

**Division of** **Interpreting/Sign Language**

https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/interpretingsign-language/

SGNL 1402: ASL II |Lecture/Lab| CRN 10049

Spring 2020 | 16 Weeks (1.22.2020-5.12.2020)

In-Person | EDC A203 | M &W 6:00p-8:20p

3 Credit Hours |Lec 3|Lab 2|80 hours per semester

### Instructor Contact Information

Instructor: Darnell Woods, M.S. Office Phone: TBD

Office: Central, EDC, Room A200 Office Hours: By appointments on

HCC Email: Darnell.Woods@hccs.edu Office Location: EDC Faculty Area

## Instructor’s Preferred Method of Contact

**Please email or call me at the information listed above.**I will respond to emails within 24 hours 7 days a week.

### What’s Exciting About This Course

Congratulations! You already learned the American Sign Language level 1! In this course, you will have so much fun to engage in conversations utilizing appropriate cultural behaviors. You will be amazed at how much you are able to increase your narrative and conversation fluency. You will be more comfortable meeting Deaf people and understand your role as an ASL student in the Deaf community and make new friends! You will be learning more on key grammar and vocabulary in the class as well as from your new Deaf/ASL signing friends. Enjoy your learning!

### My Personal Welcome

Welcome to ASL 2. I am so delighted to have you in my ASL 2 class. For this class, my most important goal is for you to use the higher level of vocabulary, sentences, conversations and narratives than ASL 1 and be comfortable with it. As you read, learn, wrestle with new ideas and facts that may challenge you, I am available to support you.

### Prerequisites and/or Co-Requisites

SGNL 1401, SLNG 1211  
Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](http://www.hccs.edu/resources-for/current-students/student-handbook/)

### Eagle Online Canvas Learning Management System

This section of SGNL 1401 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities.   
HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE** [**FIREFOX**](https://www.mozilla.org/en-US/firefox/new/) **OR** [**CHROME**](https://www.google.com/chrome/browser/desktop/index.html) **AS YOUR BROWSER**.

## HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## Scoring Rubrics, Sample Assignments, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

# Instructional Materials

### Textbook Information

|  |  |
| --- | --- |
| Signing Naturally Units 7-12 Student Set | The textbook listed below is ***required*** for this course.  ***"Signing Naturally"*** (Units 1-6) by Cheri Smith, Ella Mae Lentz,  Ken Mikos. ISBN: 978-1-58121-221-1  It is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&catalogId=10001&langId=-1).  Order your book here: [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&catalogId=10001&langId=-1). |

### Other Instructional Resources

## Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

## Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at [http://library.hccs.edu](http://library.hccs.edu/).

## Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

# Course Overview

Introduction to American Sign Language covering finger spelling, vocabulary, and basic sentence structure in preparing individuals to interpret oral speech for the deaf or hard of hearing.

### Core Curriculum Objectives (CCOs)

The ITP Advisory Board has specified that the course address the following core objectives:

* ***Critical Thinking***: Students must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively of which will generate new ideas.  **Decision making*:*** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.  **Problem solving:** recognize problems and devise and implement plan of action. Visualize ("seeing things in the mind's eye"): organize and process symbols, pictures, graphs, objects, and other information.
* ***Communication Skills***: Communicate thoughts, ideas, information, and messages in signs. **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.   
  **Speaking:** organize ideas and communicate orally.
* **Personal Qualities:** A student must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.  **Responsibility:** exert a high level of effort and persevere toward goal attainment. Self-esteem: believe in one's own self-worth and maintain a positive view of oneself.  **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.  **Self-management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-Control.  **Integrity and honesty:** choose ethical courses of action as per Code of Professional Conduct
* ***Social Responsibility***: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing social engagement forms

### Program Student Learning Outcomes (PSLOs)

1. Develop receptive and expressive skills in American Sign Language and Fingerspelling.
2. Develop knowledge and awareness of the differences between the Deaf culture/deaf community and the hearing community.
3. Accurately interpret and transliterate between ASL and English in a variety of settings:  face-to-face, small group settings, monologue and/or large group settings.
4. Apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work.

### Course Student Learning Outcomes (CSLOs)

1 Students will exhibit continued development of receptive ASL skills including an expanded core vocabulary, and accuracy in fingerspelling and numbers.

2 Students will exhibit continued development of expressive ASL skills including an expanded core vocabulary, self-generated and re-telling of short stories and narratives.

