**Dr. Christopher Carney**

**SPRING, 2015**  (1/20 – 5/17)

Houston Community College, Northwest (Katy Campus); Office #229

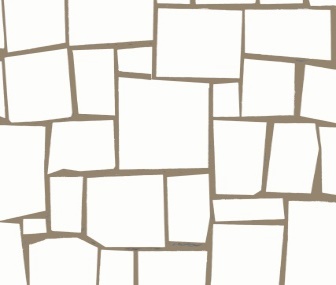
**SPRING, 2015** (1/20- 5/17)

**Office #229 Hours:****M/W: 8:30 – 9:30 / Tu/Th: 12:30 – 1:00**

Email: [christopher.carney@hccs.edu](mailto:christopher.carney@hccs.edu)

Introduction to Humanities 1301 **(43256)**

***Class Time / Location:*** Tu / Th 9:30 – 11:00 / RM 108

* *

***Course Theme:***

*Celebrating the the Highest Achievements of Human Beings in the Realms of the Mind, the Arts, Politics, and the Sciences—While Also Examining the Plethora of Individuals, Ideologies, and Systems Opposed to Such Innovation and Achievement*

My **Learning Web** Page:

<http://learning.hccs.edu/faculty/christopher.carney>

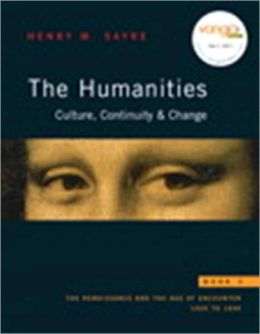
**I. Communication and Contact:**

ecause I firmly believe that **communication is vital**, both to your success and mine, please bring any concerns, questions, criticisms, suggestions, or comments in general to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are. While I prefer that you talk to me in person about such concerns, please feel free to write an email or a handwritten note if you prefer. In short, when it comes to communication**, *never* feel as though you cannot talk to me! I’m here for you.** Beyond official office hours and/or appointments, the best time to raise your question or discuss a concern with me is actually during class—either in our open forum setting for everyone to hear, or through a question directed at me individually when the class is engaged in a collaborative, group exercises. Before and after class might also be possible to address quick questions.

ecause I know the vast majority of you have busy schedules and busy lives, **I generally assume you are far more likely to either address your questions in class or via** **email (it is the 21st Century after all)** before you’ll align your schedule to meet me in my limited office hours (posted above). Because of this**, I check my** **email** **frequently**, and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick reply). I check my email **multiple times every day between Monday and Thursday** (mornings, afternoons, and nights); **Fridays are lighter**, but I do check email even though I’m not teaching on this day; **as for weekends, I make no assurances regarding email checks nor replies**, since my focus on these days is on my family—not my classes. On some occasions, especially if I receive an email within a short period of time before our class starts, I might determine that I can meet your needs more effectively if I address your email when I see you as opposed to writing a long written response.

**NOTE:** I will **not** reply to messages requesting a repeat of all the information a student misses in the event of an absence, as doing so uses time and energy that is better spent addressing concerns or questions students (possibly you) have with their actual assignments or other particular issues. Therefore**, it is *your* responsibility to find out what *you* miss in the event of an absence by contacting one of your classmates and/or referring to the schedule.** With that said, being part of a reliable group of peers (i.e. a “study group”) goes a long way to ensure your success—and theirs! Again, I will not reply to messages requesting information about what you miss in the event of an absence, so please don’t ask. Finally, **be sure to have your HCC email account activated and check it often. Whenever I have announcements for the class, I send them to everyone in group message format via HCC email**. If you prefer ***not*** to use your HCC email address (the one that aligns with *Rosters Plus* by default) to receive my messages, you need to contact Admissions and Records with the alternate email address you DO wish to use and officially change it (either way, **YOU** are responsible for all information I send to the class through group messaging, regardless of whether or not you personally receive it due to a non-aligned email address).

I regard my **Learning Web** page as a vital means of communication in this class! It is here that you will find ALL RESOURCES pertaining to this class—either in document form or as active links. My reliance on the Learning Web, as an extension of my courses, is partly because I do not use the other HCC electronic platform—Eagle Online—you are likely required to use in other courses. Furthermore, I distribute very little paper, as all of the documents pertaining to our class are posted on my Learning Web page. When I send out group messages to the class (using ***Rosters +***, which requires you to have an active HCC email account), I am often just informing the class of new documents I’ve posted on the Learning Web. If you are frequently visiting the LW, you’ll see those additions added before you need the message!!



