

**Division of English and Communication**

**English Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

# ENGL 1301: Freshman Composition I | Lecture | 20302 (2), 20326 (4), 20327 (5), 20328 (6)

Fall I 2021 | 15 Weeks (6.8.2020-7.12.2020)

In-Person | Kempner H.S. room 200 | M-F 50 minutes

3 Credit Hours | 48 hours per semester

## Instructor Contact Information

Instructor: Alicia Stevenson M.A. English Office Phone: 281.634.2380

Office: Kempner H.S. rm. 200 Office Hours: T 2:45- 3:30pm

HCC Email: Alicia.stevenson@hccs.edu GMAIL: aaliciastevenson321@gmail.com

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is important to me. I am available to hear your concerns or just to discuss course topics.

### Instructor’s Preferred Method of Contact

Please contact me with questions or concerns via email at [Alicia.stevenson@fortbendisd.com](mailto:Alicia.stevenson@fortbendisd.com) or at Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. Please communicate with me regarding deadlines at least 24 hours in advance.

## What’s Exciting About This Course

The Department of English helps students find and develop their authentic voices, establish political power, and create social capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support them as they craft their own narratives. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

## Personal Welcome

Having taught English AP, Pre AP and Advanced, this is the course that is dear to my heart. This course will improve your communication skills and prepare you for college writing while also allowing you to explore your personal interests. I look forward to getting to know you through both your speaking and your writing.

## Prerequisites and/or Co-Requisites

A satisfactory assessment score, completion of INRW 0420 (or for non-native speakers ESOL 0360.) Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](https://www.hccs.edu/resources-for/current-students/student-handbook/)

## Learning Management System

This section of ENGL 1301 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) and / or the [Learning Web](https://learning.hccs.edu/) to supplement in-class assignments, exams, and activities. CANVAS is the Schoology of HCC. Here you will participate in discussions, take quizzes, peer edit essays, locate course notes and documents, submit final drafts and take your final exam. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas or the Learning Web. It is recommended that you use [FIREFOX](https://www.mozilla.org/en-US/firefox/new/) or [CHROME](https://www.google.com/chrome/browser/desktop/index.html) as your browser. It is essential that you be able to access CANVAS via your student login.

### HCC Online Information and Policies (DELETE this heading and link if this is not an online course)

<http://www.hccs.edu/online/>

### Scoring Rubrics, Sample Assignments, Other Resources

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <<Insert the link for your course (either Canvas or Learning Web)>>

**Instructional Materials**

## Course Reader Information

All resources are free. There is no textbook for this course.

Article on linguistics via FBISD resource.

**Personal Narrative**

“The Art of Eating Spaghetti” by Russel Baker

<https://4.files.edl.io/40a5/08/19/19/040111-a1a40140-88f0-494d-93ab-0343b892a356.pdf>

“Mother’s Tongue” by Amy Tan

<http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf>

“I Am a Dynamic Figure” Hugh Gallagher

<http://paws.kettering.edu/~jhuggins/humor/essay.html>

**Compare Contrast**

“The Opportunity Gap” by David Brooks

<https://www.nytimes.com/2012/07/10/opinion/brooks-the-opportunity-gap.html>

“Conversational Ballgames” by Nancy Masterson Sakamoto

<http://moodle.nccu.edu.tw/pluginfile.php/261737/mod_resource/content/1/972EnglishII-Wed/CC/CC%20at%20Moodle/Conversational%20Ball%20Games.pdf>

**Cause and Effect**

“Why Prisons Don’t Work” by Wilbert Rideau

<http://www.heal-online.org/wilbert.pdf>

Linguistics readings

**Final Exam**

Your own essays.

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

### Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at [http://library.hccs.edu](http://library.hccs.edu/).

### Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

**Course Overview for ENGL 1301**

ENGL 1301 is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Core curriculum course.

## Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 1301 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course address the following core objectives:

* ***Critical Thinking***: Students will demonstrate creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.
* ***Communication***: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication.
* ***Personal Responsibility***: Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.
* ***Teamwork***: Students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

## Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/>

## Course Student Learning Outcomes (CSLOs) for ENGL 1301

Upon successful completion of ENGL 1301, the student will be able to:

* Demonstrate knowledge of individual and collaborative writing processes.
* Develop ideas with appropriate support and attribution.
* Write in a style appropriate to audience and purpose
* Read, reflect, and respond critically to a variety of texts.
* Use Edited American English in academic essays.

