



**English Grammar
Northwest College**

ENGL 0310: Developmental English and World Languages

CRN51808 - Fall 2010

Spring Branch Campus - Room 313| 7:00 -10:00 pm | Mon/Wed

3 hour lecture course| 1 hour lab

Instructor: Margot Garvey-Preyer, Instructor

Office Location: None

Office Hours: Appointment only

Cell Phone (optional): 832-788-7670

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Course Setting

This course is English 0310—an English developmental writing and grammar class. English 0310 will prepare students for English 1301. You will develop appropriate skills and use the rules of English grammar to create correct sentence structures in your writing to precisely inscribe essays or paragraphs that will effectively represent your thoughts and ideas on a given subject; and, successfully respond to queries; participate in class through class discussions and group collaboration and work independently in formal and non-formal learning settings. Attending this class are students from the Baby Boomer generation, Generation X, Generation Y, and the millennial population. The culture is diverse and the majority of students attending this class speak English as a second language.

Course Goals

Students will demonstrate (SWD) their ability to write effective, meaningful, and clear sentences, paragraphs, or essays—of 300 to 500 words each—with diverse content and current world issues, while accurately and successfully applying the rules for using the nine parts of speech such as 1) nouns, 2) pronouns, 3) adjectives, 4) adverbs, 5) prepositions, 6) conjunctions, 7) articles, 8) verbs, and 9)

interjections while concurrently applying the basic rules of punctuation to their writing process. To complete this course successfully you will be expected to:

1. Become an active reader
2. Identify each part of speech and know to apply them within a written essay.
3. Distinguish each part of speech, identify its function, and use them appropriately in college writing.
4. Write simple and compound sentences, paragraphs, and essays that are free of distracting mechanical and grammatical errors.
5. Build vocabulary to improve voice, style, comprehension, and coherency in writing through reading diverse literature.
6. Use diverse and cultural topics to generate ideas for writing essays, journals, and course papers while including a variety of types of clear and sophisticated sentences that express logical relationships between ideas.
7. Write effective coherent and organized essays which demonstrate your understanding of the writing process.
8. Each student will concentrate on eliminating errors from his/her writing by recognizing and applying grammar rules while writing.

Course Objectives:

Developmental English 0310 Objectives include and incorporate federally mandated SCANS SKILLS include skills development in listening, speaking, reading, writing, critical thinking skills and computer literacy. This course will prepare you to manage academic writing assignment in the standard curriculum courses successfully. To exit this course, you must:

1. have at least a C average in this course,
2. have a passing score on the Final Exam, or
3. pass the THEA Test

Faculty Philosophy and Expectations

My philosophy of education is that education is key to academic and life-long success; it is the tool that empowers learners to be self-directed and autonomous. I believe that... “learning is the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action” (Mezirow, 2000, cited in Merriam et al., 2007, p. 132). In essence, learners (1) develop personal growth and maturity in becoming self-directed learners (Brockett &

Hiemstra, 1991); (2) learners participation in learning dialogs enables him or her to make rational decisions based on personal interest and perspective on issues (Brookfield; 1985, 1986 and Mezirow; 1985); and, (3) self-directed learning must have unequivocal focus on the emancipation of the learner (Collins, 1996). In order for learning to have an effect on the learner, that is you, you must be an active participant in the learning process. It is imperative that you are an active participant in this learning arena by participating in our cooperative and collaborative learning activities. I want you to enjoy your learning experience in this learning arena; therefore, I will provide sufficient and well prepared lessons. I will lead the class in discussing various methods of sentence construction. You will work on sentence construction both in and out of class and both independently and in collaboration with other learners. For added help, it is recommended that you consult tutors in the Writing Center to help you improve in writing your papers. The sentence structures of the final version of each essay will be assessed.

Furthermore, so that you may meet the standards and rigorous learning challenges set by HCCS standards, open communication must exist between me, the professor, and you, the student. You are expected to get online to review the online components of this course; in addition, you are expected to complete technology Projects, Journals, PowerPoint presentations, oral presentations, to mention a few activities, as part of class requirements. Your comments and concerns, as related to your success in this course and in your college career, are taken into consideration in order to improve your learning experience. For the purpose of this course, it will be necessary for you, a member of this learning community to respect one another, be opened minded, and not attempt to discourage anyone with your comments or added expertise.

