

**Sociology**

**Northwest College**

**SOCI 1301 Introduction to Sociology**

CRN 42901 Spring Semester 2015

Katy Campus—Room 223| Wed 7:00-10:00 P.M.

Office Hours: by appointment

3 hour lecture course | 48 hours per semester | 16 weeks

**Instructor: Carleton**

**Instructor Contact Information:**

E-mail: [gregg.carleton@hccs.edu](mailto:gregg.carleton@hccs.edu) or [gregg.carleton@aliefisd.net](mailto:gregg.carleton@aliefisd.net)

**COURSE DESCRIPTION:**

Sociology 1301 is an “Introduction to the concepts and principles used in the study of group life, social institutions, and social processes.” (ACGM)

Sociology 1301 is “A survey course which focuses on the nature of human groups in American and world societies, their social and cultural adaptations, and the impact which various social processes may have on their social organization and social change.” Core Curriculum Course. (HCC Catalog)

**COURSE GOAL:**

By the end of this course you will be able to “Appreciate our socially and culturally diverse society and world” (HCC Core Sociology Curriculum). This is a survey course designed to help guide your understanding of Sociology as an academic and scientific discipline and to see the world around you from a new, different, and previously unthought-of of perspective.

**STUDENT LEARNING OUTCOMES:**

1. Apply the three major perspectives in Sociology: Conflict, Functionalism, Symbolic Interactionism.

2. Identify the principles of the social science research process.

3. Evaluate the various aspects of stratification as they affect American society and the world.

4. Evaluate the various aspects of the institutions of society as they affect American society and the world.

**LEARNING OBJECTIVES**

1.1 Appreciate information about the background and history of Sociology.

1.2 Analyze the seminal theorists in Sociology, their theories, and how those theories translate to the real world.

1.3 Discriminate among and between various critical thinking fallacies.

1.4 Evaluate theories of collective behavior and social movements and how they impact real people's real lives in the real world.

2.1 Illustrate Sociological experiments as found in a textbook or a peer-reviewed journal and discuss the study in terms of the scientific method.

2.2 Delineate scientific research methods.

3.1 Evaluate theories of stratification and how they impact real people's real lives in the real world.

3.2 Evaluate theories of globalization and social change and how they impact real people's real lives in the real world.

3.3 Evaluate theories of population, urbanization, and environment and how they impact real people's real lives in the real world.

4.1 Evaluate the major theories of each of the institutions of society.

**CORE CURRICULUM SKILLS AND ASSESSMENT**

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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 several 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 * **Empirical and Quantitative Skills** –to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions * **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.   These objectives will be assessed as follows:   * **Critical Thinking:** Nearly all the work in this course will require critical thinking about the societal topics that we address. Your critical thinking skills will be assessed through the written work that you submit and questions on your exams. * **Communication:** Nearly all the work in this course will also require that you be able to communicate well orally and in writing. Your communication skills will be assessed primarily through the written work you submit, your International Conversation Partners project, and class participation. * **Empirical and Quantitative:** You will be required to answer a series of multiple choice questions on exams that assesses your empirical and quantitative skills. Furthermore, you will be expected to critically assess various research projects and comprehend various quantitative facts. * **Social Responsibility:** This entire course, reading and class material, is largely focused on social responsibility as an element of Sociology is the understanding that we are interconnected social beings. Specific options in this class include Service Learning and International Conversation Partners. |

**COURSE CALENDARWeek 1 (Jan 14) - Textbook:** Chapter 1: An Introduction to Sociology in the Global Age

**Week 2 (Jan 21) - Textbook:** Chapters 1 & 2: Thinking Sociologically

**Week 3 (Jan 28) - Textbook**: Chapters 2 & 3: Researching the Social World; **(Show examples of presentation)**

**Week 4 (Feb 4) –** **Textbook:** Chapter 4: Culture; **Contemporary Readings *in Sociology***: Article 32: “Culture Jamming: A Sociological Perspective” page 243; **Video**: Consuming Kids(HW?); **(Show examples of presentation)**

**Week 5 (Feb 11) -** **Exam 1 (Chapters 1-4 & Article 32)**

**Week 6 (Feb 18) - Textbook**: Chapters 5: Socialization and Interaction; **Class Presentations due (Tuesday by 11:59 PM via e-mail: gregg.carleton@hccs.edu)**