3 Students will demonstrate grammatical features of ASL, including non-manual markers, inflected signs, spatial referencing, classifiers, and temporal sequencing.

4 Students will demonstrate an understanding of basic cultural norms of the Deaf community.

### Learning Objectives

Learning Outcomes and Performance Objectives with their methods of measurement as used to determine the students’ mastery of those outcomes.  
Learning Outcome 1:   
Using American Sign Language, the student will be able to demonstrate and comprehend information presented in “Giving Directions” based on the Signing Naturally Unit 7 curriculum with a minimum of 80% mastery.  
Performance objectives for this outcome: Upon completion of Unit 7, the student will be able to use American Sign Language expressively and receptively to  
1.01 specify directions within a multi-story building and surrounding outdoor locations using a common reference point  
1.02 explain and comprehend location directions going from general to specific  
1.03 demonstrate and comprehend ordinal numbers from “first” on up using appropriate form, hand shape, palm orientation and movement  
1.04 explain a problem and ask for alternate locations  
1.05 ask/Tell basic needs and wants related to hunger and thirst using vending machine snack vocabulary  
1.06 Identify a fingerspelled word within a signed sentence  
  
Methods of Measurement:   
Written assignments, written quizzes, class participation, homework and final exam  
  
Learning Outcome 2:   
Using American Sign Language, the student will demonstrate and comprehend information presented in Unit 8, “Describing Others”, based on the Signing Naturally Unit 8 curriculum with a minimum of 80% mastery.  
Performance objectives for this outcome: Upon completion of Unit 8, the student will be able to use American Sign Language expressively and receptively to  
2.01 demonstrate and comprehend the interactive process used to identify people who are present or not present  
2.02 ask/tell “who” in real world orientation – identify others by race, physical appearance, clothing and clothing patterns and accessories  
2.03 correctly produce and comprehend multiples of 10 and 11 using appropriate form, hand shape, palm orientation and movement  
  
Methods of Measurement: Written assignments, written quizzes, class participation, homework, expressive video assignment and final exam.  
  
Learning Outcome 3:   
Using American Sign Language, the student will be able to demonstrate and comprehend information present in Unit 9, “Making Requests”, based on the Signing Naturally Unit 9 curriculum.  
Performance Objectives for this Outcome: Upon completion of Unit 9, the student will be able to use American Sign Language expressively and receptively to:  
  
3.01 ask/answer requests for assistance including stating the problem and accepting and/or declining the solution  
3.02 formulate and comprehend numbers related to money using appropriate form, hand shape, palm orientation and movement from one cent up to one dollar  
3.03 demonstrate and comprehend inflecting and spatial verbs  
3.04 Identify and demonstrate vocabulary related to objects in a variety of locations  
3.05 specify and comprehend stages of completion  
3.06 successfully re-tell a story in ASL by shadowing/mirroring the storyteller  
  
Methods of Measurement:   
Written assignments, written quizzes, class participation, homework and final exam  
  
Learning Outcome 4:   
Using American Sign Language, the student will be able to demonstrate and comprehend information presented in Unit 10, “Talking and Family and Occupations”, based on the Signing Naturally Unit 10 curriculum with a minimum of 80% mastery.  
Performance Objectives for this Outcome: Upon completion of Unit 10, the student will be able to use American Sign Language expressively and receptively to  
  
4.01 demonstrate and comprehend personal and possessive pronouns  
4.02 correctly produce and comprehend numbers representing ages of people using appropriate form, palm orientation hand shape and movement  
4.03 correctly produce and comprehend ranking of ages in a person’s family  
4.04 demonstrate and comprehend vocabulary related to workplaces, hospitals, and occupations  
4.05 Identify and demonstrate persons of authority in an occupation  
4.06 explain and comprehend if people in a relationship “get along” or not.  
  
Methods of Measurement:   
Written assignments, written quizzes, class participation, homework, expressive video about self and final exam  
  
Learning Outcome 5: Using American Sign Language, the student will be able to demonstrate and comprehend information present in Unit Student will demonstrate and comprehend in American Sign Language information presented in Unit 11, “Attributing Qualities to Others”, based on the Signing Naturally Unit 11 curriculum with a minimum of 80% mastery.  
  
