SPAN 2315 – Spanish for Native Speakers II
CRN 58274– Spring 2018
SJAC 141| TTH 2:00 p.m. to 3:20 p.m.
3 credits (3 lecture) / 48 hours per semester/ 16 weeks
28 sessions
Class Dates: 1/22/2017 – 5/13/2017

Instructor: Dr. Margaret Eomurian
Instructor Contact Information: e-mail: margaret.eomurian@hccs.edu  phone: 713-718-6675

Learning Website  http://learning.hccs.edu/faculty/margaret.eomurian
Eagle Online access:  http://www.hccs.edu/online/
Office location and hours: NOLN Faculty offices room 310, MW 9:30-10:30 a.m., or by appointment

Prerequisites
SPAN 2313 (or SPAN 2311); Must be placed in INRW 0420 (or higher) in reading and writing.

Course Description (per ACGM)
SPAN 2315, designed for Hispanic American and other students from a Spanish-speaking background. Emphasis on basic skills in reading, spelling and composition. Credit will not be given for both SPAN 2315 and SPAN 2312.

Course Statement of Purpose
SPAN 2315, designed for Hispanic American and other students from a Spanish-speaking background. Builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Credit will not be given for both SPAN 2315 and SPAN 2312.

Program Student Learning Outcomes
After completing the 2-year Spanish program at HCC, students will:
1. Speak clearly and fluently enough for a target-language speaker to understand and interpret intent without difficulty.
2. Comprehend the main points of standard discourse and authentic material in target language spoken at near-native speed.
3. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames.
4. Read with understanding authentic written material in the target language on a variety of academic and social topics important to the target-language world.
5. Demonstrate knowledge of and sensitivity to characteristic perspectives, practices and products that reflect the culture of the target language
Course Student Learning Outcomes
After completing this course, the student will:
1. Write evaluations, explanations and other types of academic writing demonstrating development of rhetorical skills.
2. Demonstrate an expanded vocabulary in discourse.
3. Apply strategies for linking ideas in complex sentences.
4. Identify similarities and differences among distinct varieties of Spanish.
5. Give oral presentations in a formal register appropriate for professional and academic settings.
6. Interpret cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts.

Learning Objectives leading to the Course Outcomes above
Students will:
1.1 The student will learn the components of the academic essay and practice writing essays of different rhetorical patterns.
1.2 The student will write essays (250-300 word compositions) on topics related to textbook readings, using a variety of rhetorical patterns.
1.3 The student will write weekly journal entries expressing his/her opinion on controversial issues as well as evaluations of literary works in Spanish read in class.
2.1 The student will expand vocabulary related to academics, business and politics in the Hispanic world.
2.2 The student will read and respond to passages written by a variety of Spanish authors.
2.3 The student will learn the rules for correct accentuation and spelling in standard written Spanish.
2.4 The student will use the present and past perfect tenses of verbs in all moods in writing and speaking.
2.5 The student will use the conditional tense and “if” clauses in their speaking and writing.
2.6 The student will complete both oral and written tests on grammatical structures and vocabulary throughout the semester.
3. Given a set of simple sentences, the student will construct single complex sentences.
4.1 The student will regularly listen to recordings in standard spoken Spanish by speakers from a variety of Spanish-speaking countries on topics related to academics and cultural issues.
4.2 The student will analyze the differences s/he hears in the Spanish spoken by people from different Spanish-speaking countries.
5.1 The student will prepare two oral presentations, one in a group and another done alone on an issue of importance to the Hispanic population.
6.1 The student will respond to readings of cultural material written in Spanish.
### SPANISH 2315 Tentative Course Calendar

**NOTE:** LEARNERS OF SPANISH NEED TO PLAN ON AN AVERAGE OF 8 HOURS PER WEEK OR MORE STUDY TIME TO KEEP UP WITH THE PACE OF THE CLASS.