**Student Success in ENGL**

As with any three-hour course, expect to spend ***at least*** ***six hours per week*** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

## Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

* Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
* Facilitate an effective learning environment through class activities, discussions, and lectures
* Provide a description of any assignments
* Inform students of policies
* Provide the course outline and class calendar that will include a description of assignments
* Arrange to meet with individual students as required

As a student, it is your responsibility to**:**

* Attend class and participate in class discussions and activities
* Read and comprehend the texts
* Complete the required assignments
* Ask for help when there is a question or problem
* Keep copies of all documents, including this syllabus, handouts, and all assignments
* Be aware of and comply with academic honesty policies, including plagiarism, in the [HCCS Student Handbook](https://www.hccs.edu/resources-for/current-students/student-handbook/)

**Assignments**

## Written Assignments and Essays

Students will write a minimum of 5,000 words over the course of the semester.

Each essay will involve turning in a rough draft for peer edit/ feedback and a final draft.

**Essay 1:** Personal Narrative (college application essay, scholarship application essay, personal stand, interview) 500 words- 750 words

**Essay 2:** Compare Contrast (student choice of prompt) 1000-1500 words

**Essay 3**: Cause and Effect Collaborative Essay (Linguistics) 1500 words

**Essay 4:** Proposing a solution/ Taking a Stand Essay (local issue) 1500 words

**Essay 5:** Final Exam Analysis Short Answer Essays (Compare and Contrast, Cause and Effect and Personal Narrative)

## Exams

The final exam for this course will be multiple choice (similar to quizzes) and written (similar to essays). The essay for the final exam will allow the student to choose the format: Cause and Effect, Compare Contrast, or Taking a Stand.

## In-Class Activities

This class will utilize the writing workshop model. Most writing will follow this format:

* 1. **Think about topic-** spend a day or so thinking about what interests you. You can always choose your own topic in this class so long as it fits the type of essay.
* 2. **Once you have chosen- commit.** The worst thing you can do for your grade is to keep changing your mind about your topic. That means you are starting over. IT IS OKAY to end up with an essay different from your original idea because that is what you wrote. IT IS NOT OKAY to keep starting over.
* 3. **Pre Write/ Brainstorm-** what do you already know about your topic? Test your thesis. We will often conduct discussions at this stage.
* 4. **Research/ Read-** learn more about your topic and keep track of your research by creating your works cited as you go. I will often provide samples at this stage.
* 5. **Pre Write again-** This time put your information into a graphic organizer. It is okay if you don’t use everything your found, and you may realize that you need to find more. I will often provide models at this stage.
* 6**. Write-** Draft your essay based on your organizer, putting in quotes/ research to support your assertions.
* 7. **Revise and edit-** examine your writing looking for places that are unclear, but also have other eyes look at the essay. Fix items according to checklist.
* 8. **Finalize and submit**. I will always have a plagiarism checker available in Turnitin.com so you can catch any plagiarism before I do.
* 9. **Review your comments-** You cannot grow as a writer unless you know what you did wrong/ right. You may not request information about your grade unless I see that you viewed your comments in Turnitin.com.

## Grading Formula

50% Essays

20% Quizzes

20% Participation/ Discussions/ Peer Edits

10% Final Exam (see above)

**Please also note the following plagiarism policy in conjunction with the HCC policy. This can also be found in the section on Academic Integrity.**

**1st incident: mandatory tutorial with opportunity to rewrite for up to a 50.**

**2nd incident: will result in mandatory tutorial with opportunity to rewrite for up to a 25.**

**3rd incident: is automatic failure and drop from the course without credit.**

**Please also note that it is a failing student’s responsibility to drop this course on or before the drop date of October 30th. Inadvertent plagiarism (Swiss Cheese) will result in a grade deduction.**

### HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Course Calendar**

| **Week** | **Dates** | **Topic / Assignments Due** |
| --- | --- | --- |
| 1 | Aug.22- 26 | Introductions/Personal Narrative Notes and Readings/ CANVAS/ Syllabus Quiz |
| 2 | Aug.29- Sept 2 | Writer’s Workshop on Personal Narrative Notes and Readings/ CANVAS/ Draft of PN due in CANVAS |
| 3 | Sept. 5-9 | Student teacher conferences/ writer’s workshop/ Personal Narrative Quiz |
| 4 | Sept. 12-17 | Personal Narrative Essay final draft due/ Introduce Compare and Contrast: Notes and Readings |
| 5 | Sept. 19-23 | Incorporation of quotes/ Compare Contrast Quiz |
| 6 | Sept 26-30 | Validity of resources- Library visit/ Writer’s Workshop |
| 7 | Oct. 3-5 | Compare and Contrast peer edit and final draft due |
| 8 | Oct. 11-14 | Cause and Effect: Notes and Readings/ Introduce Collaborative Essay on Linguistics |
| 9 | Oct. 17-21 | Writer’s Workshop-creating transitions, introductions and conclusions. Linguistics Quiz |
| 10 | Oct 24- 28 | Cause and Effect Essay Due/ Linguistics Discussion |
| 11 | Nov. 1-4 | Introduce Proposing a Solution Essay/Writer’s Workshop/ APA vs MLA/ Notes on Logic |
| 12 | Nov. 7-11 | Research for Problem Solving Essay/ Librarian Visit/ Logic Quiz |
| 13 | Nov. 14-18 | Writer’s Workshop- Problem Solving Essay |
|  | Nov. 21-25 | Thanksgiving Break |
| 14 | Nov. 28- Dec.2 | Introduce Exam/ distribute review/ Present Problem Solving Essay to Principal |
| 15 | Dec. 5-9 | Semester Exam/ End of HCC Semester |
| 16 | Dec. 13-17 | Study for KHS Finals/ FAFSA/Scholarship help |
|  | December 20 | Begin Winter Break |