Performance Objectives for this Outcome: Upon completion of Unit 11, the student will be able to use American Sign Language expressively and receptively to  
5.01 demonstrate and comprehend contradicting opinions using the sign “but”; include physical descriptions, positive and negative attributes and mannerisms  
5.02 demonstrate and comprehend one character role shifting correctly using eye gaze and head position shift  
5.03 produce and comprehend numbers 67 through 98 using appropriate form, hand shape, palm orientation and movement  
5.04 demonstrate and comprehend contrastive structure with emphasis on adjective antonyms  
5.05 demonstrate and comprehend basic animal (pets) vocabulary  
  
Methods of Measurement:   
Written assignments, written quizzes, class participation, homework, and final exam  
  
Learning Outcome 6: Using American Sign Language, the student will be able to demonstrate and comprehend information presented in Unit 12, “Talking about Routines”, based on the Signing Naturally Unit 12 curriculum with a minimum of 80% mastery.  
Performance Objectives for this Outcome: Upon completion of Unit 12, the student will be able to use American Sign Language expressively and receptively to  
6.01 explain and comprehend daily routines including resolving conflicts in scheduling  
6.02 correctly produce and comprehend time including clock numbers and combining hour and minute information using appropriate form, hand shape, palm orientation and movement  
6.03 demonstrate and comprehend the signs for frequency in daily routines. This includes “every” sign for weekly or monthly activities and length of time of an activity, “approximate “sign, and “before” and “after” signs  
Methods of Measurement: Written assignments, written quizzes, class participation, homework and final exam

# Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for interpreting assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

#### **Accept Responsibility** Remember that you alone are responsible for your academic achievement. Your instructor is your guide and your classmates may help you to understand your assignments; however, you are responsible for your own success.

#### **Discipline Yourself**

#### Discipline yourself to study everyday at least two hours or until you understand your assignment. Study to know and to understand, not merely to get a particular grade.

#### **Manage Your Time**

Manage your time well, so that you allow time for your personal responsibilities and time to study. Remember procrastination is a subtle thief that will steal your academic success.

#### **Help Yourself Then Ask for Help**

If you are not keeping up in class, do all that you can do to help yourself to improve your academic performance. (For example: increase your study time, form a study group, study with a partner, and use all support services available to you.) If you continue to experience difficulty, make an appointment with your instructors to talk about your academic performance.

#### **Be Present and Prompt**

Avoid being absent or tardy. You are required to attend classes from the first day that classes begin for the semester. Good attendance will give you first-hand knowledge of your instructors' comments and responses to questions. Also, good attendance shows.

#### **Don't Quit**

Do not stop coming to class because of a personal crisis, problem, or frustration. The instructor can help you determine how to manage or cope with these situations. If you stop coming to class you will earn an "F," which will lower your GPA and course repeat is a must.

#### **Communicate with Instructors**

If you cannot come to class because you are ill, notify your instructors. Try to make arrangements to make up your missed assignments.

There is no short cut for success in this course; it requires reviewing, practicing, re-practicing. Above all, study the material using the course objectives as your guide.

### Instructor and Student Responsibilities

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 learner-centered instructional techniques
* Provide a 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

As a student, it is your responsibility to**:**

* Attend class in person and/or online
* Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
* Comprehend interpreting assignments
* 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
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Assignments, Exams, and Activities

### Written Assignment

You will have five video assignments, one of the video assignments, you will be expected to watch ASL story and translate it from ASL into written English. Written Assignment is worth 25 points. It is part of your requirement for student learning outcomes and learning objectives. Written assignment(s) must count at least 15% of students’ course grade. (See Grading Formula below).

### Exams

All students will be required to take a comprehensive departmental final exam consisting of three parts: 1. Expressive Skills, 2. Written Questions and 3. Receptive Skills Written. For receptive skills, there are 40 English sentences or words that you are expected to write down every time you listen to instructor’s signing once. The expressive skills will be worth 24 points, the written question will be worth 11 points and the receptive skills will be worth 24 points. The total point for examination will be 75 points (see grading formula). You will be recorded of your signing for your expressive skills for feedback and documentation purpose.

You will be notified if your exams are on Eagle Online Canvas. You also will be notified in the advance of the time on the dates of availability of each exam, the time limit, if any, and the number of attempts allowed. ITP/ASL department does not use Scantron forms.

### In-Class Activities

The faculty members of the Department of American Sign Language and Interpreter Training are committed to your successful completion of our classes without lowering the college’s academic standards. I understand that students face additional pressures from work and family, as well as have other obligations outside of their academic pursuits. I realize that at times issues beyond the control of a student interfere with class requirements.

