



World Language Program
Course Syllabus
BEGINNING SPANISH I
SPAN 1411
CRN 15217– Spring 2017

4 credits (3 lecture, 2 lab)
80 hours per semester
16 weeks

Type of Instruction: face-to-face

INSTRUCTOR: Keith Anthis, Ph.D.

E-mail: douglas.anthis@hccs.edu

PHONE: 713-598-2210 (cell phone)

OFFICE LOCATION AND HOURS: Stafford Learning Hub Room 305 (faculty cubicles)

Hours: MW 6:30 – 6:55 pm or by appointment

Course Location and Times: Stafford Learning Hub Room 218, MW 7:00 – 9:30 pm

COURSE DESCRIPTION

(per ACGM)

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

(per HCC catalog)

SPANISH 1411, Introduction to the Spanish language and Hispanic culture.

Development of basic skills in listening comprehension, speaking, reading, writing, and cultural awareness. Course includes vocabulary building, conversation and grammar.

Transfers as foreign language credit. Core Curriculum Course.

PREREQUISITES: Must be placed into INRW 0420 or ESOL 0360 or higher in reading and writing.

PROGRAM LEARNING OUTCOMES

Upon completion of SPAN 2312/2315, the student will:

1. Speak clearly and fluently enough for a target-language speaker to understand and interpret intent without difficulty.
2. Comprehend the main points of standard discourse and authentic material in target language spoken at near-native speed.
3. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames.
4. Read with understanding authentic written material in the target language on a variety of topics related to daily life in the target-language world.
5. Demonstrate knowledge and understanding of characteristics, perspectives, practices and products that reflect the culture of the target language.

COURSE STUDENT LEARNING OUTCOMES

Upon successful completion of **SPAN 1411**, students will:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.
2. Demonstrate understanding of level-appropriate spoken Spanish.
3. Write simple sentences and organize them into short paragraphs.
4. Read and comprehend level-appropriate texts.
5. Identify and discuss traditions, customs and values of the Hispanic world.
6. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.

COURSE LEARNING OBJECTIVES

Students will:

- 1.1 Speak in complete sentences about everyday activities using the present tense.
- 1.2 Construct dialogues in the present tense regarding family, festivities, university life, and shopping.
- 2.1 Respond accurately in the present tense to questions asked by others regarding self, family, and immediate surroundings.
- 2.2 Elaborate in the present tense on elements of a given conversation.
- 3.1 Write short, cohesive sentences in the present tense that describe people, situations and personal activities.
- 3.2 Narrate everyday events in a short paragraph using the present tense.
- 4.1 Read a short passage and respond accurately to questions in different modalities.
- 4.2 Restate and explain significant points from the reading.
- 5.1 Recognize and differentiate among the many aspects that characterize the target culture.
- 6.1 Compare and contrast the cultural aspects of daily life between the United States and target cultures.

CORE CURRICULUM COMPETENCIES

Critical thinking, communication skills, teamwork, social responsibility, personal responsibility, and computer/information literacy

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 Houston Community College.



The specific requirements are listed below:

- **Books** – Students purchase a text book with an access code to an online learning management system called iLrn. Students will be expected to complete the activities assigned by their instructor in iLrn.
- **Email** – Students will be expected to use and check their HCC email.
- **Canvas** – Assignments may be posted on Canvas, the learning management system adopted by HCC. Students will be expected to be able to navigate in Canvas.

SPANISH 1411 *TENTATIVE COURSE CALENDAR


*The instructor reserves the right to make changes to the syllabus

NOTE: True beginners of Spanish need to plan on an average of 8 hours per week or more of study time to keep up with the pace of the course, and to allow time to practice listening and speaking. We usually cover one chapter every two weeks.