**Week 7 (Feb 25) - Textbook**: Chapters 7: Deviance and Crime

**Week 8 (March 4) - Textbook**: Chapter 8: Social Stratification; **Contemporary Readings *in Sociology***: Article 13: “Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration; **Movie & Question(s) for HW**: Heist or The Flaw; **Socially Unacceptable Paper due (hard copy only)**

**Week 9 (March 11) – Textbook**: Chapters 8 & 9: Race and Ethnicity

**Spring Break (March 18)**

**Week 10 (March 25) – Textbook**: Chapters 8 & 9: Race and Ethnicity

**Week 11 (April 1) – Exam 2 (Chapters 5, 7, 8 & 9 & Article 13 & Movie Question(s)**

**Week 12 (April 8) - Textbook**: Chapters 10 & 17: Social Change, Social Movements, and Collective Action (Present Chapter 17 after lecture); **Contemporary Readings *in Sociology***: Article 33: “Corporate Citizenship and Social Responsibility in a Globalized World”; **Extra Credit due (NO LATE EXTRA CREDIT- hard copy only)**

**Week 13 (April 15) – Textbook:** Chapters 17 & 15: The Body, Medicine, Health, and Health Care & 14: Politics and the Economy; **Movie(s) & Question(s) for HW**: Sicko and/or The High Cost of Low Prices

**Week 14 (April 22) – Textbook: Exam 3 (Chapters 10, 17, 15 & 14 & Article 33 & Movie Question(s)**

**Week 15 (April 29) - Textbook**: Chapters 12: Education & 13: Religion

**Week 16 (May 6) - FINALEXAM: Exam 4 (Comprehensive--100 questions) on Wednesday at 7:00 P.M.; everyone must take Exam 4 on the day of the Final Exam**

**INSTRUCTIONAL METHODS**

Methods of Instruction may include lecture; various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts and other original source material, films, field trips, etc.

**ASSIGNMENTS**

Assignments/Activities: various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts and other original source material; mandatory discussions based on various topics related to the major areas of study; debates; writing papers including essays, analyses, reviews, research, comparing and contrasting theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios

**ASSESSMENTS**

Methods of Assessment/Evaluation: Essays, internet searches with concomitant essays; in-class debates; in-class discussions; oral and written peer-reviewed article reviews and discussions; oral and written book reviews and discussions; reading and then writing about seminal texts and theories and original source material; research papers; quizzes which may include: definitions, matching, multiple choice, true/false, short answer, brief essay; lists; service learning projects; presentations; group and/or individual projects; portfolios; other methods as may be determined by individual instructors.

**INSTRUCTIONAL MATERIALS**

Introduction to Sociology, 2nd Edition, George Ritzer, Sage Publications, Inc. 2015, ISBN 978-1-4833-0294-2; Contemporary Readings in Sociology, Kathleen Odell Korgen Editor, Pine Forge Press, 2008, ISBN 13:978-1-4129-4473-1.

**HCC POLICY STATEMENT: ADA**

“Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

“Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance:

“[Disability Support Services Offices](http://www.hccs.edu/portal/site/hcc/menuitem.86ce197ae5ecd217d3ef7510d07401ca/?vgnextoid=c6c51545aa603110VgnVCM1000000d4710acRCRD&vgnextfmt=default):

System: 713.718.5165

Central: 713.718.6164 – also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

“After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.”

**HCC POLICY STATEMENT: ACADEMIC HONESTY**

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

Cheating on a test includes:

Copying from another student’s test paper.

Using, during a test, materials not authorized by the person giving the test.

Collaborating with another student during a test without authorization.

Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.

Substituting for another student, or permitting another student to substitute for one’s self, to take a test.

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 written work for credit.

‘Collusion’ means the unauthorized collaboration with another person in preparing work offered for credit.” (HCC Core Sociology Curriculum.)

