Instructor contact information

**Instructor:** Carolyn Cross  
**Office Hours:** Mon/Wed 9am-11am and Tu/Th 8am-9:30am  
**Phone:** 713-718-2505

Welcome to:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Public Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Subject:</strong></td>
<td>SPCH</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>1315-38177</td>
</tr>
<tr>
<td><strong>Term and Year:</strong></td>
<td>Fall 2017</td>
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<tr>
<td><strong>Class Days &amp; Times:</strong></td>
<td>Tu/Th 9:30am-10:50am</td>
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<tr>
<td><strong>Credit Hours:</strong></td>
<td>3</td>
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<tr>
<td><strong>Lecture Hours:</strong></td>
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<tr>
<td><strong>Class Room Location:</strong></td>
<td>Northline RM- 234</td>
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| **Lab Hours:** | |
| **External Hours:** | |
| **Total Contact Hours:** | 48 (All hrs. x 16) |

Course Overview:

**Catalog Description:**
Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students’ speaking abilities, as well as ability to effectively evaluate oral presentations.

SPCH 1315 is designed to enable students to examine the principles of speech making and to examine the importance of public speaking as communication so that they will be able to research, organize, and deliver material effectively.
**Prerequisites**
Prerequisite: SPCH 1311 or ENGL 1301 or Department Approval –

**Program Learning Outcomes**

1. Identify and explain the components of the communication process, as well as clarify how they relate to diverse communication models.
2. Research and select appropriate source materials to develop ideas and support claims for oral presentations.
3. Recognize how to communicate within diverse environments in a socially and personally responsible manner.
4. Demonstrate critical thinking in both written and oral communication.

*The program assures that all SLOs will be met, that activities missed due to lost time will be made up, that selected activities are documented in the revised course syllabus, and that the supplemental activities will be included in the assessment of the SLOs during the course.*

**Student Learning Outcomes:**
The student will:
1. Demonstrate an understanding of the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and/or presenting speeches.
6. Identify how culture, ethnicity and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, or persuasive).
8. Demonstrate understanding of visual communication as it pertains to public speaking.

**Learning Objectives:**

1. Upon successful completion of this course, students will:
2. Demonstrate an understanding of the foundational models of communication.
3. Apply elements of audience analysis.
4. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.
5. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
6. Demonstrate effective usage of technology when researching and/or presenting speeches.
7. Identify how culture, ethnicity and gender influence communication.
8. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive)
In our efforts to prepare students for a changing world, students may be expected to utilize computer technology while enrolled in classes, certificate, and/or degree programs within HCC. The specific requirements are listed below:
Access to Internet & access to Eagle Online (Canvas)

The following supplemental instructional activities will be implemented due to the delayed start as a result of Hurricane Harvey:

- **Web enhanced discussions.** Online discussions will allow students to discuss ideas and concepts presented in the textbook and lectures. Faculty will provide feedback to students and clarify any misunderstandings to ensure that students are comprehending the material. Online discussions will promote communication between students and faculty. In addition, online discussions will give students the opportunity to demonstrate critical thinking skills in written communication.

- **Library orientation services.** By completing a library orientation, students will learn how to gather research to support ideas and claims for oral presentations. Students will also learn the proper way to orally cite sources in a speech and how to create a bibliography page using the APA or MLA format. Students will receive training in searching and using library resources from trained professionals.

- **Online speech assignments and/or lectures.** To encourage the use of technology, students will submit a speech assignment using YouTube or an MP4 recording and submit via Canvas or email. This will allow students to improve their public speaking skills and learn additional ways of disseminating information to public audiences. In addition, faculty members will be encouraged to include online lectures to aid in the comprehension of course concepts.

- **Group or partner speech presentations.** In a typical semester, students are expected to complete one to three public presentations throughout the course. To compensate for missed time, one individual speech will be replaced with a group presentation or partner speech. This will allow students to communicate within each other in diverse environments, while learning the fundamentals of teamwork. Students will learn the importance of group work in the business professional environment.