Exploraciones 2e 	IN CLASS: Activities based on the following material	HOMEWORK: Read, study & complete exercises in: <ul style="list-style-type: none"> • <i>Exploraciones</i> Textbook • eBook and Student Activities Manual (SAM) in 
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Semana I: Capítulo 1: Hola, ¿qué tal? M 1/16	Holiday – Martin Luther King Jr. Day	
W 1/18	INTRODUCTIONS ADMINISTRATIVE REQUIREMENTS DISTRIBUTE SYLLABUS DISCUSS THE USE OF MATERIALS Capítulo 1: Hola, ¿qué tal? Preview objectives Exploraciones léxicas 1: Greetings, introductions, and good-byes (p. 4), Classroom (p. 4), Alphabet (p. 5), Numbers 0-100 (pp. 9, 12) A practicar: Vocabulario El alfabeto En vivo: <i>Comprando artículos escolares</i> (p. 15)	ILRN: <ul style="list-style-type: none"> • Practicar la pronunciación del vocabulario • Actividades S1.1-3

Semana II: M 1/23	(Capítulo 1, cont.) Exploraciones gramaticales 1: Gender and number of nouns (p. 8); Los números 0-20 (p. 9) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Latinos e hispanos en el mundo</i> (p. 6)	ILRN: Actividades S1.4-11
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	Exploraciones gramaticales 2: Definite and indefinite articles and hay (p. 11) A practicar: Exploraciones gramaticales 2	
W 1/25 	(Capítulo 1, cont.) Lectura: <i>La escuela es para todos</i> (p. 17) Exploraciones léxicas 2: Descriptive adjectives (p. 18) A practicar: Vocabulario En vivo: <i>Nuevo programa busca talentos</i> (p. 31) Exploraciones del mundo hispano	ILRN: <ul style="list-style-type: none"> • QUIZ • Practicar la pronunciación del vocabulario • Actividades S1.12-15, S1.P1, 16-17

Semana III: M 1/30	(Capítulo 1, cont.) Exploraciones gramaticales 3: Subject pronouns and the verb ser (p. 23) A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>La diversidad del mundo hispanohablante</i> (p. 20) Exploraciones gramaticales 4: Adjective agreement (p. 25) A practicar: Exploraciones gramaticales 4	ILRN: <ul style="list-style-type: none"> • Actividades S1.18-26
W 2/1	(Capítulo 1, cont.) Lectura: <i>Algunos famosos de Latinoamérica</i> (p. 28) Redacción Exploraciones profesionales: <i>Narración de voz en off</i> (p. 32) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	ILRN: <ul style="list-style-type: none"> • QUIZ • Actividades S1.27-30, S1.P2 • Final Step: Return to “self-tests” and take your <i>posttest</i>. Review your “revised study plan”.


Semana IV: Capítulo 2: ¿Cómo es tu vida? M 2/6	EXAMEN: CAPÍTULO 1 Capítulo 2: ¿Cómo es tu vida? Preview objectives	
W 2/8	(Capítulo 2, cont.) Exploraciones léxicas 1: Family members and pets (p. 40) A practicar: Vocabulario En vivo: <i>Celebrando a la familia</i> (p. 51)	ILRN: <ul style="list-style-type: none"> • Practicar la pronunciación del vocabulario • Actividades S2.1-8

	Exploraciones gramaticales 1: Possessive adjectives (p. 44) A practicar: Exploraciones gramaticales 1	
Semana V: M 2/13 	(Capítulo 2, cont.) Conexiones culturales: <i>El papel de la familia y su valor</i> (p. 42) Exploraciones gramaticales 2: Regular –ar verbs (p. 47) A practicar: Exploraciones gramaticales 2 Lectura: <i>La familia típica latinoamericana</i> (p. 52)	ILRN: <ul style="list-style-type: none"> • Actividades S2.9-16, S2.P1
W 2/15	(Capítulo 2, cont.) Exploraciones léxicas 2: Academic subjects (p. 54) A practicar: Vocabulario En vivo: <i>Un plan de estudios</i> (p. 67) Exploraciones del mundo hispano Exploraciones gramaticales 3: The verb tener (p. 58) Begin A practicar: Exploraciones gramaticales 3	ILRN: <ul style="list-style-type: none"> • QUIZ • Actividades S2.17-24

Semana VI: M 2/20	Holiday— Presidents’ Day	
W 2/22	(Capítulo 2, cont.) Continue A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>La educación</i> (p. 56) Exploraciones gramaticales 4: Adjective placement (p. 61) A practicar: Exploraciones gramaticales 4 Lectura: <i>Otros sistemas universitarios</i> (p. 64) Redacción Exploraciones profesionales: <i>Asistente de oficina</i> (p. 68) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación Exploraciones literarias	ILRN: <ul style="list-style-type: none"> • Actividades S2.25-32, S2.P2 • QUIZ • Final Step: Return to “self-tests” and take your <i>posttest</i>. Review your “revised study plan”.