**HCC POLICY STATEMENT: CLASS ATTENDANCE**

The following statements appear in the College catalog regarding class attendance:

“Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors. Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences. A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time). For example: For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences. For a four credit-hour lecture/lab course meeting six hours per week (96 hours of instruction), a student may be dropped after 12 hours of absences. Certain departments or programs may be governed by accrediting or certification standards that require more stringent attendance policies. NOTE: IT IS THE RESPONSIBILITY OF THE STUDENT TO WITHDRAW OFFICIALLY FROM A COURSE. Administrative drops are at the discretion of the instructor. Failure of a student to withdraw officially could result in the student receiving a grade of "F" in the course. For the deadline for course withdrawal, check the current course Schedule of Courses.”

**HCC POLICY STATEMENT: COURSE WITHDRAWAL**

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor **may** “alert” you and HCCS counselors that you might fail a class because of excessive absences and/or poor academic performance. Contact your professor regarding your academic performance or a counselor to learn about what, if any, HCC interventions might be available to assist you—online tutoring, child care, financial aid, job placement, etc.—to stay in class and improve your academic performance.

**In order to withdraw from a class, you MUST contact your professor and this must be done PRIOR to the withdrawal deadline to receive a “W” on your transcript**. If you do not withdraw before the deadline, you will receive the grade that you have earned by the end of the semester. Zeros averaged in for required assignments/tests not submitted will lower your semester average significantly, most likely resulting in a failing grade (“F”). If you do not feel comfortable contacting your professor to withdraw, you may contact acounselor. However, please do **not** contactboth a counselor and your professor to request a withdrawal; either one is sufficient.

**The Withdrawal Date for this course is: MDYYYY at 4:30 pm.** Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please visit the online registration calendars or contact the HCC Registrar’s Office to determine class withdrawal deadlines.

**“*Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

The following statements appear in the [HCCS Student Handbook](http://www.hccs.edu/hcc/System%20Home/Departments/Student_Handbook/academic_info.pdf) regarding withdrawal from a course:

Be certain you understand HCC policies about dropping a course. It is your responsibility to withdraw officially from a class and prevent an “F” from appearing on your transcript. When considering withdrawal from a course, remember that:

No grade is given and your transcript reflects no record of the course if you withdraw before the [Official Date of Record](http://www.hccs.edu/portal/site/hccs/menuitem.5fc1e5d66248062f3227a2ced07401ca/?vgnextoid=eba11e5bf6c6f110VgnVCM2000001b4710acRCRD&vgnextfmt=default&caltype=week). [Please see the HCCS Official Academic Calendar [which can be found by clicking on this link](http://www.hccs.edu/portal/site/hccs/menuitem.5fc1e5d66248062f3227a2ced07401ca/?vgnextoid=eba11e5bf6c6f110VgnVCM2000001b4710acRCRD&vgnextfmt=default&caltype=week)].

A “W” (indicating withdrawal) appears on your transcript if you drop a course after the [Official Date of Record](http://www.hccs.edu/portal/site/hccs/menuitem.5fc1e5d66248062f3227a2ced07401ca/?vgnextoid=eba11e5bf6c6f110VgnVCM2000001b4710acRCRD&vgnextfmt=default&caltype=week) and before the final deadline. [Please see the HCCS Official Academic Calendar [which can be found by clicking on this link](http://www.hccs.edu/portal/site/hccs/menuitem.5fc1e5d66248062f3227a2ced07401ca/?vgnextoid=eba11e5bf6c6f110VgnVCM2000001b4710acRCRD&vgnextfmt=default&caltype=week)].

The final deadline to drop a course is four weeks before fall or spring semester finals and one week before summer semester exams. [Please see the HCCS Official Academic Calendar [which can be found by clicking on this link](http://www.hccs.edu/portal/site/hccs/menuitem.5fc1e5d66248062f3227a2ced07401ca/?vgnextoid=eba11e5bf6c6f110VgnVCM2000001b4710acRCRD&vgnextfmt=default&caltype=week).]

There are three ways to withdraw from a course:

Complete an official withdrawal form available at any campus.

Write a letter stating your request to withdrawal. The effective date of your withdrawal is the post marked date of your letter:

**Office of Student Records**

**Houston Community College System**

**P. O. Box 667517**

**Houston, TX 77266-7517**

Fax a letter of withdrawal to Registrar’s office: 713-718-2111.