**Day by day:**

First Semester 2022 English 1301 Professor Stevenson

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **August 1** | **2 Staff Development- no students** | **3 Staff Development- no students** | **4 Staff Development- no students** | **5 Staff Development- no students** |
| **8 Staff Development- no students** | **9 Teacher Workday** | **10 1st day of school KHS! Welcome!**  **Quick write: Tell me one thing you fear this year, and one thing you are excited about for this year.** | **11 Establish classroom norms/ examine HCC norms**  **EQ: What do you expect from each other? What do you expect from me?** | **12 Register for Turnitin.com/ examine Swiss Cheese Plagiarism**  **\*note- we will only use this one for practice**  **EQ: How do I know if I plagiarized? How can I avoid it? What are the consequences?** |
| **15 Building a classroom culture: Share with a square** | **15 Building a classroom culture: What is writer’s workshop? How will you be graded? Introduce the Fall Essay Focus Checklist and the syllabus (Quiz next week)** | **17 Building a classroom culture- how to participate in a fishbowl**  **EQ: What should count for college acceptance?** | **18 Investment Days/ begin looking at prompts** | **19 choose your prompt- Your first assignment will be a personal narrative. You choose your prompt from menus (scholarship/ college ap/ free choice** |
| **22 Official start date**  **Notes over Personal Narrative- “The Man of War Story”-EQ: Why should I write this essay? What is the reader looking for? Who am i?** | **23 Pre-Writing strategies:**  **-looping for ideas**  **- free write to break writer’s block**  **-listing** | **24 Spend time logging in to CANVAS**  **Re- introduce Writer’s workshop- go over the nine steps in the syllabus**  **EQ: Why is it important to be ready at each step?** | **25 Writer’s workshop for Personal Narrative/ examine examples**  **EQ: What does a good essay look like?** | **26 Syllabus Quiz in CANVAS**  **(open note)** |
| **29 Writer’s workshop- steps 1-4** | **30 OPEN HOUSE**  **Writer’s workshop – step 6- create a draft in class** | **31 Teacher/ student conferences over personal narrative EQ- where are you stuck?** | **September 1 Writer’s workshop- step 7- Revise and edit** | **2 Writer’s workshop- essays due- submit draft in CANVAS** |
| **5 Holiday/ Labor Day** | **6 Official Day of Record assign personal narrative readings: “How to Eat Spaghetti”, “Mother’s Tongue” and “I Am a Dynamic Figure” EQ; What do we learn about the writers?** | **7 Small group discussions of readings**  **EQ: What would the reader of my essay learn about me?** | **8 What makes for a good personal narrative discussion/ quiz in CANVAS** | **9 Conference with students re: rough draft** |
| **12 Conference with students re: rough draft** | 13 **advice for revising EQ; what are vague words, and how can I get rid of them?**  **Control F I, they, he, she and things.** | **14 Notes on Compare Contrast Essay- introduce next essay**  **HW: assign compare contrast readings: “Conversational Ballgames” and “Opportunity Gap”**  **EQ: What is being compared and why?** | **15 Introduce essay- student selected topic- class time for exploration.** | **16**  **Writer’s Workshop Final Draft of Personal Narrative due to Turnitin.com by midnight** |
| **19 How to incorporate a quote- this information is important and you will lose points if you include a quote in an inappropriate manner**  **HW: assign compare contrast readings: “Conversational Ballgames” and “Opportunity Gap”**  **EQ: What is being compared and why?** | **20 Notes on Compare Contrast Essay- topic should be chosen at this point.**  **HW: assign compare contrast readings: “Conversational Ballgames” and “Opportunity Gap”**  **EQ: What is being compared and why?** | **21 How to incorporate a quote- this information is important and you will lose points if you include a quote in an inappropriate manner** | **22 Compare and contrast readings quiz in CANVAS** | **23 Staff Development- no students** |
| **26 Validity of sources- fishbowl over online learning vs. face to face- which is better? How did you know your source was valid”? How did you choose your source?** | **27 Guest Speaker-Librarian Jessica Nguyen- how to check the validity of your sources- research help** | **28 Writer’s workshop- class time for brainstorming/ reading/ research** | **29 Meet with CCR to go over FAFSA** | **30 Examine past examples**  **EQ: What makes for a good compare contrast essay? What do I need to avoid? What do I need to include?**  **Introduce UPSWING/ TUTORING SERVICES** |
| **October 3rd Compare contrast terminology/ check your quotes!**  **EQ: Does my quote begin or end with words other than my own? Why do I need to do this?** | **4 Reflection: What mistakes were made on the Personal Narrative? What was done well?**  **Writer’s workshop: Create draft of compare contrast essay**  **Students may also use this time to meet with CCR** | **5 Writer’s workshop- Revising and editing- peer edit essay**  **EQ: Is my essay ready for submission?**  **Students may also use this time to meet with CCR** | **6 Peer edit/ self edit-**  **EQ: is there a comparison made in my essay? Do I have balanced research?** | **7 End of 1st Nine weeks/ Early Release**  **Compare Contrast Essay due by midnight to Turnitin.com**  **Writer’s workshop- Revising and editing- peer edit essay**  **EQ: Is my essay ready for submission?** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **10 Holiday- this week begins Homecoming Activities** | **11 Begin Cause and Effect essay**  watch video in CANVAS:  [**https://www.ted.com/talks/poet\_ali\_the\_language\_of\_being\_human**](https://www.ted.com/talks/poet_ali_the_language_of_being_human)  **Assign Linguistics packet/ linguistics readings**  **Introduce KWL strategy** | **12 PSAT DAY Reading day for linguistics packet- Quiz Friday** | **13 Notes on Linguistics terminology**  **HW: pick a group/ pick a language**  **EQ: How do I speak my language? What languages interest me?** | **14 Homecoming Game and Dance**  **Read sample cause and effect essay “Why Prisons Don’t Work” and discuss Cause and Effect Reading** |
| **17 Introduce essay specifics. Go over linguistics paragraph information and allow time for groups to meet** | **18 Meet with Mrs. Nguyen- how to use databases- this essay requires on database for each paragraph** | **19 Writer’s workshop- Reading and Research- find at least one usable source for your paragraph** | **20 Writer’s workshop- Reading and Research- find at least one usable source for your paragraph** | **21 Linguistics packet and exemplar readings quiz- due in CANVAS** |
| **24 Watch “Do You Speak American”- EQ: How does the filmmaker make connections between language and the people who speak it?**  **EQ- what causes language to change? What might make my language change?** | **25 Writer’s workshop- craft your paragraph** | **26 Writer’s workshop- craft your paragraph** | **27 Putting it all together- work on transitions and conclusion** | **28 Last day to withdraw HCC Linguistics Essay due by midnight to Turnitin.com**  **Class time to peer edit/ use self-edit checklist** |
| **31**  **Staff Development- no students** | **November 1 Linguistics discussion- group break outs**  **How do we solve current problems with linguistics solutions?** | **2 Fishbowl- Should we try to save dying languages? Can they be saved?** | **3 Introduce find a problem- solve a problem Persuasive essay. This essay may be done in partners or groups of 3, or individually.**  **What are the biggest issues Kempner, FBISD, Sugar Land face right now? EQ: How can I improve my community? Create “complaint list”** | **4 Notes on Logic- EQ: How can the manipulation of words indicate lack of knowledge or manipulation?** |
| **7**  **Finalize choices and begin research. Create a poll in polleverywhere or platform of your choice. EQ: is my problem a me problem or a we problem?** | **8 Writer’s workshop- tone and author’s purpose. EQ: If you want to persuade your audience-Dr. Jackson, what approach and tone will work best? How do you think they view your issue?** | **9 Writer’s workshop- research help**  **How to search for local information EQ: Where else is my problem a problem? What are some working/ non-working solutions?** | **10 APA vs MLA formatting**  **EQ: How are these formats different and why?**  **Time to finish research** | **11 Logic Quiz in CANVAS/** |
| **14 Writer’s workshop- begin drafting your essay** | **15 Writer’s workshop- begin drafting your essay** | **16 Writer’s workshop- look at sample essays and discuss: EQ: What makes for a persuasive essay?** | **17 getting rid of the word “very’ to improve your diction/ peer edit and self edit esays** | **18 Problem Solving Essay due to Turnitin.com** |
| **21 Thanksgiving Break** | **22** | **23** | **24** | **25** |
| **28 Introduce essay prompts for final exam and distribute review sheet** | **29 class time to gather evidence for essay/ examine previous essays in Turnitin.com (SOS sheet)** | **30 class time to gather evidence for essay/ examine previous essays in Turnitin.com (SOS sheet)** | **December 1st Review day for exam**  **Writer’s workshop/ last day to ask question over the review sheet** | **2 Present essays to Dr. Jackson (top essays will be chosen by class period)** |
| **5 Day 1 of final exam- essay portion due** | **6 HCC Final Exam multiple choice portion** | **7 Makeup day if needed** | **8 Dead Day** | **9 End of semester-**  **Real World Lessons- go over HCC grades and grading system (what are credits?)** |
| **12 Study for other exams/ check the scholarship folder** | **13 Exams** | **14 Exams** | **15 Early dismissal** | **16 Early dismissal** |
| **19 Winter Break** | **20** | **21** | **22** | **23** |
| **26** | **27** | **28** | **29** | **30** |