Semana VII: Capítulo 3: ¿Qué tiempo hace hoy? M 2/27	EXAMEN: CAPÍTULO 2 Capítulo 3: ¿Qué tiempo hace hoy? Preview objectives	
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W 3/1	No class – Ash Wednesday (Professor Anthi)	
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Semana VIII: M 3/6 	(Capítulo 3, cont.) Exploraciones léxicas 1: Seasons, weather, clothing, and colors (p. 78) A practicar: Vocabulario En vivo: <i>De compras</i> (p. 89) Exploraciones gramaticales 1: The verb <i>gustar</i> (p. 82) A practicar: Exploraciones gramaticales 1	ILRN: <ul style="list-style-type: none"> • Practicar la pronunciación del vocabulario • Actividades S3.1-8
W 3/8	(Capítulo 3, cont.) Conexiones culturales: <i>El clima y la ropa</i> (p. 80) Exploraciones gramaticales 2: Regular –er and –ir verbs (p. 85) A practicar: Exploraciones gramaticales 2 Lectura: <i>La ropa tradicional</i> (p. 90)	ILRN: <ul style="list-style-type: none"> • QUIZ • Actividades S3.9-16, S3.P1


Semana IX: M 3/13	Holiday— Spring Break	
W 3/15	Holiday— Spring Break	

Semana X: M 3/20	(Capítulo 3, cont.) Exploraciones léxicas 2: Time, days, months, and saying the date (p. 92) A practicar: Vocabulario En vivo: <i>Vacaciones de Semana Santa</i> (p. 105) Exploraciones del mundo hispano Exploraciones gramaticales 3: The verb <i>ir</i> (p. 96) A practicar: Exploraciones gramaticales 3	ILRN: <ul style="list-style-type: none"> • Practicar la pronunciación del vocabulario • Actividades S3.17-23
W 3/22	(Capítulo 3, cont.) Conexiones culturales: <i>Las celebraciones</i> (p. 94) Exploraciones gramaticales 4: <i>Ir + a + infinitive</i> (p. 99) A practicar: Exploraciones gramaticales 4 Lectura: <i>La Navidad en algunos países hispanos</i> (p. 102) Redacción Exploraciones profesionales: <i>El turismo</i> (p. 106) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	ILRN: <ul style="list-style-type: none"> • Actividades S3.24-31, S3.P2 • QUIZ • Final Step: Return to “self-tests” and take your <i>posttest</i>. Review your “revised study plan”.

Semana XI: M 3/27 	EXAMEN: CAPÍTULO 3 Capítulo 4: ¿Dónde vives? Preview objectives	
Capítulo 4: ¿Dónde vives? W 3/29	Exploraciones léxicas 1: Places in a city (p. 114) A practicar: Vocabulario En vivo: <i>Turismo local en Ecuador</i> (p. 125) Exploraciones gramaticales 1: Stem-changing verbs (o -> ue) (p. 118) A practicar: Exploraciones gramaticales 1	ILRN: <ul style="list-style-type: none"> • Practicar la pronunciación del vocabulario • Actividades: S4.1-7


Semana XII: M 4/3	(Capítulo 4, cont.) Conexiones culturales: <i>Ciudades fuera de lo común</i> (p. 116) Exploraciones gramaticales 2: The verb <i>estar</i> with prepositions of place (p. 121) A practicar: Exploraciones gramaticales 2 Lectura: <i>Algunas ciudades únicas de Latinoamérica</i> (p. 126)	ILRN: <ul style="list-style-type: none"> • Actividades S4.8-15, SP.1
W 4/5	(Capítulo 4, cont.) Exploraciones léxicas 2: Furniture and appliances (p. 128) A practicar: Vocabulario En vivo: <i>Casas en venta</i> (p. 141) Exploraciones del mundo hispano Exploraciones gramaticales 3: Interrogatives (p. 132) Begin A practicar: Exploraciones gramaticales 3	ILRN: <ul style="list-style-type: none"> • QUIZ • Practicar la pronunciación del vocabulario • Actividades S4.16-20