If you experience any circumstance that has a negative impact on your participation in this course, please make me aware of it as soon as possible. I may be able to assist or accommodate your particular circumstance. Do not wait until the end of the semester to ask for advice. Communication between students and instructors can be quite valuable.

The In-Class Activities will be based on:

* Pre/post testing
* Participation (including laboratory)
* Self-Assessment (including peer reviews)
* Games and interactive exercises
* Objective assessment (expressive and receptive skills on videotape)

### Final Exam

All students will be required to take a comprehensive departmental final exam consisting of three parts: 1. Expressive Skills, 2. Written Questions and 3. Receptive Skills Written. For receptive skills, there are 40 English sentences or words that you are expected to write down every time you listen to instructor’s signing once.

### Grading Formula

|  |  |  |  |
| --- | --- | --- | --- |
| Grade will be determined by the following | Details | Points | Points you earned |
| 5 Small Projects  (5 Projects, 10 points each total) | 1# = TBA  2# = TBA  3# = TBA  4# = TBA  5# = TBA | 50 |  |
| Written Video Assignment Homework/ELGS3 |  | 25 |  |
| Test 1 (Units 7 & 8) |  | 75 |  |
| Test 2 (Unit 9 & 10) |  | 75 |  |
| Test 3 (Units 11 & 12) |  | 75 |  |
| Final Exam |  | 700 |  |
|  | Total Points | 1000 |  |

|  |  |
| --- | --- |
| **Grade** | **Total Points** |
| A | 900+ |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | <600 |

## HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Course Calendar

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | Week  Number | Activities and Assignment | Objectives and Details | | 1  (M/W) | 1/20 | **Observing Martin Luther King Jr.’s Birthday (No Class)** | |  | 1/22 | Introduction, syllabus, ACE, Email, Classroom Management, Online Eagle, & Class Requirement | | 2 | 1/27 | Unit 7 “Identify present people” page 24-40 | |  | 1/29  Classifiers  (proj.#1) | Unit 7 “Describing Personal Items”, pages 52-70  Unit 7 "Translating Sentences “Page, 71-78 and “Translating sentences with Drive to, Take and Pick up”, page 79-85 | | 3 | 2/3 | Unit 7 “Numbers: Asking How Many” Page 86-90 and “describing Lost Items Page 91-102  **Classifiers (Project #1)** | |  | 2/5 | Unit 7 “Numbers: Telling the Year”page 103-110 and “Translating sentences with Have 2”, pages 111–114,  “Culture: Greetings and Leave-takings”, page 115-124,  “Comprehension: The Family Portrait”, page 131- 137  Unit 7 Vocabulary Review  Unit 7 Self-Assessment based on benchmark | | 4 | 2/10 | Unit 8 “Making Requests”, page 146-162 and “Fingerspelling: months” page 163-169,  “Agreement Verbs 1” Page 171-178 | |  | 2/12 | Unit 8 “Agreeing with Condition” page 179- 193  And “Negations 1” Page 194-204, “ Asking for Advice 1” Page 213-227  **Description (Project #2)** | | 5 | 2/17 | Unit 8 “Agreement Verbs 2” Page 233-240 and  “Asking for Advice 2” Page 240-261, | |  | 2/19 | Unit 8 “Negations 2” Page 264-277,  “Comprehension: the Candy Bar Page” 278-283 and | | 6 | 2/24 | “Culture: Minimizing Interruptions” Page 284-287  Project | |  | 2/26 | Units 7 and 8 Review  Unit 8 Vocabulary Review  Unit 8 Self-Assessment based on benchmark | | 7 | 3/2 | **Exam Units 7 and 8** | |  | 3/4 | Group Discussion/Feedback on Exam  Unit 9 “Describing a Neighborhood 1”, page 312-332,  And “Places in the Neighborhood” Page 333-338,  “Describing a Neighborhood 2” Page 177-183  Student Workbook. | | 8 | 3/9 | |  | | --- | | Unit 9 “Giving Directions: Next to, Across From” Page 360--371, “Yes-No Questions” 1 Page 372-377,  “ Describing a Restaurant” Page 379- 403 | |  | |  | | |  | 3/11 | Unit 9 “Giving Directions Where to Turn” Page 404-415 and “Suggesting a Place” to Eat Page 416-428.  “Comprehension: Stop the Traffic” Page 452-459  **Your Home Plan Project #3** | | 9 | 3/23 | |  | | --- | | Review Unit 9  Unit 9 Vocabulary  Unit 9 Self-Assessment based on benchmark | |  | | |  | 3/25 | Unit 10 “ Giving Opinions about Tendencies” Page 466-485  “ Wh-word Questions 1” Page 499-504  “Giving Opinions about personal Qualities 1” Page 505- 522 | | 10 | 3/30 | Unit 10 “Numbers: Telling the Price 2” Page 523- 533  “Giving Opinions about Personal Qualities 2” Page 534- 542  “Telling where Items are Located” Page 544-554 | |  | 4/1 | Unit 10 “Wh-word Questions 2”, page 555-560  “Comparing Personal Qualities,” page 563-570  **Project #4** | | 11 | 4/6 | Units, 9 & 10 Review  Unit 10 Vocabulary  Unit 10 Self-Assessment based on benchmark | |  | 4/8 | **Exam Units 9 and 10** | | 12 | 4/13 | Group Discussion/Feedback on Exam  Unit 11 “Discussing one’s Knowledge and abilities” Page 608- 624  “Asking for Opinion About Someone” Page 631-639 | |  | 4/15 | Unit 11 “Describing Reactions” Page 640-650  “Making and Canceling plans” page 663-680  **Project #5** | | 13 | 4/20 | Unit 11 “Discussing Personal goals” Page 697-710  Unit 12 “The Tailor” Understanding the story Page 758-769 & Unit 12 “Fables: The Lion and the Mouse”, page 800-827  then Student workbook on page 417  “One Fine Day” Understanding the story Page 770- 775, | |  | 4/22 | **Exam Units 11 & 12** | | 14 | 4/27 | Unit 12 Vocabulary  Unit 12 Taken Home Assignment Self-Assessment based on benchmark | |  | 4/29 | No Class – Thanksgiving Holiday | | 15 | 5/4 | Group Discussion/Feedback on Exam | |  | 5/6 | **Cumulative Review, Units 7-12** | | 16 | 5/11 | **Last Day of Instruction** | |  | 5/12 | **Units 7-12 Final Examination** | |
|  |