<http://www.hccs.edu/hcc/System%20Home/Departments/Student_Handbook/academic_info.pdf>

**HCC POLICY STATEMENT: COURSE REPEAT FEE**

“NOTICE: Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor / counselor about opportunities for tutoring/other assistance prior to considering course withdrawal or if you are not receiving passing grades.”

Course Withdrawals-First Time Freshman Students-Fall 2007 and Later Under Section 51.907 of the Texas Education Code

“an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in the Spring 2007 and applies to students who enroll in a public institution of higher education as a first-time freshman in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw form [sic] the institution.” High school students enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

All college-level courses dropped after the official day of record are included in the six-course limit unless the student demonstrates to an appropriate college official that one of the following events occurred to the student during the semester or summer session:

A severe illness or other debilitating condition that affects the student's ability to satisfactorily complete [sic] the course.

The student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete [sic] the course.

The death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause.

The active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student's family and such active duty interferes with the student's ability to satisfactorily complete [sic] the course.

General Course Information 1-47 Front section 09-11.inddrev.indd 41 11/30/09 8. <http://www.hccs.edu/hccs/future-students/catalog>.

**CLASSROOM BEHAVIOR**

**USE OF CAMERA AND/OR RECORDING DEVICES**

Use 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 reasonable accommodations.

**PROGRAM/DISCIPLINE REQUIREMENTS**

The following material is to be taught in every SOCI 1301 class offered at HCC.

The Foundations: Background and History—Overview of Sociology—Perspectives and Paradigms; The Research Process.

The Building Blocks: Culture, Socialization, Social Interaction and Social Structure, Social Groups and Bureaucracies, Deviance.

Stratification: General Stratification—An Overview. (Instructors must pick 3 out of the 5 topics listed below; instructors may incorporate material from one module into another): World/Global Stratification, Race and Ethnicity, Sex or Gender, Age. Disability.

The Institutions of Society (Instructors must pick 3 out of the 6 topics listed below; instructors may incorporate material from one module into another): The Family (may include marriage and human sexuality), Education, Religion, Law/Politics/Government, Medicine (may include issues of health and disease), Media.

Social Change/Social Movements (Instructors may choose to include some but not all of the sections in this module or may choose to incorporate material from one module into another): Collective Behavior and Social Movements, Ecological Processes, Environment, Globalization and Development, Modernity, Population, Revolutions, Technology, Terrorism, Urbanization.

**GRADING**

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Houston Community College’s standard grading system, which will be used in this class, is: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F.

**ASSIGNMENTS AND TEST PERCENTAGES**

**1)** **Class Presentation** over a topic from the textbook, Introduction to Sociology, Second Edition. You must work in a group of 3 to 5 students. The objective is to learn the topic covered in the chapter for which your group is responsible well enough to make it clear, to simplify it so that everyone in the class can understand it. You can use different media to support your lesson, such as transparencies, a slide show (power point), a homemade video, charts, posters, skits, student volunteers, games, etc. It should be 20 to 45 minutes long and cover the most significant points of the topic covered in your chapter. Do NOT type parts of the textbook onto a power point or word document and read it to the class (they can read and do not need you to read to them), unless you are quoting something significant. You are to analyze it and teach the ideas of the topic to the class, SIMPLIFY and personalize it for understanding. This assignment is worth **20%** of your total grade. You must e-mail ([gregg.carleton@hccs.edu](mailto:gregg.carleton@hccs.edu)) me a **COMPLETED (all students’ parts)** copy of your Class Presentation **Week 6, by 11:59 PM the day BEFORE CLASS via e-mail: gregg.carleton@hccs.edu**. **Minus ten points (10pts) each class period for late work.**

**2)** **Exams:** There will be four (4) exams.  Along with reading material, the information tested will come from class notes/handouts. The exams will be multiple choice and written (short answer). Each of these exams will be worth 100 possible points. The lowest grade of the first three (3) exams will be dropped. For this reason, ***NO* MAKE-UP EXAMS WILL BE GIVEN.  IMPORTANT: Students who are NOT taking the third exam are NOT excused from attending class between the second** **and third exams. More than ONE unexcused absence during that time frame will result in a** **FULL LETTER GRADE DEDUCTION of the student's final course grade! The fourth exam is mandatory for ALL students and will be given on the date of the final exam**. Even if the fourth exam has the lowest grade, it **WILL NOT** be dropped from student’s average. Each exam will cover material begun after the previous exam, except for the Final Exam which will be comprehensive; the last 2 chapters covered will make up 40% of the Final Exam, and the previous 12 chapters will make up the other 60% of the Final Exam. All exams will have 50 multiple choice questions and 4 short answers, except for the Final Exam which will be all multiple choice. The multiple choice sections of all exams will be worth **45%** of your total grade, and the short answer sections of all exams will be worth **15%** of your total grade.