- **TED Talk Analysis.** DE, hybrid, and face-to-face students will view a TED Talk video regarding business professional communication and submit a written analysis of the video. Ted Talk videos provide information on various topics covered in the course and also serve as a sample of effective public speaking skills.
Instructional Methods:
Class time is a combination of lecture, discussion, and in-class group activities. Lecture, discussions of content and readings, and review of additional materials are facilitated through classroom discussions and Eagle Online. Lecture material is intended to supplement the assigned readings. Because the readings are a major source of your learning, you are encouraged to study the materials carefully as they are assigned. Students should read and be prepared to discuss assignments in class. You will be involved in discussions with your classmates and your instructor. As you are expected to contribute to these discussions, you will need to come to class prepared to discuss, analyze, and evaluate information from your text and other assigned readings. Class attendance and participation in online activities is very important to the successful completion of the course.

Getting Ready

Required Material:
- A supply of 3 x 5 index cards, ruled or plain

Instructor Guidelines and Policies

Attendance:
I will track attendance with a sign-in sheet. Your signature means you were in class. No signature means one of the two possibilities: excused or unexcused absence.
- Excused absences:
  - 1. Death of an immediate family member
  - Illness supported with documentation. Documentation should be emailed within 24 hours. I will not accept anything after 24 hours.
- Unexcused:
  - Mostly everything else (“I overslept”, “I got pulled over”, “I wasn’t ready”) is considered unexcused absences.
If you simply wish to stop attending class you must drop yourself from the course or risk receiving an “F” for your performance in the class. In any case, call or email if you are going to miss class. Attendance is required on speech days. If you are absent on a speech day your grade will be a zero, even if you have presented your speech. **If you should miss a class it is your responsibility to obtain lecture notes, assignments, or schedule changes from a classmate.** After your second unexcused absence, your final grade in the course will be dropped one letter grade. After your third tardy (7 minutes or more) in the class you will lose five points off your final grade in the class, for each tardy after your third. Remember, attendance is the key to success! J

**If you are absent on a speech day you will receive a zero, even if you’ve presented your speech.**

**Assignments:**
All assignments will be completed on time. Late work is NOT accepted; do not ask to submit late assignments. Most assignments will be submitted in Eagle Online unless instructed otherwise. If you are having difficulty with Eagle Online contact the help desk. Technical issues are not a valid excuse to why you did not complete assignments.

If an emergency arises that prevents you from completing your work on time, please email me or call as soon as possible. For clarification: Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, conferences or any other event which can be planned around.

**Course Assignments**

**Readings:** Regular reading assignments from the text are listed on the course schedule. Be sure to read the material before you come to class.

**Quizzes:** Five quizzes will be given throughout the semester

**Midterm and Final Exam:** There will be two exams throughout the semester. Exams will cover lecture material, in-class activities, and chapter readings. The final exam WILL cover material from previous exams.

**Homework Assignments:** All written assignments must be typed in APA format.

**Presentations:** You will give oral presentations throughout the course.
**Participation:** Participation in the class is mandatory. There will be numerous in-class activities and group work, therefore, your contributions to these activities are expected. The lack of participation will result in deduction from your participation points.

**Make-up Exams:**
There are no make-up exams. Incompletes: (I’s) will not be given except under extreme extenuating circumstances that are discussed with Professor Cross prior to posting final grades.

**Electronic devices:**
Please be respectful of the class and turn your phone off or put your phone on silent. If you must take a call or text message excuse yourself from the classroom. If you are caught texting during instruction you will be asked to excuse yourself from the class. You will be allowed to use a laptop for taking notes until I think you are doing something other than classwork. First, we’ll have a conversation, and if there is still a question, I will ask you to come without your laptop.

**Fairness Policy:**
To ensure the success of HCC students, it is critical that your Professor Cross maintains the academic integrity of this course. Please understand that all students must earn grades using the same criteria to maintain integrity and provide a level of fairness to all students enrolled in the course. Unfortunately, it is not possible to grade students using different criteria based on what they are experiencing in their personal lives. While Professor Cross is always willing to talk to you and to advise you through difficult times, it would not be fair to your fellow classmates, many of whom are going through or have gone through similar situations, to make grading exceptions for one student based on their current life situation.

**Extra Credit Policy:**
Opportunities to earn extra credit in this course are extremely rare and should not be anticipated by students. If such an opportunity is provided by Professor Cross, it will be announced to all students in the course section. Student-initiated inquiries or requests for extra credit projects, curving scores, rounding grades, or requesting extra points that you did not earn are extremely inappropriate and will not be addressed.

**Communication:**
I will respond to all emails. You can expect a response to your email within 48hrs M-Thurs, and intermittently Friday’s and on weekends. Finally, I expect you to correspond with your peers, using your best manners and me. In turn, you can expect me to return emails within 48hrs M-THz, turn back assignments in a timely manner, give you feedback along with grades and reciprocate the same respect in my communication.