**II. Required Books/Materials:**

1. **Required Book:** **The Humanities: Culture, Continuity, and Change (1600-The Present) – VOL II** **3rd Edition /**

2. **Access** to a computer and word processor (labs provide these); an **active email account with HCC**

3**. Access** to an established account with “**Turnitin.com**” (free) and **establish** an account with “**Prezi**” (free)

4**. Access** to downtown Houston to visit specific/selected arts-related venues, such as museums, exhibits, performances,

readings, etc. In terms of cost, I’m looking for free venues; however, if free is not possible, then expect a small

admission fee.

**III. Course Definition, Description, Prerequisites, and Goal:**

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| **A. HCC Course Definition and Description** |
| An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society. (Texas ACGM – Approval Number: 24.0103.51 12)  This course investigates connections between individual human lives and a broad range of culture, aesthetics, and philosophy. (HCCS Catalog). Fulfills HCCS CORE Multicultural Studies requirement; Workforce requirement for the Humanities; and HCC Elective. Global Studies Certificate course. |

**B. Expanded Definition and Description:**

**An introduction to the Arts and Humanities.**

**The course** **investigates the relationships between individual human lives and works of imagination and thought. Students** **focus on the connections between their own lives/societies and those expressed by others in different times and places—primarily from 1600 to the present day. While these dates do not necessarily provide a perfect template for the three major time eras of human history, often referred to as pre-modern, modern, and postmodern, we will still be looking at these three periods and the characteristics that mark them. As we examine tangible manifestations of human imagination and thought, you will hopefully see how such works only become evident because of the intangible values and philosophies that shape them—of which we will likewise study at length. We will examine and celebrate a wide variety of innovations, by innovative people, who perceived worlds beyond their own and used their pens, paint brushes, musical instruments, screens, stages, and a host of emerging, 21st-century mediums to express themselves. Of course, the story of humanity is also tragic, as destructive ideas produce destructive consequences—especially for those who are in the business of constructing, innovating, and creating! As the theme statement indicates, we will investigate a range of oppositional forces to human achievement in order to better understand and appreciate the challenges, internal and external, that creative/innovative people encountered, endured, and overcame in their lives. Through inquiry into selected literature, philosophy, and works of visual/performing arts, students will engage in critical thinking, form aesthetic judgments, and develop an appreciation of the arts and humanities. As we learn from the lessons of history and strive not repeat previous mistakes as a society, it is my hope that students will develop the skill of inference as they sharpen their ability to read social indicators that may alert them to potential threats revisiting us today, thus making them more informed and valuable citizens.**

Students will attend/respond to museum and gallery exhibitions and performances (live theater and film). They will be introduced to readings in several genres from a variety of cultures. Students will respond the to the work they study in a variety of ways including oral presentations, formal written assignments, and informal journal responses

**IV. Learning Outcomes:**

Course Description: This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

***Upon successful completion of this course, students will:***

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Articulate how these works express the values of the individual and society within an historical and social context.
3. Articulate an informed personal response and critically analyze works in the arts and humanities.
4. Demonstrate knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences.
5. Demonstrate an awareness of the creative process and why humans create.

**V: CORE Objectives**

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| --- |
| Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, 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.  Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:   * **Critical Thinking Skills** — to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information * **Communication Skills** — to include effective development, interpretation and expression of ideas through written, oral and visual communication * **Personal Responsibility** — to include the ability to connect choices, actions and consequences to ethical decision-making * **Teamwork** — to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal * **Social Responsibility** — to include the ability to connect choices, actions, and consequences to ethical decision-making |

**Concerning the CORE and our Prezi group projects:** The scope and frequency of these Prezi projects is a direct result of the aforementioned new CORE competencies—namely, the areas of Teamwork and Social Responsibility (not to mention the continued focus on Critical Thinking and Communication as they pertain to these projects).

**VI. Learning Objectives:**

***In This Course, Students Will….***

1**. Identify** representative themes and developments in the humanities.

2. **Define/explain** representative themes and developments in the humanities.

3. **Review, Analyze, Discuss and Relate** representative terms, artists, works, figures, and artists in

philosophy, literature and the visual and performing arts.

4. **Assess and/or Critique** cultural creations (works) in the humanities, particularly through

comparison /contrast and inter-connectivity

**Instructional methods**: This course will incorporate reading, lecture, class discussions and debates, in-class analysis in small groups, essay writing (in class and out), research process, short writings of various kinds, student presentations in class, a midterm examination and a final examination.