Our goal is to see that the community of learning is a success. If at any time you are dissatisfied, confused, or unclear about how the discussion is being facilitated, please contact me via e-mail. A normal response to e-mail is 48 hours. I will not respond to emails on weekends. I will do my best to return assignments with response within a week of its submission. I will treat all of you with collegial respect. I believe that you have as much to contribute to this learning process as I do, and I look forward to our exchange as colleagues

Course Outline

WEEK 1 and 2	Presentation(s)	Use of Technology
<p>Introduction: Understanding the individual as writer and creative person.</p> <p>Identify the parts of a simple sentence. Identify what a simple sentence looks like and consist of.</p>	PowerPoint Video Lectures Warm-up Students Other activities	Survey Communication with peers and instructor Class discussion Create an online collaborative group to participate in weekly sharing during the acquisition of class group activities WEBCT.
<p>Objectives</p> <p>To get to know the learner as an individual who is self-directed, self-motivated and empowered to attend this class. Explain relation and role each part of speech plays in developing an effective sentence.</p>		
<p>Introduction: What is a grammar? What are the components of a sentence? Why do many people believe that learning to write English is a difficult task? What do you like best about writing?</p>		
Activities/Discussions	In-Class	On-line
	1. How these relations affect the meaning of a written sentence, paragraph, or essay? 2. Small group discussion. Introduce yourself. 3. Discuss and assess your writing background knowledge. 4. Discuss the reason why you are taking this course? 5. Identify and discuss your learning strengths and or weaknesses. 6. Word color activity	1. Create and submit a Bio-Poem identifying the parts of speech and their functions to share within the online community, 2. Take online learning style survey and bring a copy to class to discuss with your group members and class. 3. Take online survey and research http://www.edutopia.org/multiple-intelligences-learning-styles-quiz
Technology presentation	Within your chosen small group, create a presentation representing the relationship of words in a sentence. Be creative in your presentation. In this presentation, explain relation and role each part of speech plays in developing an effective sentence.	
<p>Deliverables (Choose one)</p> <p>Create a Bio-Poem identifying the parts of speech and their functions</p>		
<p>Assessment</p> <p>Formative, Observation, Rubric, Test</p>		

WEEK 3 and 4	Presentation(s)	Use of Technology
Becoming a Critical Reader Readings See Required Reading List	PowerPoint Video Lectures Warm-up Students Other activities	class management, sharing, presentations, submitting assignments, resources, and WebCT mywytinglab.com
Objectives Most students need to learn about the difference between reading and critical reading and to become familiar with the kinds of materials they will have to read in college and later in their careers. Students will read narratives written by different authors of different gender, nationality, and cultural background as source of contextual information to be able to draft and revise sentences and paragraphs. Upon successful completion of this learning unit, you will Read critically <ol style="list-style-type: none"> 1. Explore your writing process 2. Narrow a topic 3. Identify the purpose 4. Analyze audience and tone 		
Introduction In this unit, students will focus on processes essential to developmental and freshman writing; read critically and combine what they have read with their own knowledge so as to produce papers expressing unique insights and positions on various issues; develop paragraphs for the Introduction, Body and Conclusion of an Essay; participate in group discussions and class communities to be able to master the key concepts of paragraph development and the basics of essay structures and continue the discussion of the writing process by stressing the importance of writing several drafts; and fine tuning those drafts until the best possible version is created.		
Activities/Discussions	In-Class	On-line
	Think-Pair-Share; free writing, collaborative groups, pairing groups, whole class <ol style="list-style-type: none"> 1. Work in small groups to come up with a list of general ideas for topics; lists with members of another group and narrow the topics to make them appropriate for a 3-5 page double-spaced paper. 2. Discuss “How were you taught to write in school?” and “Describe the writing process you use for academic papers,” share responses in small groups. A spokesperson 	<ol style="list-style-type: none"> 1. Add your information to the discussion portion of the Webct. Share group responses with the rest of the class and discuss which are likely to work and which need additional focusing. (Respond to at least two learners’ comments). 2. Discuss also some strategies you could use to help you understand why some writing tasks were particularly challenging and perhaps frustrating for you while others were rewarding.