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

# Instructor’s Policies

## Academic Integrity

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

We will go over both HCC and KHS expectations regarding academic integrity. **Please note that first instance of plagiarism will result in mandatory tutorial with opportunity to rewrite for up to a 50. Second instance will result in mandatory tutorial with opportunity to rewrite for up to a 25. Third instance is automatic failure and drop from the course without credit.**

## Attendance Procedure

HCCS attendance policy states that a student who is absent more than 12.5% of total class time (6 hours; please keep in mind that this is 6 hours, not 6 classes) may be administratively dropped from the course. Please communicate with me when possible so that I am aware of any need for an extended absence.

## Student Conduct

I accord students in this course the respect of college students. You do not need to ask to go to the restroom; you may eat and drink in my room. That being said, please afford the same respect to myself and your peers. Clean up after yourself. Be kind to others and open to others during discussion. Listening is just as important as speaking, and patience and self editing are skills needed in both speaking and writing. Another aspect of respect is timeliness. I will be timely in recording your grades (within one week of due date), and the same is expected of you. **Late work may not be accepted, but if accepted it will be for the deduction of 20 points per day. Extensions may be requested via professional email and must be received prior to the due date.**

# HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

* Academic Information
* Academic Support
* Attendance, Repeating Courses, and Withdrawal
* Career Planning and Job Search
* Childcare
* Ability Support Services
* Electronic Devices
* Equal Educational Opportunity
* Financial Aid TV (FATV)
* General Student Complaints
* Grade of FX
* Incomplete Grades
* International Student Services
* Health Awareness
* Libraries/Bookstore
* Police Services & Campus Safety
* Student Life at HCC
* Student Rights and Responsibilities
* Student Services
* Testing
* Transfer Planning
* Veteran Services

## EGLS3

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

# Office of Institutional Equity

<http://www.hccs.edu/departments/institutional-equity/>

## Ability Services

<https://www.hccs.edu/support-services/ability-services/>

## Title IX

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## Office of the Dean of Students

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

## Department Chair Contact Information

Dr. Alan Ainsworth, [alan.ainsworth@hccs.edu](mailto:alan.ainsworth@hccs.edu), 713.718.7591