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<th>Fecha</th>
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<tr>
<td><strong>Semana 1</strong></td>
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<tr>
<td>23 de enero</td>
<td>Presentación del curso; sílabo; Power Point, Las ocupaciones de España</td>
<td>Comprar los libros</td>
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<td>Leer p. 179-184, preparar “Mesa redonda”, p. 184</td>
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<td>25 de enero</td>
<td>Capítulo 5: Introducción; La herencia multicultural de España</td>
<td>Completar la prueba sobre el sílabo.</td>
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<td>Prueba de vocabulario y de lectura en EagleOnline</td>
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<td><strong>Semana 2</strong></td>
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<td>29 de enero</td>
<td>Cuaderno, El uso de la “g” y la “j” p. 77-80</td>
<td>Terminar los ejercicios del Cuaderno en casa.</td>
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<td>Gramática: El participio pasado, pp. 80-84</td>
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<tr>
<td>31 de enero</td>
<td>&lt;&lt;Ay, torito bueno&gt; p. 193-195</td>
<td>Para comentar, pág. 198</td>
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<td><strong>Semana 3</strong></td>
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<td>6 de febrero</td>
<td>Cómo escribir un ensayo de opinión.</td>
<td>Haz una lista de razones a favor de y en contra de las corridas de toros.</td>
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<td>8 de febrero</td>
<td>La coherencia en la escritura, marcadores textuales</td>
<td>Ejercicios de composición</td>
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<td><strong>Semana 4</strong></td>
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<td>6 de febrero</td>
<td><strong>Composición #1: Borrador</strong></td>
<td>Leer &lt;&lt;La guitarra &gt;&gt; y &lt;&lt;Canción del jinete&gt;&gt; de Federico García Lorca&gt;&gt;, pág. 202-203, Contestar Para comentar, p. 203</td>
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<td>8 de febrero</td>
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<td>Para comentar, pág. 199</td>
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<td>Semana 5</td>
<td>13 de febrero</td>
<td>Examen #1 - Capítulo 5</td>
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<td>15 de febrero</td>
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<td>Cap. 6. Introducción; Los derechos humanos, &lt;&lt;Violaciones de los derechos humanos en Latinoamérica: Violencia e injusticia&gt;&gt;, Pág. 221-224</td>
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<td>Semana 6</td>
<td>20 de febrero</td>
<td>Literatura: Poema &lt;&lt;Esperanza&gt;&gt;, pág. 226-227 &lt;&lt;Pastel de choclo&gt;&gt;, pág. 228 &lt;&lt;Dos más dos&gt;&gt;, pág. 229</td>
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<td>22 de febrero</td>
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<td>Para comentar, pág. 229 Cuaderno de ejercicios: La “r” y la “rr”, pág. 91-94 Gramática: Formas irregulares del futuro, pág. 95-97 El condicional, pág. 98-101</td>
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<td>Semana 7</td>
<td>27 de febrero</td>
<td>Cómo escribir un resumen</td>
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<td>1 de marzo</td>
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<td>Composición #2: Borrador</td>
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<td>Semana 8</td>
<td>6 de marzo</td>
<td>Examen #2: Capítulo 6</td>
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<td>8 de marzo</td>
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<td>Capítulo 7: La mujer y la cultura, pág. 281-282</td>
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<td>12 a 16 de marzo - Vacaciones de primavera - No hay clases.</td>
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| Semana 9  | 20 de marzo | Antes de leer, pág. 283  
Leer <<¿Iguales o diferentes?: El feminismo que viene>>, pág. 283-287 | Para escribir p. 288, escoge #1, #2. o #3 para entregar en la próxima clase. Prueba de lectura sobre p. 283-287 |
|-----------|-------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | 22 de marzo | **Cuaderno de actividades**: El uso de la “m” y la “n”, pág. 109-111  
El uso de la “b”, pág. 111-115  
Cuaderno de actividades:  
Gramática: El modo subjuntivo, pág. 115-124 | Terminar los ejercicios del cuaderno en casa  
Leer p. 294 sobre la vida de Sor Juana de la Cruz y después, leer su poema <<Redondillas>> p. 295-296 |
| Semana 10 | 27 de marzo | **Literatura**: discutir <<Redondillas>>, de Sor Juana de la Cruz, pág. 295-296  
Para comentar, pág. 296  
**Literatura**: <<Tú me quieres blanca>>, pág. 297-298 | **Literatura**: Leer poema <<Peso ancestral>>, pág. 298-299; <<Hombre pequeño>>, de Alfonsina Storni, pág. 299  
Para comentar, pág. 299 |
|           | 29 de marzo | Discutir los tres poemas de Storni y compartir las respuestas en Para comentar, p. 299 | Leer <<La mujer y los libros>>, de Mercedes Ballesteros, pág. 308-309 y prepara respuestas a Para comentar, p. 309 |
| 3 de abril |           | **Last day to withdraw with a “W”** | |
| Semana 11 | 3 de abril | Para comentar, p. 309  
Repasar para el examen | Estudiar para el examen |
|           | 5 de abril | **Examen #3: Capítulo 7** | Completar pág. 328  
Contestar “Antes de leer”, pág. 347  
**Literatura**: Leer <<Dos palabras>>, pág 347-353 |
| Semana 12 | 10 de abril | **Capítulo 8:** Cruzando puentes: el poder de la palabra, la imagen y la música  
Discutir <<Dos palabras>> en clase y hacer los ejercicios sobre el vocabulario en clase | Terminar los ejercicios de vocabulario y esté preparado a tomar una prueba de vocabulario en clase.  
Para escribir, pág. 353-354  
**Literatura:** Leer <<Botella al mar para el dios de las palabras>> de García Márquez, pág. 355-356  
Para comentar: pág. 356 |
| --- | --- | --- |
| 12 de abril |  | Continúa con el cuento <<Dos palabras>> y trabajar en grupos a contestar preguntas de comprensión  
Para escribir, pág. 353-354 |