	will for the group will share responses with the entire class.	
Technology presentation	Discussion group: create a Website about the writing process; draw on your own experiences as writers and give advices about the writing process for other students	
Course Deliverables (Choose one)		
<p>1. Using the computer, create a “flow chart” of your writing process, using terms like brainstorming, revising, editing, etc., and arrows or circles to indicate how your writing process usually works. Post flow charts on Webct and discuss how the processes differ from student to student. Place your flow chart in your writing e-folio.</p> <p>2. Write a journal comparing the writing process to other creative processes you are familiar with: playing music, drawing, learning to dance, etc. What are the stages in these other processes? How do audience, purpose, and form affect the process? Use the journal responses to discuss the similarities between the writing process and other creative processes.</p>		
Assessment Students use rubrics to determine your grade expected grade. Formative, Observation, Rubric, Test		

WEEK 5 and 6	Presentation(s)	Use of Technology
Narrative/Descriptive Readings See Required Reading List	<ul style="list-style-type: none"> • PowerPoint presentation • video clips • Lectures • class discussion 	mywytinglab.com
Objectives You will read various narratives as resources by different authors of different gender, nationality, and cultural background as source of contextual information to be able to draft and revise sentences and paragraphs. Upon successful completion of this learning unit, you will: <ol style="list-style-type: none"> 1. Create effective openings and closing sentences paragraph 2. Identify and Eliminate fragments and run-ons in sentences 3. Identify and correct faulty parallel structure 4. Identify verb forms 5. Identify and use adjectives and adverbs 6. write a narrative/descriptive paper of 300-350 words 		
Introduction As a writer, when writing, you must make sure that a narrative story has a point. Narratives as a strategy are used to persuade and make a point, to catch the readers’ interest and lure them into the topic. Descriptive writing is one of the most common ways of adding interest and clarity to your writing and it can put a picture in the minds of readers, helping them to see what you mean, as the writer wants them to see.		
Narrative (Read) <ol style="list-style-type: none"> 1. “Shooting an Elephant,” pages 2-8 2. “Salvation,” pages 10-13 3. “Coming to an Awareness of Language,” pages 33-37 Description (Read) <ol style="list-style-type: none"> 1. “Fifth Avenue Uptown,” pages 45-49; 2. “The Death of the Moth,” pages 50-53 3. “The Way to Rainy Mountain,” pages 54-60 		
Group Activities/Discussions	In-Class	On-line Activities
	<ol style="list-style-type: none"> 1. In small groups—collaborate on creating an opening hook for an essay on a specific topic (preferably whatever essay you are currently working for a final writing project). 2. Help each member of your group to develop his or her hook. 	<ol style="list-style-type: none"> 1. Connect to Webct to complete computer generated activities. 2. Share your list with the class community. 3. Respond to at least two other learners’ comments.
Course Deliverables Maintain a summary/response journal for all of the class readings. In your journal, summarize each reading in a paragraph and then respond to or analyze one or two of the key ideas in the reading.		
Assessment Students use rubrics to determine your grade expected grade. Formative, Observation, Rubric, Test		

WEEK 7 and 8	Presentation(s)	Use of Technology
Causes and Effect Readings See Required Reading List	<ul style="list-style-type: none"> • PowerPoint presentation • video clips of related topics • Lectures, warm-up activities • students' presentation 	PowerPoint, Internet, video Peer review, write essays, reports, and other documents Organize and present data
Objectives Students will read various cause and effect articles or stories by authors of different gender, nationality, and cultural background as source of contextual information to be able to draft and revise sentences and paragraphs. Upon successful completion of this learning unit, you will be able to: <ol style="list-style-type: none"> 1. Correctly identify mistakes in your writing 2. Correctly apply apostrophe, quotation marks, and titles in writing 3. Understand and apply the rules for capitalization and other punctuation marks 		
Introduction In this section, we will learn to create logical relationships and to make explanations clear. Causal analysis is more a method of analyzing an event or series of events than of developing a single point. In order to write in this section effectively, you will have to include and use other techniques learned from the chapters on narration, description, definition, and illustration to make that point.		
Cause and Effect (Read) <ol style="list-style-type: none"> 1. "Pain Is Not the Ultimate Enemy," pages 276-280 2. "Where Have All the Parents Gone?" pages 290-298 3. "Would You? Probably," pages 299-306 		
Activities or Discussions	In- class	On-line Activities
	<ol style="list-style-type: none"> 1. In your small group, discuss what should a good introductory paragraph do, and what it should look like? 2. Write your comments in your journal. 	<ol style="list-style-type: none"> 1. Actively participate with in-class collaborative group 2. Log on to discussions groups at least 3 times a week to participate actively in the online community
Course Deliverables (choose one – Write a 500 word essay) <ol style="list-style-type: none"> 1. Write an essay about the effects of divorce on children. 2. Write an essay about the effect of watching too much T.V. Identify the problem, explain why it needs to be solved, and present your solution. 3. Choose a topic of your own to write about. Topic must be pre-approved by the instructor. 		
Assessment Students use rubrics to determine your grade expected grade. Formative, Observation, Rubric, Test		