Semana XIII: M 4/10	(Capítulo 4, cont.) Continue A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>Casas únicas</i> (p. 130) Exploraciones gramaticales 4: Stem-changing verbs e -> ie and e -> i (p. 135) A practicar: Exploraciones gramaticales 4	ILRN: <ul style="list-style-type: none"> • Actividades S4.21-26
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<p>W 4/12</p> 	<p>(Capítulo 4, cont.)</p> <p>Lectura: <i>Soluciones de la vivienda</i> (p. 138)</p> <p>Redacción</p> <p>Exploraciones profesionales: <i>La arquitectura</i> (p. 142)</p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p> <p>Exploraciones literarias</p>	<p>ILRN:</p> <ul style="list-style-type: none"> • QUIZ • Actividades S4.27-30, S8.P2 • Final Step: Return to “self-tests” and take your <i>posttest</i>. Review your “revised study plan”
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<p>Semana XIV:</p> <p>Capítulo 5:</p> <p>¿Estás feliz en el trabajo?</p> <p>M 4/17</p>	<p>EXAMEN: CAPÍTULO 4</p> <p>Capítulo 5: ¿Estás feliz en el trabajo?</p> <p>Preview objectives</p>	
<p>W 4/19</p>	<p>(Capítulo 5, cont.)</p> <p>Exploraciones léxicas 1: Adjectives of emotion and physical states (p. 152)</p> <p>A practicar: Vocabulario</p> <p>En vivo: <i>Entrevista a un actor</i> (p. 163)</p> <p>Exploraciones gramaticales 1: Estar with adjectives and the present progressive (p. 156)</p> <p>Begin A practicar: Exploraciones gramaticales 1</p>	<p>ILRN:</p> <ul style="list-style-type: none"> • Practicar la pronunciación del vocabulario • Actividades S5. 1-8

<p>Semana XV:</p> <p>M 4/24</p>	<p>(Capítulo 5, cont.)</p> <p>Continue A practicar: Exploraciones gramaticales 1</p> <p>Conexiones culturales: <i>Las emociones y el bienestar</i> (p. 154)</p> <p>Exploraciones gramaticales 2: Ser and estar (p. 159)</p> <p>A practicar: Exploraciones gramaticales 2</p> <p>Lectura: <i>¿Quiénes son más felices?</i> (p. 164)</p>	<p>ILRN:</p> <ul style="list-style-type: none"> • Actividades S5.9-16, S5.P1
<p>W 4/26</p>	<p>(Capítulo 5, cont.)</p> <p>Exploraciones léxicas 2: Professions (p. 166)</p> <p>A practicar: Vocabulario</p> <p>En vivo: <i>Solicitudes de trabajo</i> (p. 179)</p> <p>Exploraciones del mundo hispano</p> <p>Exploraciones gramaticales 3: Verbs with changes in the first person (p. 170)</p> <p>Begin A practicar: Exploraciones gramaticales 3</p>	<p>ILRN:</p> <ul style="list-style-type: none"> • QUIZ • Practicar la pronunciación del vocabulario • Actividades: Actividades S5.17-23

Semana XVI: M 5/1 	(Capítulo 5, cont.) Continue A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>Las profesiones y la economía</i> (p. 168) Exploraciones gramaticales 4: Saber and conocer (p. 173) A practicar: Exploraciones gramaticales 4	ILRN: <ul style="list-style-type: none"> • Actividades: S5.25-31, S5.P2
W 5/3	(Capítulo 5, cont.) Lectura: <i>Profesiones poco comunes</i> (p. 176) Redacción Exploraciones profesionales: <i>El trabajo social</i> (p. 180) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	ILRN: <ul style="list-style-type: none"> • QUIZ • Final Step: Return to “self-tests” and take your <i>posttest</i>. Review your “revised study plan”
Semana XVII	Examen Final W 5/10 7:30 pm	

INSTRUCTIONAL METHODS

As your professor, I want you to be successful in this class. We will work together to achieve the levels of proficiency previously stated. I will create activities where you can experience speaking, reading, writing, listening, and cultural understanding of Spanish. I will also pay attention to your learning style without sacrificing the standards you should achieve.