**VII: Assignments, Etc.**

**∙ “Prezi” Group Presentations /Projects**

Simply stated, our class will be divided into **three** **modules** with **four groups in each module** (A,B,C, and D). Presentations are divided in thirds among our 16 weeks, but not precisely. On day two of our class, you will be assigned to your modules for the semester. Groups are expected to **apply all of the required elements to their group projects**—of which you’ll find listed and described in detail on a handout I’ve posted on our Humanities Learning Web page. These guidelines clearly identify all that I expect from each group, including a required “**Prezi**” for the classroom presentation and a written document from each member, representing the areas he/she addressed. There will be BOTH a group assessment of each project and individual assessments of members within each group, and it will be up to each group to determine how the various objectives and tasks are executed. (**125 points** **each**: 100 Collective / 25 Individual)

**∙ Formal Semester Project:** You will receive a detailed prompt for this assignment shortly after we begin the semester. However, you can expect this project to synthesize and incorporate a significant number of individuals, mediums, works, philosophies, events, places, and movements discussed in the class and in the book. It will require you to develop your own unique focus and defend your insights/conclusions through strong, provable insights and perspectives. You will also be required to find and use several outside sources and cite them according to MLA guidelines. As with the group project, this assignment will likewise involve several of the “Learning Objectives” and “Outcomes” stated in the syllabus. (**175** Points)

**∙ Critical Responses to Museum Visit and/or Performing Arts Venue:** During our class, you will be asked to visit two museums or one museum and one (performing) arts venue. Details on these will be provided on separate handouts, which will be clearly identifiable in a folder called “critical reviews.” Attendance, accompanied by a valid receipt, is required with these visits. (**100** points each)

**∙**  **Informal Class Activities:** Generally speaking, this highly informal category of a few activities (5) simply constitutes that which occurs in our daily class sessions. Activities correspond to lectures, presentations, video/media and our book. (**25** pts)

**∙ What About Quizzes?**

Simply stated, **you can expect a quiz on all of the chapters in the book throughout the semester.** These quizzes will be “pop” quizzes only to the extent that I will decide at what moment, in which particular class, I give them. However, with that said, these quizzes are quite predictable if you are following the schedule, since I intend to give quizzes on the assigned chapters on or shortly after the date in which chapters appear in the schedule. Quizzes will simply consist of five or ten verbal questions each and you will answer them on a sheet of lined paper; most answers should consist of little more than a few words, if not a single word reply. If you’ve done the reading, these quizzes should be a breeze; if not, they’ll be like gale-force winds! (**100** points)

**VIII.** **Assessments (grade values of assignments)**: Unless the professor makes changes and announces otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as follows:

**375 Points** ***Group* *Projects: # 1*** **=** **125** Pts. ***/ # 2*** **=** **125** Pts. / #***3*** = **125** Pts. (@ **100** points Collective / **25** Individual)

**150 Points** Out-of-Class **Formal Essay/Project (w/research)**

**200 Points** In-Class **Critical Museum or Arts Venue Responses** (**2 @ 100 points each**)

**100 Points**  **HUMAJOURNAL** (**10 @ 10 pts each**) – *For guidelines with this, see Learning Web page!*

**100 Points Quizzes (10 @ 10 points each)**

**50 Points Participation**

**25 Points Misc. Informal In-Class Activities/Exercises (5 @ 5 points each)**

**1,000 Points**

**Grading Scale**: 900 – 1,000 = **A**, 800 - 899 = **B**, 700 - 799 = **C**, 600 - 699 = **D**, 0 - 599 = **F**. **FX** is awarded to those students who make an F and stop attending.

**IX. Extra Credit Opportunity\*:**

***If you****…****have not*** *missed class more than three times,* ***have not*** *been addressed for a behavioral/class distraction issue,* ***have*** *completed your Journal, Critical Responses, and Formal Semester Project on time, then you will be eligible for the optional extra credit assignment, which is* ***worth up to 50 points****! I will provide the details for this* ***optional assignment*** *on a handout I’ll post on my Learning Web page near the end of our term. Do your best to make yourself eligible for this option, as I’ve seen these points make the difference between whole letter grades when final scores are tallied!*



**X. Behavior**

**eneral Premise:** *Because you are all* ***adults*** *who are taking this* ***college course*** *by* ***choice****, it should go without saying that everyone will demonstrate* ***maturity, responsibility,*** *and an* ***eagerness to learn.*** *The following policies ensure that everyone experiences a rewarding learning environment.* ***NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund”***

**a. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn; therefore, in keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class time.” Attendance will be taken every day at the beginning of class.