WEEK 9 and 10	Presentation(s)	Use of Technology
<p>Processes and Definition</p> <p>Readings See Required Reading List</p>	<ul style="list-style-type: none"> • PowerPoint presentation • video clips of related topics • Lectures, warm-up activities • students' presentation 	<p>PowerPoint, Internet, video Peer review, write essays, reports, and other documents Organize and present data</p>
<p>Objectives You will read various process and definition writing by authors of different gender, nationality, and cultural background as source of contextual information to be able to draft and revise sentences and paragraphs. Upon successful completion of this learning unit, you will be able to:</p> <ol style="list-style-type: none"> 1. Write a process paper 2. Identify and use Present and Past Tenses in context 3. Identify and use Past Participles 4. Maintain Subject/Verb Agreement in paragraphs and essay writing 5. Identify and use Pronoun Types, Cases, and Reference in writing 		
<p>Introduction In this section, you will identify class and general characteristics of process writing and definition. In order for you to be effective with this type of writing, you will want to seek your unique way of writing approaches and discover your own voice as you master the skill of defining.</p>		
<p>Process</p> <ol style="list-style-type: none"> 1. “Behind the Formaldehyde Curtain,” pages 92-102 2. “How to Paint a Fresco,” pages 112-117; 3. “Why Leaves Turn Color in the Fall,” page <p>Definition</p> <ol style="list-style-type: none"> 1. “What Is Poverty,” pages 123-127; 2. “The Meanings of a Word,” pages 150-156; 3. “The Company Man,” pages 147-150 		
Activities or Discussions	In-Class	Online
	<ol style="list-style-type: none"> 1. Maintain a summary/evaluation journal while you are collecting sources. Summarize the main arguments of your sources and evaluate the relevancy and reliability of those sources. 2. Explore poetry of diverse gender to help develop visualization and vocabulary skills. 3. Explain the process and methods you would use to create a process map for writing your next paper. 	<ol style="list-style-type: none"> 1. Create a process map to illustrate the topics and subtopics of your process paper. 2. Respond to at least to other learners' responses Read and discuss language in poems. How it affects the writing and critical thinking process in learner?
<p>Course Deliverables</p> <ol style="list-style-type: none"> 1. Student will create and present your weeks work to the class (presentation, PowerPoint design, etc.). 2. Write a 500 words essay process paper on topic of choice. Topic must be pre-approved by the professor 		
<p>Assessment Students use rubrics to determine your grade expected grade. Formative, Observation, Rubric, Test</p>		