**Email Policy:**
Since this is a communication class, all communication from you is fair game for teachable moments. I understand that many students approach emailing in a similar way to texting where the norms are brevity & informality. Professional emails will be essential to your future success, so when emailing me, please adhere to the guidelines below. Emails that do not meet these guidelines may be returned for a second attempt.
  o Use a clear subject line
  o Use a greeting & signature
  o Let me know what class you are in and what assignment you are referring to.
  o Use standard proper punctuation, spelling & grammar
  o Do you part in solving what you need to solve
  o Remember expectations of respect

**Recording Devices Policy:**
Audio, video, or image capture devices are not permitted to be used in the classroom without obtaining prior written consent from your lecture instructor. If written consent has been obtained, you agree to utilize the recordings solely for studying for this course and to delete all recordings after the course.

**Department/Division Contact:**
If you have issues with class content or instruction, please communicate with me. If we are unable to resolve the issue, you may contact Ritu Raju at Ritu.Raju@hccs.edu or 713-718-5614.

**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.
  • Description of any special projects or assignments.
  • 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
**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  
F=59 and below........................................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.  

**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.
Grade Determination:

<table>
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<tr>
<th>Your grade will be determined by the following</th>
<th>Details</th>
<th>Percent of Final Average</th>
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<tbody>
<tr>
<td>State of the Field Speech</td>
<td>Details in class</td>
<td>5%</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>Details in class</td>
<td>10%</td>
</tr>
<tr>
<td>Ceremonial Speech</td>
<td>Details in class</td>
<td>15%</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>Details in class</td>
<td>20%</td>
</tr>
<tr>
<td>Content Assignments</td>
<td>Details in class</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm &amp; Final Exam</td>
<td>Details in class</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>Details in class</td>
<td>10%</td>
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Addendum: Please note that the first two weeks of class were cancelled due to weather related circumstances. Classes that were originally scheduled to start on Monday, August 29, 2017 commenced on Monday, September 12, 2017.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.
Tentative Instructional Outline: *Week One and Week Two will have a heavier workload.*

