



**Business Technology
Southwest College—Jane Long Academy**

POFT 2301—Intermediate Keyboarding

CRN 20630 – Jane Long Academy Dual Credit

- MWF 8:30 to 10:20 a.m.
- Jane Long Academy – Lab 301
- 3 credit hours (2 lecture, 3 lab)-80 hours per semester-
15 weeks In Class Instruction/Web-enhanced

SCANS Competencies Included

INSTRUCTOR: Mary Ann Failla

INSTRUCTOR CONTACT INFORMATION:

Phone: Please email me.

E-mail: mary.failla@hccs.edu

OFFICE LOCATION AND HOURS **Please email to arrange a meeting if needed.**

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Office hours are upon request.

FINAL EXAM--May 6 to May 10, 2019

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS--April 2, 2019 by 4:30 p.m.

COURSE DESCRIPTION

A continuation of keyboarding skills in document formatting, speed, and accuracy. Emphasis on proofreading, editing, following instructions, and keying documents from various copies.

COURSE PREREQUISITES

POFT 1329

CANVAS

<https://community.canvaslms.com/community/answers/guides>

PROGRAM LEARNING OUTCOMES

- The student will be able to read, listen, speak, and write proficiently.
- The student will be able to apply keyboarding and document processing skills to specific office applications.
- The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in word processing, spreadsheet, database, and presentations to manage information.
- The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

STUDENT LEARNING OUTCOMES

The student will be able to:

1. Student will demonstrate proficient keyboarding techniques.
2. Students will apply mailability standards to business documents using word processing software.
3. Students will produce formatted letters, memoranda, reports, tables, and administrative documents with speed and accuracy using proper keying techniques.
4. Students will demonstrate effective use of Microsoft Office while formatting business documents.

LEARNING OBJECTIVES

The student will:

- 1.1 The student will be able to type while not looking at the keyboard, using correct techniques
- 2.1 Create letters that are mailable
- 3.1 Create formatted letters, tables, and reports
- 3.2 Correct spelling, grammar, and punctuation for accuracy
- 3.3 Using Microsoft Office, Word, use mail merge
- 4.1 Create Quick Parts, templates
- 4.2 Merge documents

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
Develop a dissemination strategy for the nation's schools, businesses, and
- homes.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

Basic Skills—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

Thinking Skills—Creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

15 WEEK COURSE CALENDAR
POFT 2301—INTERMEDIATE KEYBOARDING
 Weekly Activity Schedule
WEEKLY SCHEDULE ASSIGNMENTS

*(*Note we use SAM 2016 and Keyboarding 2016 in SAM (website) in our Keyboarding Classes! When or if this site is “down” make sure you use Word 2016 for classwork!)*

<i>Lesson</i>	<i>Content</i>	<i>Week Due Due</i>	<i>Grade</i>	<i>Timed Writings Speed</i>
MASTERING DOCUMENT DESIGN LEVEL 3				
Review	Skillbuilding	Week		
	Beginning Course Documents/Introductions			
	Pre Assessment (re-evaluate current skills)	1		
STUDY		1		
	Skill Builder 4 Timing Drills must be done using CORRECT fingering in order to be considered for grading. Review Word Processing Build Composing/Editing Skills	1		
	Skill building and communication Review Memo Review Letters			
	Skill Building/Composing Review Reports Review Graphics/Newsletters			
	Timed Writing for Major Grade			
Module 10	Advanced Business Correspondence	2		
56	<i>Memo and Productivity Tools</i> Complete all Assignments			
57	<i>Letter Review</i> Complete all Assignments			
58	<i>Special Letter Parts</i> Complete all Assignments			
59	<i>Multiple Page Documents</i>			

<i>Lesson</i>	<i>Content</i>	<i>Week Due Due Date</i>	<i>Grade</i>	<i>Timed Writing s Speed</i>
	Complete all Assignments			
60	Hess Office Park			
Module 10	Checkpoint Objective and Performance Assessment			
Module 11	Documents with Tables and Graphics	3		
61	<i>Table Tools</i> Complete all Assignments			
62	<i>Table Commands</i> Complete all Assignments	3		
Timed Writing Ratings	A 3' 44 5' 40 B 40-43 36-39 C 36-39 32-35 D 32-35 28-31 <i>No more than one error per minute</i>			
63	<i>Table Functions</i> Complete all assignments			
64	<i>Graphics Review</i> Complete all assignments			
65	<i>Graphic Features</i>			
66	<i>Document Backgrounds</i>			
67	<i>Documents with Columns/Graphics</i>	4		
68	<i>Hess Office Park / Extra Credit (if time)</i>			
69	<i>Test Modules 10 and 11</i>			
Module 12	Reports			
70	<i>Unbound Report Review with Footnotes</i> Complete all Assignments	5		
71	<i>Reports with Section Breaks</i> Complete all Assignments			
72	<i>Report with Preliminary Pages</i> Complete all Assignments	6		
73	<i>Report Features</i> Complete all Assignments			
74	<i>Productivity Tools for Reports</i> See Instructor for Lesson Assignments			
75	<i>Hess Office Park Project</i>			