| Semana 13 | 17 de abril | Discutir <<Botella al mar para el dios de las palabras>>, Para comentar  
Ortografía: El uso de la letra “p”, la “x”, los parónimos con “x” y “s” | Prueba de lectura sobre <<Botella al mar>>  
Completar los ejercicios del cuaderno.  
Haga una lista de razones por las cuales, los hispanos no deben dejar que el español se les pierda o |
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<td>19 de abril</td>
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<td>Cómo escribir un ensayo de persuasión, marcadores textuales</td>
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| Semana 14 | 24 de abril | **Composición #3: Borrador**  
**Gramática:** El imperfecto del subjuntivo, págs. 134-138; el presente perfecto y el pluscuamperfecto del subjuntivo, págs. 139-140 | Completar los ejercicios del cuaderno |
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<th><strong>Proyecto Final:</strong> Presentaciones</th>
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<th>Semana 16</th>
<th>10 de mayo</th>
<th><strong>Entregar el informe escrito</strong></th>
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**Important Dates:**
- First class: January 22
- Official day of record: February 2
- Presidents’ Day Holiday: February 19
- Spring Break Holiday: March 12-16
- Last day for student/administrative drop: April 4, by 4:30 p.m.
- Last day of Instruction: May 3
- Day of final examination: Thursday, May 10 at 2:00 p.m.
**Instructional Methods**

- Lecture
- Discussions (pairs, small groups, whole class)
- Problem solving
- Dictations
- Vocabulary-building
- Writing instruction

**Student Assignments**

- Taking notes from lectures
- Dictations
- Reading assignments
- Completing written exercises for spelling and grammar
- Problem solving and reporting
- Essay writing

**Assessments**

- Vocabulary/reading quizzes
- Chapter tests that include listening, reading, and writing
- Dictations
- Compositions

**Instructional Materials**

  
  **Print version**: ISBN: 9781119328988
  
  Or
  
  **Electronic version**: ISBN: 9781119507413

- Binder with lined notebook paper and 5 dividers for syllabus, lecture notes, vocabulary, compositions, and dictations.
- Spanish-English dictionary, recommended

**HCC POLICY STATEMENTS**

- **disAbility Support Services**

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

**Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 ET. SEQ.**

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

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.
Log in to: www.edurisksolutions.org. Sign in using your HCC student e-mail account, then go to the button at the top right that says Login and enter your student number.