**Regarding absences for English 1301 students specifically:** it is very important to have a typed **r**ough **d**raft of assigned essays (meeting minimum length requirements) on **RD due dates (3 of them)** in order to be considered present on such days. Failure to come to class with a legitimate rough draft constitutes an absence, since our time will be spent responding to peer essays and a student with a missing essay has nothing to contribute to the exercise as a whole; in fact, students without papers to exchange rob the people whose essays they read from being able to give feedback (both giving and receiving feedback are required); this is why those who do not have papers will not be permitted to stay..

**In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped for excessive absences, and a daily record of attendance will be maintained throughout the semester.** Remember: it is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students on such occasions, should they occur.

**NOTICE: The State of Texas has begun to impose penalties on students who drop courses excessively . For example, if you take the same course more than two times, you have to pay extra tuition.** (Students who enroll for most credit CEU classes for a third or more times will be charged an additional $50.00 per semester credit hour and $3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed**.

Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering course withdrawl, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, F, or FX). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive an “FX” in the course.**

***INTERNATIONAL STUDENTS:*** Receiving a **W** in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.** **Class Arrival/Departure** – **A pattern of arriving late to class is not only disruptive, it is disrespectful**–both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception, not the rule, and should thusly occur on a rare occasions. I have no tolerance for **patterns** of late arrival, as it displays highly irresponsible behavior at best, and an outward display of arrogance at worst. However, if you are legitimately late, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record. **Be advised that a late arrival of more than 20 minutes will not be changed from an absence to a late; it will simply remain as an absence for the day**. I will also begin combining late arrivals into pairs of two *after* your second or third late arrival, regardless of the reason; each pair of late arrivals will then transfer into an absence. For those who acquire absences this way, the same policy regarding absences applies—namely, the potential of being dropped.

***I consider premature, sneaky departures from class as a behavioral issue****. This behavior conflicts with the “general premise” of section V (see above). Anyone who departs from class this way will not only be counted absent, but will not be allowed to earn extra credit, and will lose all possible points that may have been earned in class for that day; students who do this will lose “participation” points at the end of the semester as well.* ***If a student is not trying to be covert, yet still leaves before class is dismissed*** *(without discussing it with me in advance), he or she will be counted absent for the day.*

**c.** **Disruptive Talking** – Because I am a strong supporter of team learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage in the learning process; I balance lectures with “workshops.” **Therefore,** **disruptive chatting when we are assembled as an entire class is completely unacceptable**, regardless of what you may be chatting about. Such behavior is both **disrespectful and immature**; if necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in elementary school!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, **it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas**, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups for that matter, who talk and/or distract the class may nonetheless still lose credit on an assignment.

**d.** **Classroom** **Attitude –** How subtle it is, but ever so revealing of a student’s views towards his or her role in society, adulthood, higher education, future career goals, and general self-respect. A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material, being confrontational, excessively exiting class, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors, let me just ask you to honestly consider why you are in college at all. Really—ask yourself that question honestly. I’m not being judgmental, nor am I being sarcastic; I’m simply saying you need to ask that question because these behaviors are indicative of an attitude that is not conducive to success in college. For what it’s worth, I know that attitude all too well because I had it myself when I was in high school….*but not in college!* The difference between these settings is huge, namely because college students are not *required* to attend—they do so by choice! That is just the beginning of what makes college different from high school!

**e.** Academic Honesty, **Plagiarism, Collusion –** To plagiarize is to submit the words/ideas of another as one’s own

without giving them due credit. **It is a form of theft, in addition to being academically dishonest and unethical**. Like all other forms of cheating, plagiarism carries serious penalties that are not only enforced by me, but also by HCC administrators. HCC Policy: *“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 paper; using, during a test, materials 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 in part the contents of an un-administered test; or 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 for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”* If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary action including a zero for the assignment, an F for the course, and/or dismissal from the college (see on-line student handbook).

**Be prepared to submit final drafts of your essay/project to turnitin.com:** I strongly suggest not underestimating the ability I have to find evidence of plagiarism through such a powerful resource! **Be Advised:** **if I encounter a plagiarized paper on turnitin.com, that paper/project receives an F and the student also receives a zero in participation; he or she is also not allowed to do extra credit.** For more on plagiarism, refer tothe HCC Library site (on the Northwest Writing Center site), or the HCC Student Handbook.