<i>Lesson</i>	<i>Content</i>	<i>Week Due Due Date</i>	<i>Grade</i>	<i>Timed Writing s Speed</i>
Module 13	Mail Merge	7		
76	<i>Mail Merge</i> See Instructor for Lesson Assignments			
77	<i>Edit Data Source</i> See Instructor for Lesson Assignments			
78	<i>Merge with Envelopes and Labels</i> See Instructor for Lesson Assignments			
79	<i>Hess Office Park Project Exam Grade</i> See Instructor for Lesson Assignments	8		
80	<i>Assessment Modules 12 and 13 – Exam Grade</i> See Instructor for Lesson Assignments	8		
81-83	<i>Hess Pet Center I - Module 14 - Exam Grade</i>			
Documents for Specialized Fields Level 4				
Module 15	Meeting, Travel, and News Documents	9		
84	<i>Agenda with Comments</i> See Instructor for Lesson Assignments			
85	<i>Minutes and Tracking Changes</i> See Instructor for Lesson Assignments			
86	<i>Itinerary</i> See Instructor for Lesson Assignments			
87	<i>News Release</i> See Instructor for Lesson Assignments			
88	<i>Hess Office Park Project</i>			
Module 16	Employment Documents	10		
89	<i>Job Search Strategies</i>			
90	<i>Resumes</i>			
91	<i>Social Media and Employment Letters</i>			
92	<i>Hess Office Park Project</i>			
93	<i>Assessment Modules 15 and 16 – Exam Grade</i>	11		
Module 17	Health and Medical Documents	11		
94	<i>Medical Correspondence</i> Complete all Assignments	If time avail.		
95	<i>Health Promotion Documents</i>			

<i>Lesson</i>	<i>Content</i>	<i>Week Due Due Date</i>	<i>Grade</i>	<i>Timed Writing s Speed</i>
	Complete all Lesson Assignments			
96	<i>Subjective, Objective, Assessment, and Plan (SOAP) Notes and Medical Forms</i> Complete all Lesson Assignments	If time avail.		
97	Preparing Medical Reports See Instructor for Lesson Assignments			
98	<i>Hess Office Park Project</i>			
Module 18	Legal Documents	12		
99	Corporate Legal Documents	If time avail.		
	Assessment (See Instructor)	“		
<i>100</i>	<i>Legal Pleadings</i>	“		
<i>101</i>	<i>Preparing Legal Documents</i>	“		
<i>102</i>	<i>Preparing Lease Agreements</i>	“		
<i>103</i>	<i>Hess Office Park Project</i>	“		
<i>104</i>	<i>Assessment Modules 17 and 18 - Exam Grade</i>	<i>13</i>		
Module 19	<i>Hess Pet Center II</i>	13		
105-107				
	<i>Skillbuilder 5 - Timing Drills</i>			
Module 20	Web Apps	14		
108	Working with Files on Sky Drive	If time avail.		
109	Co-authoring	“		
<i>110</i>	<i>Hess Office Park Project</i>	<i>14</i>		
	Final Exam Review	15		
	<i>FINAL EXAM</i>	15		

Note: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

INSTRUCTIONAL METHODS

POFT 2301 is a required course for certain Business Technology certificates and AAS degrees.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of education, modeling good teaching strategies, and organizing and monitoring the field experience that allows you to connect the information that you learn in this course to the real world of education.

As a student wanting to learn about the field of education, it is your responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in classroom activities, and attend class.

STUDENT ASSIGNMENTS

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in reaching your goals.

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. **Work submitted later than the due date will be given a grade of zero.** If student is absent, it is his/her responsibility to contact the instructor to find out what specific assignments are due. Student absences should not exceed six hours during the 15 week semester. If you are not passing the course, you “must drop before the deadline date, otherwise you will receive a grade of “F”. If you stop attending or stop submitting work, your instructor “will” drop you before the deadline date!

Make-Up Test Policy

Students are expected to adhere to the weekly schedule of assignments and tests printed in the syllabus. Make-up tests cannot be taken during the regular class time. Arrangements must be made to take a make-up test at a date and time convenient for both student and instructor.