FOOD/HOUSING CHALLENGES
Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Student for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

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/district/departments/police/campus-carry/

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

STUDENT ATTENDANCE
Per HCC policy, students may be dropped for missing more than 12.5% of your classes (=4 classes in a 3-hour course). Attendance is especially important in a language class. When a student is absent, s/he not only misses class instruction, s/he also misses opportunities to practice speaking the language and contributing to class discussions. His/her classmates also lose the benefit of their classmate’s input for that day. For that reason, attendance is tied to your participation grade. Leaving class prior to class dismissal will be counted as an absence. It is your responsibility to find out what you missed when you are absent and to come to the next class prepared to take any quizzes or turn in any homework assigned for that day. If you know you will be absent on a given date, you must communicate it to me before the absence to make arrangements for making up missed work. There will be no make-ups for missed quizzes or tests except in extreme cases.

Please note: I understand that some absences are unavoidable and because of that I reserve the right to determine on a case by case whether any circumstances make it appropriate to waive provisionally the policy described herein. Please try to speak with me in person rather than leaving email messages.

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

WITHDRAWALS
Students must withdraw by the withdrawal deadline (April 4, by 4:30 p.m.) in order to receive a “W” on a transcript. Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online Academic Calendar at www.hccs.edu/hccs/current-students/academic, HCC schedule of classes and
catalog, any HCC Registration Office, or any HCC advisor to determine class withdrawal deadlines.

Be certain you understand HCC policies about dropping a course and consult with a counselor/advisor to determine if withdrawing is in your best interest. It is your responsibility to withdraw officially from a class and prevent an “F” from appearing on your transcript. Senate Bill 1231 limits the number of W's a student can have to 6 classes over the course of their entire academic career. This policy is effective for students entering higher education for the first time in Fall 2007 and subsequent terms. Withdrawals accumulated at any other Texas public higher education institution count toward the 6 course total. Withdrawals for certain circumstances beyond the student’s control may not be counted toward the 6-drop limit.

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

CLASSROOM BEHAVIOR
Treat your classmates and teacher with respect. Make the most of your class time by actively participating in discussions and activities. Turn off your cell phone during class. If you are expecting an emergency call, ask your instructor’s permission to leave your cell phone on vibrate.

Disruptive Behavior: Students who conduct themselves in a manner that significantly interferes with college teaching, research, administration, disciplinary procedures or other authorized college activities (including its public service functions) on the college premises will be subject to disciplinary action. Any student who behaves in this way may be required by the instructor to leave the classroom and be counted absent for the rest of that class period.

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

TUTORING:
One important key to success in college is learning to use available resources. Houston Community College provides many tutoring opportunities for students in almost all areas.

HCC Grading Scale
90-100% = A  80 - 89% = B  70 - 79% = C  60-69 = D  0-59 = F

SPAN 2315 EVALUATION
Your final grade will be calculated as follows:

5% Participation (Attendance, oral work, Para conversar, quick-writes)
15% Reading and vocabulary quizzes
10% Homework (workbook exercises and other assignments from EagleOnline)
40% Chapter Tests (4)
15% Compositions (3)
15% Poster presentation on global issue/ written report
Participación/Trabajo Oral

In order to learn a foreign language effectively students must acquire the necessary skills with which to communicate in the target language. The skills acquired during class activities are essential to achieving real communicative competency. For this reason, your attendance will affect your final grade in the form of participation evaluation. More than three (3) unexcused absences will drop your final grade by one point for each absence in excess of 3. Excused absences (allowing partial participation points) are allowed only in the case of participation in university-sponsored activities, religious observances, or a verified serious illness causing multiple absences. Assignments that will be missed due to a university-related or religious activity must be completed before the missed class. If you are planning to be absent, ask one of your classmates to turn in your assignment and take notes, or if you have an unanticipated absence for any reason, find out from one of your classmate what was covered, if there were any handouts, and if the homework was collected.