**f**. **Arrival / Exiting Class –** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “**excessively**,” ***habitually* using the restroom (or anywhere else for that matter) as an excuse for frequent interruptions.** Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to walk in front of the class or let doors slam behind you when you exit or enter a room—especially when we are in the middle of writing, reading, discussion, or viewing a film. Furthermore, late entrances and/or class departures/returns for the restroom are distracting enough as they are; doing so without trying to be as inconspicuous as possible (i.e. making an obvious visual display of oneself or noisily opening/closing doors) makes it even worse. Needless to say, being distracting like this forfeits (positive) participation points!!

**g.** **Recording Devices –** Official HCCS policy **concerning recording devices:**  camera phones, cameras,

audio/tape recorders, video recorders and any other electronic device that is capable of recording the human

voice or image declares that the **“[u]se of recording devices, including camera phones and tape recorders, is**

**prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or**

**testing occurs. Students with disabilities who need to use a recording device as a reasonable**

**accommodation should contact the Office for Students with Disabilities for information regarding [such]**

**accommodations.”** I will refer any student caught doing this to further administrative discipline, which will also

include my recommendation for the student’s removal from the class.

**h. Emerging Technologies:**  As a student who is active in our learning community, **it is your responsibility to**

**be respectful of our learning atmosphere in every way in** **which you have control over your own behaviors. This absolutely applies to any or all of the electronic** **devices you bring into the classroom!** So, in

order to show respect to your fellow students and myself, you are expected to **treat all electronic devices you**

**bring with you to class as extensions of yourself—no different** **than the control you need to have over your**

**tongue or your hands. Just as you are responsible for what you do with body parts, and you know the**

**difference between constructive and non-constructive uses of them**, the same applies to your technological

devices. For example, a ringing phone that you fail to set onsilent mode isno different in my estimation than

blurting out an inappropriatecomment at an inappropriate time. Staring at a screen of any size during a lecture or

a presentation is no different to me than physically turning yourself around and staring at the opposite wall. If I saw

a student doing the latter behavior, I’d conclude there was something seriously wrong with him or her and naturally

address such outrageous, non-collegiate behavior. Be advised that I’ll addressstudents who are glued to their

screens at inappropriate times in the same way because I view the behavior asequally outrageous! Assume also

that such behavior will adversely affect participation grades as well!! On that note, it should go without saying

that **there is absolutely no place for ear buds in a college classroom**, as students who think they can audibly

tune-out (pun intended) and listen to their music during class (thus distracting others as in the process) ought to

seriously ask why they are even in college at all! Such a behavioral issue naturally meanslosing participation

points! **BTW:** I love using my ear buds and listening to my tunes as much as you do—***at the* *appropriate time!***I

am also a strong advocate for the use of technology in the classroom—***in the appropriate contexts!***

**XI. Helpful Information/Resources**

**Open Computer Labs:** Computers are available for word processing in open labs, the Library, and elsewhere on campus. Check those sites for open hours.

**Writing Center:** Located on the third floor in the Katy building, across from the Library, and with locations on both the Alief and Spring Branch campuses as well, HCC offers students exceptional Writing Centers that do not require reservations; they are a walk-in service and free of charge; eligible to all enrolled students! This is an excellent resource for you in the development of your formal paper assignments in any class, and will prove especially helpful in the completion of your formal semester project!

**Library:** Located on the third floor of the Katy campus, and two other libraries at Spring Branch and Alief, you have invaluable resources at your fingertips—especially for the semester project! The MOST IMPORTANT feature of the library, which is also accessible from home, is the extensive list of Databases available to you. If you are unfamiliar with academic library databases and their importance to college students writing college-level papers, ask me or the librarians for a quick explanation. Or, plan to be in class on the day(s) I plan to explain their unique importance to the class!

**ADA: Services to Students with Disabilities**: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange for reasonable accommodations must contact the Disability Services Office at the beginning of each semester. For more information, please contact the disability counselor on campus. This office works in conjunction with the Testing Center on campus if alternative settings are required for exams.

**XII. 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. [www.hccs.edu/egls3](http://www.hccs.edu/egls3) . **Showing verification of a completed survey in the form of a print-out/screenshot of the completed survey screen, not the survey itself, will earn anyone 5 extra credit points!**

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**This syllabus is tentative and may be adjusted at the discretion of the instructor**

**For particular dates associated with all of the assignments named in the syllabus, see the course schedule**

**For all things pertaining to this class and many other learning resources, be sure to familiarize yourself with my Learning Web Page**

**@**

<http://learning.hccs.edu/faculty/christopher.carney>

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