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

# Instructor’s Practices and Procedures

## Missed Assignments

**Examinations/Tests/Quizzes/Assignments**

Once you are applying for the examination, test, quiz or assignment you are committed to that time and date. The instructor DO NOT give make up examinations, tests, quizzes or assignments unless in a special and rare situation.

## Academic Integrity

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

## Attendance Procedures

It is important that you attend class everyday this summer session. Classes are condensed and a lot of information will be presented. If you miss 3 days, you can be automatically withdrawn from class. If you stop coming to class and you do not withdraw, a grade of F will automatically be given

## Student Conduct

Students will behave according to HCC’s policy and disruptive behavior will not be tolerated.

## Instructor’s Course-Specific Information (As Needed)

Video assignments and exams will be graded and returned within 7 days.

## Electronic Devices

Please respect students and the instructor and limit use of cell phone use in class.

# Psychology Program Information

Add program-specific information such as the following:

* Interpreter Student Association (ISA)
* Careers in Sign Language Interpreting
* Interpreting Scholarships

# HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

|  |  |
| --- | --- |
| Academic Information | Incomplete Grades |
| Academic Support | International Student Services |
| Attendance, Repeating Courses, and Withdrawal | Health Awareness |
| Career Planning and Job Search | Libraries/Bookstore |
| Childcare | Police Services & Campus Safety |
| disAbility Support Services | Student Life at HCC |
| Electronic Devices | Student Rights and Responsibilities |
| Equal Educational Opportunity | Student Services |
| Financial Aid TV (FATV) | Testing |
| General Student Complaints | Transfer Planning |
| Grade of FX | Veteran Services |

## EGLS3

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

## Campus Carry Link

Here’s the link to the HCC information about Campus Carry: <http://www.hccs.edu/departments/police/campus-carry/>

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

## Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

# Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

## disAbility Services

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/support-services/disability-services/>

## 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:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

# Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

# Department Chair Contact Information

Danielle Stagg, Ed.D.   
Faculty Division Chair (Interim)

Speech/Communication/Sign Language Interpreting

#### Email (Directory)

[danielle.stagg@hccs.edu](mailto:danielle.stagg@hccs.edu)

713/718-5478