WEEK 11 and 12	Presentation(s)	Use of Technology
<p>Comparisons and Contrast</p> <p>Readings See Required Reading List</p>	<ul style="list-style-type: none"> • PowerPoint presentation, • Video • Lectures, • Warm-up • Students' presentation 	<p>Group activity:</p> <p>Compete for the “World’s Most Poorly Designed Report.” Each group selects a topic for the report, and creates a poorly designed report that does not follow any of the advice in 6c. Use these examples of bad design to discuss what not to do when designing your document.</p> <p>Respond to at least to learners in the discussion room.</p>
<p>Objectives</p> <p>Students will read various compare and contrast stories or other similar by authors of different gender, nationality, and cultural background as source of contextual information to be able to draft and revise sentences and paragraphs. Upon successful completion of this learning unit, you will be able to:</p> <ul style="list-style-type: none"> • Write a compare and contrast paper of 500 words • Identify and accurately use Nouns, Determiners, and Prepositions in writing • Recognize tenses and use consistently in writing • Identify and use Pronouns • Identify, understand, and use commas in writing 		
<p>Introduction</p> <p>Comparison/contrast is so strong a tendency in the human psyche and using it in complex writing is natural. Creating comparisons and contrasts implies choice and, such can be used to persuade, as well as, to explain. To illustrate your point, you might look at it as a strong convincing sales pitch. "Yes," claims the salesperson, "Driving a less expensive Wizbang is what you need to commute to work every day, but will it turn as many heads as the Big Bucks Mobile?"</p> <p>“Indeed, exploring both the pros and cons of a question is a strategy common to classical argument. It is a good way to show that, while advocating a particular point of view, the writer has examined the issue thoroughly and objectively. In short, practicing comparison/contrast will yield your students many rewards, not the least of which is the ability to offer credible opinions on complex issues.”</p>		
<p>Comparison and Contrast (Read)</p> <ol style="list-style-type: none"> 1. “Grant and Lee: A Study in Contrasts,” pages 205 2. “Two Views of the Mississippi,” pages 222-224 3. “Neat People vs. Sloppy People,” pages 230 		
Activities or Discussions	In-Class	Online
	<p>Bring in an advanced draft (perhaps one you are currently working on or an advanced draft from a previous essay sequence). Work individually, consider the following aspects of your paper and rate yourself on a 1-5 scale (1 is poor and 5 is excellent):</p>	<p>Visit the online collections of images listed on page 320 of the handbook and write a journal entry. Summarize the kinds of images you found and indicate if there is something you found in this listing that you can use for developing</p>

	<ul style="list-style-type: none"> • organization • consistent format • effective use of white space • restraint in number of visuals included • appropriate type style • effective use of headings (if applicable) <p>Next, switch papers with a classmate and rate each other. When finished, compare and discuss your ratings.</p> <p>Discuss what you could do to improve the design of the papers.</p> <p>Bring to class samples of genres of college writing that follow a template: lab reports, experimental reports, feasibility reports, annotated bibliographies, etc. Discuss the organization and design of these documents, and the way the organization and design connects to the purpose and audience of the writing.</p>	<p>your research topic.</p> <p>Share with a classmate your samples. Compare and contrast your sample and that of the classmate. Create a compare and contrast graph or visual. Respond to at least two other visuals.</p>
<p>Course Deliverables (Choose one)</p> <p>Think of two possible views on one of these aspects of life: work, family, or sports. Write a paper comparing and contrasting two people who represent the two views.</p> <p>The elements of a good argument are claims, evidence, and refutation; explain what you understand about their uses and how they help in writing a persuasive and effective paper.</p> <p>Assessment Students use rubrics to determine your grade expected grade. Formative, Observation, Rubric, Test</p>		

Instructor's Requirements

My responsibility, as your instructor is to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Describe any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

I 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.

Final grades are determined by averaging the total of each area listed below.

30%	Instructor's Choice: Double Entry Journals and Impromptu writing assignments, quizzes, online activities, group collaboration
10%	Narration/Description Essay
10%	Definition Essay
10%	Comparison/Contrast Essay
10%	Cause and Effect Essay
10%	Argument Essay
20%	Class participation, presentation

Grading Scale

90-100	A
80-89	B
70-79	C
Below 70	IP (In Progress)

HCC Policy State 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 Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future student, scroll down the page and click on the words Disability Information.

- District ADA Counselor Donna Price 713.718.5165
- Central ADA Counselors Jaime Torres 713.718.6164
- Martha Scribner 713.719.6164

- Northeast ADA Counselor Kim Ingram 713.718.6164
- Northwest ADA Counselor Mahnaz Kilaini 713.718.5422
- Southeast ADA Counselor Jette Lott 713.718.7218
- Southwest ADA Counselor Dr. Becky Hauri 713.718.7910
- Coleman ADA Counselor Dr. Raj Gupta 713.718.7631

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using 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 part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Web sites to help you avoid plagiarism

- Plagiarism.org <http://www.plagiarism.org/faq.html>
- Plagiarized.com <http://plagiarized.com/deadgive.shtml>
- PlagiServe <http://plagiserve.com/>
- turnitin.com <http://www.turnitin.com/static/index/html>

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

Class Attendance - *It is important that you come to class!* Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

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

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. *Remember to allow 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.

Repeat Course Fee

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

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

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