**\*During exams, students may NOT leave class. Go to the bathroom before the exam; bring tissues if needed. Turn off all cell phones, beepers, etc. No blackberries, IPODS, etc. Nothing except required test materials IS to be on students' desks during EXAMS.**

**3) Writing Assignment:**

**SOCIALLY UNACCEPTABLE ASSIGNMENT: Due Week 8, Hard Copy**

You are to do something that will not get you in trouble but will draw attention to you because people believe it is strange, weird or just wrong; in other words, it is not socially acceptable. For example: walk backwards to class or some other public place, wear your clothes backwards or inside out, speak unusually soft or unusually loud when spoken to, talk to people while not looking at them, play an air-guitar in a public area, sing really bad and loud in a public place, sit backwards, etc. If you have a good idea that you would like to try, please check with me.

While you are doing your project: 1) pay attention to how you feel, 2) how people respond to you and, 3) how you feel about how people are responding to you. Try to understand your feelings and others’ responses from a **SOCIOLOGICAL PERSPECTIVE**. Remember to act normal; don’t explain to people what you are doing until you are finished. This is **not** a psychological project; therefore, do **NOT** perform this activity for people/students you know well. This is a **Sociological project**, and therefore, *I want you to do something that is socially unacceptable* ***NOT*** *something that is just unusual for you*. If you follow the rules, people/students who you do not even know will respond to your behavior.

**Write an essay, 2-5 pages, (must be typed, doubled spaced, Franklin Gothic Medium or Times New Roman, 12pt. font, 1 inch borders) that explains from a *SOCIOLOGICAL PERSPECTIVE*—(use your notes and textbook): 1) what you did, 2) how you felt while doing it, 3) how people responded to you, 4) how you felt about how they responded to you, 5) why you think you felt the way you did and, 6) why you think others responded to you the way they did.**

You **must read** assigned readings from the textbook, chapters 1-5 (give extra attention to chapter 5). Correctly use from a sociological perspective the following: **at least one (1) idea** **for a D, at least two (2) ideas for a C, at least three (3) ideas for a B or at least five (5) ideas for an A** in your paper: generalized other, looking-glass self, self-feeling, self-idea, imagined judgment, internalization of norms, values and beliefs, seeing oneself as an object, back-stage, front-stage, impression management, saving face, sanctions, role and role expectation, superego. You must use these ideas to analyze your responses/feelings and other’ responses to your socially unacceptable behavior. You must know the ideas well to use them in your paper. Treat this as an open book exam; I expect correct sociological use of these ideas. This assignment is worth **20%** of your total grade. **You must turn in a hard copy! Minus ten points (10pts) each class period for late work.**

**5) Extra Credit:**

Students may receive **up to 20 points** of extra credit added to the multiple choice section of an exam grade by writing a short (approximately 2 pages, typed, double spaced) paper addressing the sociological issues raised in the article (please read it **carefully** and ask the professor if you do not fully understand them) from Contemporary Readings in Sociology (choose one of the following, **only one**):

*1) Article 12 “Bullies Move Beyond the Schoolyard: A Preliminary Look at Cyberbullying” on page 88****OR*** *2) Article 30 “Making Theological Sense of the Migration Journey From Latin America: Catholic, Protestant, and Interfaith Perspectives” on page 227* ***OR*** *3) Article 21 “Divorce Culture and Marital Gender Equality: A Cross National Study”* ***OR*** *4) Article 17 “Race as Class”*

**Note: The Extra Credit paper will be accepted no later than week 12, Hardcopy – NO late extra-credit, no exceptions!**

**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.