For oral work, you will discuss your answers to questions that you have been assigned related to the readings in your textbook. You will need to complete the reading assignment before coming to class in order to be able to answer the questions. If you are unprepared or have not read the required readings, points will be deducted from your participation grade.

Reading and Vocabulary Quizzes

You will have quizzes on the assigned readings and on vocabulary throughout the semester. Quizzes will be online in EagleOnline and must be completed by the posted deadline.

Tarea

Homework must be prepared before coming to class according to the instructions given. Assignments from the book should be written out clearly or typed (especially if your handwriting is difficult to read). As indicated above, you will have reading assignments for discussion, “Para conversar” and other types of writing assignments like “Para entregar”, which will be turned in. In addition, you will have exercises to complete in the Cuaderno de Actividades that accompanies your text. Make sure you adhere to due dates for essays, and homework, which are due IN (or before) CLASS. All late HW is subject to late penalties, which will be based on whether or not you made arrangements prior to the due date and what the circumstances of the late assignments are.

Exámenes (4)

There will be 4 exams during the semester, one per chapter. The exams are based on language functions, and the content tested draws from the vocabulary and grammar of the chapter, as well as the lessons discussed in class. You will be held accountable for usage of grammar studied in previous chapters. Make-up exams will be available only to students who have made arrangements PRIOR to the day of the exam (see Excused absences below). If you have an unforeseen emergency that can be documented on the day of the exam, you must contact the instructor within 24 hours of the missed exam.

Composiciones

You will be required to complete three formal writing assignments of 250 words or more during the course. The first draft will be written in class. I will give feedback on the content, vocabulary, and organization. The first draft will count as 60% of the grade. You will then re-write your composition and turn in a final draft, which will count as 40% of the grade. You will be evaluated on grammar and mechanics this time in addition to content and organization. You must type your composition, using Times New Roman 12-point, and it must be double-spaced. At the end of this syllabus, you can see an example of the format I want you to use for turning in compositions.

Note: The final draft must be turned in along with the first draft in order to receive a grade for the composition. If both versions are not turned in, your composition grade will be a “0”.

Proyecto final

There will be an in-class poster presentation at the end of the semester. The presentations should last from 7-10 minutes, and deal with any social topic you encountered throughout the semester that affects the Hispanic
community. You will present project ideas and proposals in stages before giving the final presentation. Detailed information will be provided as the semester progresses. You will also turn in a written report of 2-3 pages on the research you did on this topic.

**LATE WORK POLICY**
Late work will not be accepted except in the case of a serious emergency and with proper documentation to justify the lateness. If late work is accepted, it will be with a penalty (decided by your instructor).
If you know in advance that you will not be able to turn something in on the due date because of university-sponsored events or religious holiday, you must make arrangements with your instructor to turn in the work prior to the due date. In the case of an emergency or serious illness, late work will only be accepted if you contact your instructor (by e-mail, phone, or in person) ahead of time, or as soon as possible following the incident.

**MAKE-UP Exams**
If you know in advance that you will not be able to take a test/quiz, you must make arrangements with your instructor prior to the missed test/quiz to take it. If you have an unforeseen emergency on the day of the quiz or exam, you must contact the instructor ASAP or BEFORE you miss the scheduled time for the quiz/exam to make other arrangements. Make-ups will only be allowed if you contact the instructor (by phone, e-mail, or in person) ahead of time.

Make-ups are not given if you travel for personal reasons, even if your travel has been planned ahead. The only travel that is grounds for a make-up are college-sponsored events.

**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.