INSTRUCTOR REQUIREMENTS

As instructor, it is my responsibility to:

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

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

- Attend class and participate in class activities
- Read and comprehend the textbook

- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

PROGRAM/DISCIPLINE REQUIREMENTS

Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Computer Applications I must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the office environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

IAAR--Interactive Academic Advisement Report

Students are encouraged to complete an interactive academic advisement report (formerly known as a degree plan) with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor concerning the IAAR or contact the Business Technology Department for information concerning it. IAAR and Application for Degree/Certificate must be done online by student.

Virtual Career Center

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

<http://www.hccs.edu/support-services/career-planning/> Students should utilize the career center to request internship.

GRADING

HCCS Grading System

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Points
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
FX (Failure due to non-attendance)	0 points per semester hour
W (Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour

FINAL GRADE OF FX

Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline will be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

Student Evaluation

The following departmental grading system will be used to evaluate students' performances in this course:

Department Grading System

The following departmental grading system will be used to evaluate students' performance in this course:

5-MINUTE TIMED WRITINGS/ERROR TOLERANCE

GRADE	GWAM	0-2 ERRORS	3-5 ERRORS
A	55+	A	B
B	51-54	A-	B-
C	48-50	B	C
C	45-47	C	D

Timed Writings	25%
Class Assignments	40%
Production Tests	25%
Final Exam	10%

INSTRUCTIONAL MATERIALS

Advanced Word Processing, Microsoft Word 2016, Lessons 56-110, 20th Edition, by Van Huss/Forde/Woo/Robertson; Publisher: South-Western/Cengage.

SAM.Cengage.com website with registration and ACCESS Code for Semester use

USB Flash Drive

STUDENT INFORMATION

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

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HCC COURSE WITHDRAWAL AND ATTENDANCE POLICY

HCC Course Withdrawal Policy (updated 7/26/2010)

Beginning Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may “alert” and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

Students should check HCC’s Academic Calendar by Term for drop/withdrawal dates and deadlines. If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center:
<http://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

Class of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

CLASS ATTENDANCE

It is important that students 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 student ability to succeed. Students are expected to attend all lecture and labs regularly. Students are responsible for materials covered during student absences. Class attendance is checked.

As your professor, I request that you e-mail me when absent so that I may know the reason for the absence and we discuss when and how your makeup work is to be accomplished so that you stay on top of your coursework prior to returning to class. To contact your professor via e-mail, only use the student e-mail account through HCC—not your personal e-mail.

*A student may be dropped from a course for excessive absences in excess of 12.5% of the hours of instruction. For example: **For a three-credit hour lecture, a student may be dropped after 6 hours of absences (the 6 hours includes accumulated minutes for arriving late to class and leaving class early).** HCCS professors cannot assign a “W” for any student after the official withdrawal date. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course.*

EARLY ALERT

HCC has instituted an Early Alert process by which your professor may alert you and campus Advisor that you might fail a class because of excessive absences and/or poor academic performance.

To help you avoid having to drop/withdraw from any class, contact your professor regarding your academic performance. You may also want to contact your campus Advisor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.).

Students should check HCC's Academic Calendar by Term for drop/withdrawal dates and deadlines.

If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center :

<http://www.hccs.edu/applying-and-paying/financial-aid/withdrawal-policy/>

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

INTERNATIONAL STUDENTS

Contact the International Student Office at 713-718-8520 if you have questions about your visa status.

STUDENTS WITH DISABILITIES

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

DISABILITY SUPPORT SERVICES OFFICES:

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 (ISS) assigned to their professor.

HCC TITLE IX POLICY

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. **Title IX prohibits discrimination on the basis of sex- including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor.** The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

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

ACCESS TUTORING AT THEIR WEB SITE

<http://www.hccs.edu/resources-for/current-students/tutoring/>

ACCESS HCC ONLINE POLICIES AT THEIR WEB SITE

<http://www.hccs.edu/online/student-services/>

ACADEMIC DISHONESTY

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. 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.

Collusion means 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)

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to http://distance.hccs.edu/de-counseling/DE_student_handbook.htm).

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.

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.

The HCC Online Student Handbook contains policies and procedures unique to the HCC Online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents.

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 to

achieve this critical goal. Inform the instructor if the behaviors of class members make it difficult for him/her to carry out their assigned tasks.

HCCS/Classroom Policies

Cell Phones--To show respect of fellow students and instructor, students will turn off cell phones and other electronic devices, and will not use these devices in the classroom unless students receive permission from the instructor—they should not be visible in the classroom and students should not text or make phone calls during class time.

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.

Children are not permitted in the classrooms.

Food is not allowed in labs. Bottled water or drinks with closed lids are acceptable.

CAMPUS CARRY

“At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the **Campus Carry** Law (SB11 2015). For more information, visit the HCC **Campus Carry** web page at <http://www.hccs.edu/departments/police/campus-carry/>

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

NOTE TO STUDENT: *If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with Ms. Willie Caldwell, Department Chair, at 713-718-7808 or Room N109,*