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Date</th>
<th>Activities and Assignment</th>
<th>Objectives and Details</th>
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| 1           | Sept. 12 | Course Introduction                     | Review Syllabus; Self-Introductions/Fill out intro cards  
HMWK: Read Ch1-5, Complete initial skills assessment in Eagle Online |
|             | Sept. 14 | Public Speaking Overview                | HMWK: Historical Speech Critique; Introduce "State of the Field" Speech             |
| 2           | Sept. 19 | Managing Speech Anxiety/ Listeners and Speakers | HMWK: Grade this Speech (GTS) in Eagle Online  
Study for Quiz covering Ch.1-5 |
|             | Sept. 21 | Quiz Day #1                             | Quiz Covering Ch1-5  
Submit Historical Speech Critique |
| 3           | Sept.26  | Delivering a Speech                     | Effective Speech Delivery  
HMWK: Practice Speech |
|             | Sept. 28 | State of the Field Speech               | Speech Day (Group A) |
| 4           | Oct. 3   | State of the Field Speech               | Speech Day (Group B)  
HMWK: Read Ch6, 7 & 22; Work on Self-Critique |
|             | Oct. 5   | Chapter 6 and 7                         | Analyzing the Audience and Selecting a Topic and Purpose  
Submit Peer Reviews  
Introduce Informative Speech  
HMWK: Work on outline; Read Ch.11, 13 and 14 |
| 5           | Oct. 10  | Chapter 11, 13 and 14                   | Submit Informative Speech Worksheet & Self-Critique  
Organizing the Body of the Speech and Developing Introduction and Conclusion  
HMWK: Work on Informative Speech Outline and Study for Quiz #2 |
|             | Oct. 12  | Quiz #2                                 | Take Quiz #2: Ch.6,7, 11, 13 and 14)  
HMWK: Working outline due 10/4 @ the beginning of class; read Ch. 8-10 |
<p>| 6           | Oct. 17  | Developing Your Speech- Ch8-19          | HMWK: Working outline due 10/4 @ the beginning of class; read Ch. 16-18 |</p>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
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</table>
| Oct. 19  | Delivering your Speech-Ch16-18 | Submit Informative Speech Working Outline Using Your Voice and Body in Delivery  
HMWK: Practice Informative Speech Oral Presentation; |
| 7        | Oct. 24                      | Speech Day                                                                  |
|          |                              | Informative Speech Day (Group B)                                            |
|          | Oct. 26                      | Speech Day                                                                  |
|          |                              | Informative Speech Day (Group A)                                            
HMWK: Read Ch.19-21; Study for Midterms |
| 8        | Oct. 31                      | Chapter 25                                                                  |
|          |                              | Speaking on Special Occasions                                                |
|          |                              | Introduce Special Occasion Speech (PechaKucha)                               
HMWK: Study for Midterms |
| Nov.2    | Midterms                    | Midterms                                                                    |
|          |                              | Ch.1-10, 11,13,14, 16-18, 22 &25                                            
HMWK: Mid-course skills assessment in Eagle Online. |
| 9        | Nov. 7                       | Chapter 19-21                                                               |
|          |                              | Using Presentation Aids                                                     
HMWK: Read Ch15; work on Special Occasion Speech Presentation |
|          | Nov. 9                       | Chapter 15                                                                  |
|          |                              | Using Language in your Speeches                                             
HMWK: Work on Special Occasion working outline; study for Quiz #3 |
| 10       | Nov. 14                      | Quiz Day #3                                                                 |
|          |                              | Submit Special Occasion Working Outline                                     
Take Quiz #3 covering Ch.15, 19-21  
HMWK: Practice Special Occasion Speeches. Be sure to save PowerPoint to USB |
|          | Nov. 16                      | Chapter 23                                                                  |
|          |                              | Principles of Persuasive Speaking                                           
Introduce Persuasive Speech 
HMWK: Practice Special Occasion Speeches |
| 11       | Nov. 21                      | Chapter 24                                                                  |
|          |                              | Constructing Persuasive Speech                                              
HMWK: Practice Special Occasion Speeches |
|          | Nov. 23                      | Thanksgiving Holiday                                                        |
|          |                              | Gobble....Gobble                                                            |
| 12       | Nov. 28                      | Quiz Day #4                                                                 |
|          |                              | HMWK: Work on Persuasive Speech; practice Special Occasion Speech           |
Nov. 30 | Organizational Patterns | HMWK: Work on Persuasive Speech Working Outline; Study for Quiz #5 covering: Ch8,9,23-25
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13 Dec. 5 | Speech Day | Special Occasion Speech (Group A) HMWK: Work on Persuasive Speech
Dec. 7 | Speech Day | Special Occasion Speech (Group B) HMWK: Study for Final Exam.
14 Dec. 11 | | FINAL EXAM: 9am-11am

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 near the end of the term, 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 department chairs for continual improvement of instruction. Go to [http://www.hccs.edu/egls3](http://www.hccs.edu/egls3) for more information.

Title IX
Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to: Coordinator, available at 713-718-8271 or email at [oie@hccs.edu](mailto:oie@hccs.edu).

Campus Carry
At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at [http://www.hccs.edu/district/departments/police/campus-carry/](http://www.hccs.edu/district/departments/police/campus-carry/)

HCC Policy Statements
Access Student Services Policies on their Web site: [http://central.hccs.edu/students/student-handbook/](http://central.hccs.edu/students/student-handbook/)

HCC Policy Statement: Americans With Disabilities Act (ADA)
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the
Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165 or the Southwest College Counselor: Dr. Becky Hauri at 713-718-7909.

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/district/students/disability-services/

**HCC Policy Statement: Academic Honesty**
You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:
- Copying from another student’s test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.
- Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

**Violations**: Possible punishments for academic dishonesty may include a grade of “0” or “F” on the assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.
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:


Access CE Policies on their Web site:
http://www.hccs.edu/continuing-education/

Course Withdrawals:
Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. If you plan on withdrawing from your class, you MUST contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done PRIOR to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Early Alert Program:
To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you—online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.
Course Withdrawals—First Time Freshmen Students—Fall 2007 and Later:
Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school. Based on this law, HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career.

Official HCC Attendance Policy:
Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors. Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time).

For example:
For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences.

Administrative drops are at the discretion of the instructor. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course.

You may be dropped from the course if you miss more than six hours of class prior to the withdrawal deadline.

NOTE: LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER:
November 3rd, 2017

If you decide to stop attending class it is your responsibility to drop the course, if you do not drop the course you will be in extreme danger of receiving an F.

Repeat Course Fee:
The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.