STUDENT ASSIGNMENTS

1. One writing assignment per chapter to be submitted online through iLrn or Canvas.
2. Weekly activities done online that support what is being covered in class each day. These activities include listening, reading, speaking, vocabulary, writing, and grammar exercises.

STUDENT ASSESSMENT

Students will be assessed through exams at the end of each chapter, performance on online activities, short compositions, and quizzes. Each exam will include listening comprehension, grammar, vocabulary, reading, and writing. All the aforementioned assessment instruments determine how successful you are at achieving the learning outcomes previously outlined. If you find you are not mastering the language skills, please reflect on your study habits and time management skills and prepare for each class.

INSTRUCTOR'S REQUIREMENTS:

ATTENDANCE POLICY

Class will begin at the scheduled time. Please be on time, as coming and going is disruptive. The class roll will be called every day at the beginning of class. You are expected to attend classes every day and will be responsible for materials covered during your absence, as per the course lesson plan and additional materials assigned by instructor. You will lose points on the participation grade for every class missed. As per HCCS policies, stated in the Student Handbook (P. 2), your instructor has full authority to drop you after you have accumulated absences in excess of 10 hours, including lecture and laboratory time. However, it is recommended that you be responsible for dropping the course if you have been absent more than 10 hours of class. If you are late by more than 10 minutes or leave class 15 minutes before the class ends, you will receive one 1/2 absence. After 2 of these absences you will get one full absence. Poor attendance records tend to correlate with poor grades. There are no excused or unexcused absences; they are all absences.

MAKE UP TEST POLICY

You **are responsible** for material covered during your absences. It is a good idea to exchange phone numbers with one or two other students for times when you miss a class. Make-up exams will not be given except in well-documented dire circumstances. You may only make up one exam per semester and the test will be given on the last day of class. Make-up tests will be different from regularly scheduled tests. Quizzes may not be made up. You **are responsible** for material covered during your absences. It is a good idea to exchange phone numbers with one or two other students for times when you miss a class. Make-up exams will not be given except in well-documented dire circumstances. You may only make up one exam per semester and the test will be given on the last day of class. Make-up tests will be different from regularly scheduled tests. Quizzes may not be made up.

PHONES AND FOOD

Ringling cell phones constitute an interruption of instruction. Please remember to turn your phone off when you enter the classroom.

HCC GRADING SCALE

The HCC grading scale is:

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
59 and below = F	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

INSTRUCTOR GRADING CRITERIA

Your grade will be determined by the following	Details	Percent of Final Average
Homework	Homework will consist of activities in iLrn. It is important NOT to forget to do the homework in iLrn as your grade could go down by a whole letter grade.	15%
Chapter Tests	Tests will be taken at the end of each chapter. They will cover topics from the entire chapter.	40%
Final Exam	The final exam is given at the end of the semester and is comprehensive; it covers Chapters 1-5	30%
*Class Participation/Attendance/Preparation/Quizzes	Students must participate in class each day. See below for explanation of what participation includes.	15%
Total:		100%

*Class participation, Attendance, Preparation and Quizzes are essential in a foreign language class. Learning a foreign language requires a lot of dedication and focus. The pace moves quickly, and a lot of material is covered in each chapter. Points will be reduced by 5 points for every class period missed and by 5 points for every incidence of failure to participate or prepare for class. Specifically, you are expected to:

- Attend all classes
- Arrive on time and remain the entire class
- Bring your textbook to every class
- Prepare for class and be actively involved in class (not on Facebook ☺)
- Stay on task, on the correct page and exercise
- Turn off and remove from sight all electronic devices once you enter the classroom
- Refrain from talking during the instructor's lessons, chatting off topic in peer groups when you have been given a group assignment, or studying for other classes

REQUIRED INSTRUCTIONAL MATERIALS

Exploraciones, HCC Custom 2nd edition, Volume 1, 6th iLrn PAC, Caminatas video manual, Blitt and Casas, 2016, Cengage Learning
ISBN: 9781337498579

This custom-published book is available at any HCC bookstore, and it comes with the access code you will need for the online homework.

