

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Education</u>
COURSE RUBRIC AND NUMBER	<u>EDUC 1300</u>
COURSE TITLE	<u>Mastering Academic Excellence</u>
COURSE CREDIT HOURS	<u>3 : 3 : 0</u> Credits Lec Lab

I. Catalog Description

Provides students with the foundation to successfully transition to the college learning environment. Students will expand their knowledge of academic strategies; develop successful learning habits; identify personal learning styles, personality types, and career choices; apply learning strategies in various academic fields; develop critical-thinking competencies; and enhance their use of computer technology. These skills will provide the basis for lifelong learning and for making education personally meaningful. **Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

II. Course Objectives

Students will demonstrate mastery of the course objectives through the completion of a research project, self-reflection activities, class presentations, and other assigned activities. Each activity will be designed to meet the following three goals:

1. Strengthen students' academic performance and facilitate their transition to college by inviting independent research, reading, and writing through each unit.
2. Enhance students' study skills, critical thinking skills, and communication skills. The latter includes effective use of oral, written, and electronic communication.
3. Increase student-to -student and student-to-faculty interactions leading to increased opportunity for cooperative educational activities and mentoring.

A. Unit I – Application of Effective Academic Strategies

Upon satisfactory completion of this unit, students will exhibit knowledge of efficient academic strategies as evidenced by:

1. Demonstrating effective critical thinking skills including creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information.
2. Demonstrating effective communication skills including effective development, interpretation, and expression of ideas through written, oral, and visual communication writing skills.
3. Demonstrating effective empirical and quantitative skills including the manipulation and analysis of financial resources resulting in informed conclusions.
4. Demonstrating effective problem-solving skills including defining and analyzing problems and creating and evaluating solutions.
5. Demonstrating effective academic strategies including time management, note-taking, and test taking skills.

6. Incorporating Internet resources into course assignments such as research papers, class presentations, and discussions and using computer technology in the generation and delivery of materials.

B. Unit II – Factors that Impact Learning

Upon satisfactory completion of this unit, students will apply information about successful learning as evidenced by:

1. Demonstrating effective teamwork skills including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
2. Demonstrating personal responsibility including the ability to connect choices, actions, and consequences to ethical decision-making.
3. Demonstrating social responsibility including the retrieval, analysis, and use of information related to civic responsibility and the significance of our communities.
4. Developing personal wellness plans including holistic health assessment(s) and stress reduction techniques.

C. Unit III-Personal Educational and Career Plans

Upon satisfactory completion of this unit, students will incorporate the skills and knowledge accumulated in this course by developing personal educational plans as evidenced by:

1. Setting achievable goals including the identification of personal, educational, and career goals.
2. Developing personal learning plans including the identification of personal learning styles and useful college resources.

III. Evaluation

- A. General evaluation options available for use by all instructors include: examinations (multiple choice, true/false, short answer, matching, essay) classroom presentations, portfolio assessment, research activities, journaling, self-reflection, or any combination of these options.

IV. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.