This courses also incorporates modules that are designed to facilitate the use of library databases in conducting research, career exploration, planning and setting educational objectives, lifelong career assessment, decision-making, financial aid, financial planning, tutoring, and student support services enabling the student to maximize the use of college resources.

**WHAT YOU WILL LEARN IN THIS COURSE**

EDUC 1300 is a part of the social and behavioral sciences you will study in the AAS core curriculum. This course addresses the following core objectives:

- **Critical Thinking Skills (CT):** students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information through researching career and project information, analyzing information, and synthesizing information to create a final product (essay and presentation).
- **Communication Skills (COM):** students will demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication on various assignments, the career research essay, and by creating and presenting a group project.
- **Empirical and Quantitative Skills (EQS):** students will demonstrate the manipulation and analysis of numerical data or observable facts resulting in informed conclusions by determining the annual salary needed to maintain a desired standard of living, determining the median salary and job outlook for their career field, comparing the cost of living in local city to other cities, synthesizing this information and determining if the student will be able to live a comfortable lifestyle in local city with their proposed salary as well as explaining the conclusions drawn from the analysis.
- **Teamwork (TW):** students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal throughout the course in various activities, assignments, and the group presentation.
- **Social Responsibility(SR):** students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities by considering the skills the student will acquire in training for their proposed field and seeking volunteer organizations or charities to explain how they could use those skills to serve the community.
- **Personal Responsibility (PR):** students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making through weekly case studies and activities throughout the course.

## **Program Student Learning Outcomes (PSLOs)**

EDUC 1300 is the only course offered by the Academic Student Success program, thus the program student learning outcomes and course student learning outcomes are the same as listed below.

## **Course Student Learning Outcomes (CSLOs)**

Upon completion of EDUC 1300, the student will be able to:

1. Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCC.
2. Identify and use strategies to manage your time, energy, finances, and personal responsibilities.
3. Identify and use various services at HCC.
4. Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.
5. Learn and practice essential skills of academic, career, and personal success.

## **Learning Objectives**

### **SLO #1: Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCC.**

- 1.1. Create and prioritize short-term and long-term goals related to your academic/personal/professional development at HCC
- 1.2. Use inventories or assessments to identify career interests, values, and abilities
- 1.3. Examine various career options and use available resources (e.g. career center, college library, etc.) to research and analyze information pertaining to career options
- 1.4. Select an academic/workforce pathway and select a degree plan
- 1.5. Construct and use an academic plan to achieve career goals and select classes for subsequent semesters
- 1.6. Learn and demonstrate etiquette appropriate for transitioning from college to sustained employment
- 1.7. Practice the strategies of collaborative learning and team building

### **SLO #2: Identify and use strategies to manage your time, energy, finances, and personal responsibilities.**

- 2.1. Through careful time analysis, determine and practice strategies to manage your time
- 2.2. Develop and follow a financial plan to support your academic goals
- 2.3. Evaluate and use strategies to balance academic and personal responsibilities

### **SLO #3: Identify and use various services at HCC.**

- 3.1. Discuss your educational/career plans with an advisor or appropriate personnel at HCC
- 3.2. Use HCC websites and publications (especially the college catalog) to locate pertinent college information
- 3.3. Identify and utilize tutoring services provided on-campus or online
- 3.4. Identify and utilize campus resources

### **SLO #4: Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.**

- 4.1. Identify personal learning styles and develop effective study skills/learning strategies based on individual results
- 4.2. Identify personal strengths and weaknesses to develop successful strategies
- 4.3. Apply knowledge of learning to adapt to various classroom environments
- 4.4. Attend a library orientation/instruction session to access resources and technologies available on campus and online
- 4.5. Practice information literacy skill building by utilizing library sources and technology
- 4.6. Participate in experiential learning activities such as those linked to career selection and/or community service
- 4.7. Understand and apply strategies to improve memory
- 4.8. Learn and use strategies for effective note-taking, reading, and test-taking
- 4.9. Understand how grit, growth mindsets, and motivation impact learning

### **SLO #5: Learn and practice essential skills of academic, career, and personal success.**

- 5.1. Use oral, written, and visual communication (e.g. PowerPoint) to express oneself effectively
- 5.2. Use social networking and electronic communications appropriately as defined by the rules of netiquette
- 5.3. Learn what constitutes academic dishonesty and plagiarism
- 5.4. Learn and practice critical thinking and problem solving
- 5.5. Construct a plan to promote social and personal development (e.g. physical and mental wellness plans, volunteer/service learning, participate in co-curricular activities)

**Course Prerequisite(s):** Reading 4, Writing 4

**Textbooks:** Understanding Your College Experience, Strategies for Success 2<sup>nd</sup>, Gardner, Barefoot and Farakish. Publisher: Bedford/St. Martin's. ISBN: 978-1-319-02918-0 (Student Edition)

**Course Semester Credit Hours (SCH):** 3

**Total Course Contact Hours:** 48

**Type of Instruction:** Lecture

**Instructional Methods:** Face to Face

**Course Requirements and Expectations:**

- Class attendance: You are expected to regularly attend and be on time for all classes. You are responsible for all materials covered during an absence.
- Be respectful of your instructor and fellow classmates at all times.
- As a courtesy, please do not talk, type while the instructor is talking to the class or when a student is asking a question that pertains to the class.
- Refrain from "surfing" the Web during class, unless directed to do so by your instructor.
- Turn off cell phones and pagers.
- Refrain from bringing food into the classroom.
- You are encouraged to work with fellow students to solve problems. However, you must complete your own work.

**Plagiarism & Cheating:** It is expected that students will conduct themselves with integrity. If you cheat or assist others in cheating, you violate a trust.

Cheating includes, but is not limited to, the following:

- Copy files or lend your storage device to another student
- Copy answers on exams or glance at nearby exams
- Print work for someone else
- Turn in assignments that have been used in other classes
- Purchase or sell assignments or exam materials

Plagiarism includes, but is not limited to, the following:

- Submit other people's works to get points
- Copy words or ideas without citing source and author's name
- Do not use quotation marks for direct citation
- Cite the wrong source
- Change the wording but sentence structure without citing author's name
- Borrow words/ phrases from a source without using quotation marks or with making negligible change
- Copy too many words or ideas that make up the most of personal work, regardless of whether source and author's name are cited
- Copy information from Internet such as company information, market information etc.
- Use Google Translation to write up papers, regardless of whether you use your own ideas or borrow ideas
- Use Google Translation to write up papers by translating Vietnamese from existing Vietnamese study materials/ sources into English

If you cheat and/or plagiarize, some or all of the following actions will be taken:

- You will receive a lower point score, or no points, for that particular assignment or exam.
- A report of the incident may be forwarded to the school. The school may file the report in your record and/or take further disciplinary action.

**Detailed Course Evaluation:**

Course Grading	
Class Participation	10%
Assignment 1	10%
Midterm	25%
Assignment 2	20%
Final Presentation	35%

Grading Scale	
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

The passing grade of this course is D.

Test / Exam	Exam Type	Open/Close Book	Contents Covered
Midterm Exam	Practical	Closed	Chapters 1-6
Final Presentation	Oral	Open	Chapters 1-12

**Midterm Exam:**

- The duration of the midterm exam is 120 minutes, and conducted on Moodle.
- There will be MCQ, T/F Questions, Filling in the blanks and Essays for the midterm exam.

**Final Presentation:**

Criteria	Standards	%
Visual & Multimodal aid	Good Presentation layout and slides organization	20
Organization & Time Management	Audience control	10
	Comprehensive & clear task delegation and sections	10
Delivery & Pronunciation	Accurate, clear, loud enough & correct pronunciation of terminologies	20
Content & Research of Presentation	Appropriate content in accordance to the subject Clear research with substantial evidence	20
Presentation Value	Quality of the overall presentation, quality of the answers & quality of presenters appearances	20
<b>Total</b>		<b>100</b>

#### Late Assignments Policy:

Students who submit their assignments late by 1 day will have their score for the corresponding assignment subtracted 10%, 2 days 20%. Assignments that are late by more than 2 days will not be accepted and the students will receive 0 (zero) for the corresponding assignment.

#### Make-up Exam Policy:

You are expected to take each exam on the scheduled dates. Make-up exams are not guaranteed, but are granted at the discretion of the instructor. If make-up exams are allowed, it is necessary to make arrangements with the instructor prior to exam date.

#### Course Calendar:

Week	Date	Contents
1	Monday, October 19, 2020	- Course Introduction - Chapter 1: The Essentials for College Success
2	Monday, October 26, 2020	- Chapter 2: Cultivating Motivation, Resilience, and Emotional Intelligence
3	Monday, November 2, 2020	- Chapter 3: Managing Time, Energy, & Money - Chapter 4: Discovering How You Learn
4	Monday, November 9, 2020	- Chapter 5: Getting the Most Out of Class - <b>Assignment 1</b>
5	Monday, November 16, 2020	- Chapter 6: Reading to Learn from College Textbooks - Midterm Review
<b>6</b>	<b>Monday, November 23, 2020</b>	- <b>Midterm Exam</b> - Correction
7	Monday, November 30, 2020	- Chapter 7: Studying, Understanding, and Remembering - Chapter 8: Taking tests Successfully
8	Monday, December 7, 2020	- Chapter 9: Collecting, Evaluating, and Using Information - <b>Assignment 2</b>
9	Monday, December 14, 2020	- Chapter 10: Thinking in College
10	Monday, December 21, 2020	- Chapter 11: Maintaining Wellness and Relationships in a Diverse World
11	Monday, December 28, 2020	- Chapter 12: Making the Right Career Choice
<b>12</b>	<b>Monday, January 4, 2021</b>	- <b>Final Presentation</b> - Summary