To access the online site, go to this website to log in to the online site:

www.cengage.com/ilrn

HCC POLICY STATEMENTS:

disAbility Support Services

Houston Community College is committed to providing an accessible and supportive environment for students with disabilities. The Ability Services at each college of the Houston Community College is responsible for arranging reasonable accommodations for all qualified students with documented disabilities to ensure equal access to all programs and activities at HCC. Ability Services assists students with physical, learning or emotional disabilities in developing independence and self-reliance. Services include various assistive technologies and reasonable accommodations for admissions assistance, testing, academic advising, registration and classroom instruction. Interpreting services are available for students who are deaf/hard-of-hearing and assistive technology devices are available for students who are blind. In order to serve you better, ADA counselors recommend that you meet with them at least 60 days prior to the beginning of the term. For more information, go to

<http://www.hccs.edu/district/students/disability-services/>

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to: www.edurisksolutions.org. Sign in using your HCC student e-mail account, then go to the button at the top right that says **Login** and enter your student number.

ACADEMIC HONESTY

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments for academic dishonesty may include a grade of "0" or "F" on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.

STUDENT ATTENDANCE

You are expected to attend all lecture classes and labs regularly. You are also responsible for materials covered during your absences. Instructors may be willing to consult with you for make-up assignments, but it is your responsibility to contact the instructor. Class attendance is monitored daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences. You may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For example:

- For a 3 credit-hour lecture class meeting 3 hours per week (48 hours of instruction), you can be dropped after 6 hours of absence.
- For a 4 credit-hour lecture/lab course meeting 5 hours per week (80 hours of instruction), you can be dropped after 10 hours of absence.

Departments and programs governed by accreditation or certification standards may have different attendance policies. Administrative drops are at the discretion of the instructor. Failure to withdraw officially can result in a grade of "F" in the course.

REPEATING COURSES

As a result of recent Texas legislative changes, please be advised that HCC is charging additional tuition for students who enroll in the same class three or more times at HCC. While it is the hope of HCC that students will be successful in their first attempt at classes, we realize that life demands, academic struggles, and other issues may result in students needing to take the same class more than once. Speaking with an advisor will help you develop student success skills, improving your overall academic performance. If a student repeats a course in which a grade (A-F) has been received, the highest grade received at HCC is the permanent grade for the course and will be used in computing the GPA. All grades earned in a given course will be reflected on the transcript. Other colleges may compute the GPA differently than HCC.

WITHDRAWALS

Students must withdraw by the withdrawal deadline (April 3) in order to receive a "W" on a transcript. Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online Academic Calendar at www.hccs.edu/hccs/current-students/academic, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC advisor to determine class withdrawal deadlines.

Be certain you understand HCC policies about dropping a course and consult with a counselor/advisor to determine if withdrawing is in your best interest. It is your responsibility to withdraw officially from a class and prevent an "F" from appearing on your transcript. Senate Bill 1231 and limits the number of W's a student can have to 6 classes over the course of their entire academic career. This policy is effective for students entering higher education for the first time in Fall 2007 and subsequent terms. Withdrawals accumulated at any other Texas

public higher education institution count toward the 6 course total. Withdrawals for certain circumstances beyond the students control may not be counted toward the 6-drop limit.

In addition, withdrawing from a course may impact your financial aid award or eligibility. Contact the [Financial Aid Office](#) or website to learn more about the impact of withdrawing on financial aid

USE OF ELECTRONIC DEVICES IN THE CLASSROOM

The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the Dean of Student Services.

STUDENT CODE OF CONDUCT

Houston Community College views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws. Furthermore, no student may disrupt or otherwise interfere with any educational activity or fellow students' right to pursue academic goals to the fullest in an atmosphere appropriate to a community of scholars. Any student failing to abide by appropriate standards of conduct during scheduled college activities may result in disciplinary action. Students suspected of violating the student code of conduct will be subject to the disciplinary process. Students have the right to due process.

TUTORING: One important key to success in college is learning to use available resources. Houston Community College provides many tutoring opportunities for students in almost all areas. Check www.hccs.edu/findatutor for tutoring information.

EGLS3

The EGLS3 (Evaluation for Greater Learning Student Survey System) 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 department chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons.