



**Division of Liberal Arts, Humanities, and Education  
History Department**

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

**HIST 1301: United States History I | Lecture 12503**

Spring 2020 | 16 Weeks (01.21.2020-05.17.2020)

In-Person | Spring Branch 206 | MW12:30 PM-1:50 PM

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Brooks Lewellen

Office Phone: TBA

Office: TBA

Office Hours: TBA

HCC Email: [brooks.lewellen@hccs.edu](mailto:brooks.lewellen@hccs.edu)

Office Location: TBA

**Instructor's Preferred Method of Contact**

Students can reach me at my HCC Email address. This is my required and preferred method of contact. I will respond to emails within 24 hours Monday through Friday. If possible I can and will reply to email messages on the weekend, if not then I will reply to them beginning the next week.

**What's Exciting About This Course**

History is a very engaging, insightful and analytical class to help one better understand and explain the world, people, events and everything else that shape and define mankind and its impact on social, economic, and political progress, achievements and boundaries.

**My Personal Welcome**

I welcome all to my History 1301 Class and hope that each of you gain a little more insight and commitment to contextualize history with the hope of challenging and pushing your ability to think differently while appreciating all facets of a topic or subject.

**Eagle Online Canvas Learning Management System**

I can and will use Eagle Online Canvas for a variety of purposes throughout the semester. I will post important announcements on assignments, due dates, historical topics, and other useful information that can assist the student and to help clear up any confusion they might have from class, or if they missed a class during the week. I also will communicate with the students both via their HCC email throughout the semester, and

also via the Canvas to make things better and easier for the class and myself to stay in touch and constantly updated. This section of HIST 1301 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. In addition of directing the students to Eagle Canvas Online, I will also point out that the Learning Web is also vital and important for them regarding quiz material, essay questions, and other useful tools for them to use this semester.

### **HCC Online Information and Policies**

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

### **Eagle Online Canvas Gradebook Notice**

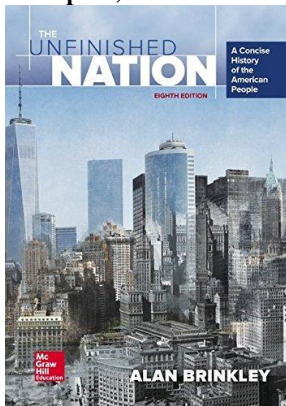
The gradebook tool in Canvas may not accurately reflect your current or final course grade. Consult your syllabus and your assignment grades to calculate your course grade and speak with the professor if you have questions.

### **Instructional Materials**

The instructional and class materials that will be used for my class is the textbook, the E-readers along with 1 history book that covers a topic, subject or time period. More information in class will be given and the assignments that accompany them.

#### **Textbook Information**

Alan Brinkley, The Unfinished Nation: A Concise History of the American People, 8<sup>th</sup> edition, ISBN: 978-0-07-351333-1



#### **Reader**

American Perspectives:

[http://www.pearsoncustom.com/tx/hcc\\_hist1301](http://www.pearsoncustom.com/tx/hcc_hist1301)

This is an electronic reader you need to purchase through Pearson Custom Publishing. Purchase only the Reader, there is not a class attached to this. **REQUIRED**

## **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 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>

## **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**

HIST 1301 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government is a survey course of the basic principles underlying human behavior.

### **Core Curriculum Objectives (CCOs)**

HIST 1301 satisfies an American History requirement in the HCCS core curriculum.  
History courses

- Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### **Program Student Learning Outcomes (PSLOs)**

Upon successful completion of this course, students will be able to:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.

3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

### **Course Student Learning Outcomes (CSLOs)**

Upon successful completion of this course, students will be able to:

1. Discuss the Age of Exploration
2. Explain Colonization
3. Identify the Causes and effects of the American Revolution
4. Explain the origins and impact of Slavery
5. Analyze the formation of the Republic
6. Summarize the effects of Expansion and Innovation
7. Explain Nationalism and Sectionalism
8. Discuss the Civil War
9. Evaluate the effects of Reconstruction

### **Student Success**

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

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 derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a 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

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- 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

- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

## **Assignments, Exams, and Activities**

### **Exams:**

The student will take Three exams throughout the semester. Each exam will cover the lectures, class discussions, and textbook. The class will be broken into three major segments or themes and each theme will address a specific main point that discusses and highlights the events, people, movements, etc in history. These themes or ideas will be emphasized and elaborated on strengthening what role they play in American History as the country evolves politically, socially, economically, and militarily. The students will receive a copy of 4 mini essay questions that stresses certain key areas of history where the student must demonstrate his/her own understanding of the topic and answer the question with thought, information and clarity from their notes, class discussions and textbook. The instructor will choose 2 essay questions before the exam and the student must answer both questions. Each Essay Question is worth 25 points. The student will be given a set of key terms where they be asked to answer 5 questions that will be used on the exams for each segment of history the class covers. The 5 Key Terms on the exam are worth 25 points. A final segment for each exam that must be completed is to have the students identify 5 people that will be covered in class and emphasize how they played a part in US History. The identification section of the exam is worth 25 points. Each exam completes a segment of history and no exam is cumulative. The total points for each exam are 100 points.

### **Quizzes/Assignments:**

Students will take 8 quizzes throughout the semester. They are designed to provide factual material for class discussions and exams. Each quiz will be taken before a major exam. Consult the schedule for more details. All quizzes must be taken by the date and time specified in the outline. Any quiz not taken by that day and time will become a zero for the student. No exceptions allowed.

**United States President Quiz:** They will take 2 Presidential Quizzes beginning with George Washington and ending with James Buchanan

**United States Map Quiz:** They will take 4 State Map Quizzes over the first 36 states.

**European Map Quiz:** The students will take one European Map Quiz over 12 European Countries.

**US Constitution Quiz:** The students will take one US Constitution Quiz covering the first 12 Amendments

**US Colony Project:**

The students will be working on and presenting their presentation in class on the assigned dates by themselves over the 13 colonies for a grade. I will grade each presentation and student based on their actual completion and overall finished presentation. The entire project will be worth 100. Each colony turned in reflects on how they all played a part and a better understanding how their colony was founded, made an impact in America's formation and the difference between the original 13 colonies. This is a solo project and not a group project. The three main things or topics that must be included for each colony: the founder or settlers, the economy, and the religion.

**US President Project:**

The students who didn't present and perform a Colony Presentation will then choose 1 of the first 15 President's and present their findings to the class on the assigned day. This is also a solo presentation as well and must be done and presented in class as a Power Point Presentation. I will grade each presentation and student based on their actual completion and overall finished presentation. The entire project will be worth 100 points in which 50 points will be determined from their research, gathering and putting their final project together and the remaining 50 points will be graded on their overall presentation to the class whereby they must speak and be knowledgeable of their own content and material. The three things to include in the project are: brief overview of each President's background, their time as President, and their time after serving as President.

**The Colony/President/General Presentations are due on the website Turnitin.com at 11:00 pm on February 21, 2020. No Late Work Accepted.**

**E-Reader Assignment**

The student will select any 5 Primary Articles or Documents and 5 Secondary Articles or Documents (the readings or documents within the chapters, not the chapters). Click the chapters and a selection of readings or documents within will appear under each chapter you select from the actual Online E-Reader itself and complete the assignment by reading, writing, thinking and typing it up. Each submission is worth 10 points for each primary and secondary write-up making the total assignment 100 points. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced

The upper left hand side of the document should contain the following information:

Name

Class

Instructor

**Date**

**Title of the Reading centered and Italicized.**

**Each of the responses to the 5 the student will select and complete will be the same throughout. There will be 4 paragraphs done for each of the selected 5 readings.**

**The First Paragraph will consist or contain the actual student's reading and summation of the selected document or reader. The student should focus on what the document or the selected reading emphasizes or concentrates on that deals with the actual important summation in its scope.**

**The Second Paragraph will have the student focus and concentrate on the main point of the selected reading. This is not a repeat of the first paragraph and will be graded entirely upon the student's ability to really focus on the main point or level of understanding of deriving and analyzing the readings main point.**

**The Third Paragraph will next require the students to really concentrate on the overall impact from the main point of the selected readings place and significance in history during the period in which the readings are addressing. Again, the student should not repeat themselves and assume that it is like the first and second paragraph and recycle their answer. This demands that the student to concentrate and write up the overall impact the main point has or plays on the topic from the selected readings.**

**The Fourth Paragraph should only deal with the overall importance from the main point from the selected readings that the student has chosen. I will expect and require that the students to stay away from repeating themselves from the previous 3 paragraphs, but instead focus on the importance the main topic or point is stressing as it relates to history that the reading is covering or addressing.**

**E-Readers are due sporadically throughout the semester. Please check the calendar on when each assignment is due. The tenth and final one is due on May 1, 2020 at 11:00 pm on the website Turnitin.com No Late Work Accepted.**

## **History Book Analytical Assignment:**

The student will choose to read a 1301 History book and write up a 2-3 page Analytical Paper. I encourage the students if they are not sure to come and ask and seek clarification or possible books and topics to pick and read for the assignment. The format is simple and will abide to the principle of encouraging the student to fully engross and immerse into the book or author's main central ideals and

overall purpose. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced and is worth a 100 points.

The student will read the book and work on understanding the topic and purpose analytically while reading it as it attempts or infers to draw on the historical moments and place to the context of the time, period, place, people, events, etc. In roughly 2-3 pages, the student will pull from the book they have chosen to find a theme or an overall arching arc of the chapters and content that pushes them to think critically and analytically about the book.

This can be done in several paragraphs that capitalizes and comments on the entire scope of the book.

A purposeful guide in these paragraphs could be included in their papers that touch on the authors beginning chapters, middle chapters, and final chapters that complete and compliment the message of the author. The student could also approach the book from the perspective on picking out 1 or 2 very common and useful points that creates a theme that is used throughout with the intent of explaining and highlighting while strengthening it as it relates to the time period, event, movement, etc. There is no right or wrong way to analyze and write a 2-3 paper for this assignment as long as the student immerses themselves into the book and focuses on the content, its proper historical context and to critically think beyond the normal and typical level rather than typing up a summation or quick overview of the book with no thought, understanding and grasp.

The assignment if it falls into the 2-3 page range will include at least and up to 5-7 paragraphs with the hope and aspiration for the student to push themselves and challenge their critical and analytical skills that far exceed what they have done before or that is different from a book report, review or a research paper. If a student has questions, confused or needs some help in understanding the assignment better, needs clarification I encourage them to ask, reach out and stay on top of the assignment and requirements. Most importantly is for them to be creative, critical and analytical in their approach, book, and paper when its completed and ready to turn in.

**The History Book Analytical Assignment is due on Friday May 8, 2020 on the website Turnitin.com at 11:00 PM. No late work accepted.**

## **Grading Formula**

### **Grading Policy:**

<b>Your grade will be determined by the following</b>	<b>Details</b>	<b>Points (if applicable)</b>	<b>Percent of Final Average</b>
Exams	3 Exams each worth 100 pts.each	300	
History Book Analytical Assignment	1 Research Paper worth 100 pts each	100	
US Map Quiz	4 US Map Quizzes worth 36 points	36	

US Presidential Quiz	2 Presidential Quizzes worth 20 points	20	
US Constitutional Quiz	1 US Constitution Quiz worth 24 points	24	
13 Colony/President Project	13 Colonies/President Project worth 100 points	100	
European Map Quiz	European Map Quiz over 12 European Countries worth 24 points	24	
10 Readings from E-Reader	10 Reading assignments from E-Reader 10 points each reading assignment	100	
Total:		704	100%

### **Grading Scale:**

The chart given below explains how the final grades will be computed.

To receive an A	704-631 points
To receive an B	630-560 points
To receive an C	559-490 points
To receive an D	489-419 points
To receive an F	Less than 418 points

IP (In Progress) .....0 points per semester hour

W(Withdrawn).....0 points per semester hour

I (Incomplete).....0 points per semester hour

AUD (Audit) .....0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit.

COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

### **Writing Assignments:**

- The students will participate in numerous writing assignments such as taking exams and quizzes.

### **Classroom Activities:**

- They will also be encouraged to ask and answer questions that arise during class meetings.

## Course Calendar

Week	Activities and Assignment
Jan 22	Introduction to Class Marco Polo
JAN 27	Europe 1345-1360: Black Death Europe 1300s : Inquisition
JAN 29	Europe 1360: Renaissance Portugal Explores
FEB 3	30 Year War Martin Luther Europe 1492 – 1598 Christopher Columbus
FEB 5	<b>European Map Quiz</b> Europe 1492 – 1598 Spanish Explores King Henry VIII and Elizabeth
FEB 10	British/Spanish Armada Video French Explore in late 1600s
FEB 12	Slave Trade Scene from Roots
FEB 17	<b>No Class – President’s Day</b>
FEB 19	<b>Exam # 1</b>
FEB 24	<b>Colony/President Presentations Due Feb 21, 2020 at 11:00 pm on turninit.com</b> <b>1<sup>st</sup> Primary E-Reader Assignment Feb 21, 2020 at 11:00 pm</b> French and Indian War Treaty of Paris Proclamation Line of 1763 Split in Colonies British Taxes on Colonies
FEB 26	<b>2<sup>nd</sup> Primary E-Reader Assignment Feb 28, 2020 at 11:00 pm)</b> British Taxes on Colonies Boston Massacre Boston Tea Party Intolerable/Coercive Acts 1774-1775 1 <sup>st</sup> Continental Congress

MARCH 2	Paul Revere Midnight Ride Lexington/Concord 2 <sup>nd</sup> Continental Congress
MARCH 4	<b>3<sup>rd</sup> Primary E-Reader Due March 6, 2020 at 11:00 pm</b> <b>John Adams Video: Bunker Hill</b> <b>John Adams Video: Continental Army Formed</b>
MARCH 9	<b>1776 Movie</b>
MARCH 11	<b>4<sup>th</sup> Primary E-Reader Due March 13 at 11:00 pm</b> <b>1776 Movie</b>
MARCH 16	<b>No Class –Spring Break</b>
MARCH 18	<b>No Class – Spring Break</b>
MARCH 23	<b>US States Map 1</b> Northwest Ordinance Articles of Confederation Treaty of Paris
MARCH 25	<b>5<sup>th</sup> Primary E-Reader March 27, 2020</b> <b>US States Map 2</b> Constitutional Convention Washington as President
MARCH 30	French Revolution John Adam’s as President
APRIL 1	<b>Exam # 2</b> <b>1<sup>st</sup> Secondary E-Reader Due April 3, 2020</b>
April 6	Thomas Jefferson as President Midnight Appointments Pirates of Barbary
April 8	<b>2<sup>nd</sup> Secondary E-Reader Due April 10, 2020</b> The Duel Louisiana Purchase of 1803/04 Jefferson Elected 1804 Embargo Act 1807
April 13	James Madison as President War of 1812 James Monroe: American System
April 15	<b>3<sup>rd</sup> Secondary E-Reader Due April 17, 2020</b> Missouri Compromise of 1820 Monroe Doctrine John Q Adams as President

April 20	Birth of Democrats -- Election of 1828 Jackson as President: The Tariffs Bank Trail of Tears
April 22	<b>4<sup>th</sup> Secondary E-Reader Due April 24, 2020</b> Mexico Independence Santa Anna in Power Texas' Independence
April 27	Mexican-American War Gold Rush Compromise of 1850
April 29	<b>5<sup>th</sup> Secondary E-Reader Due May 1, 2020</b> <b>Map Quiz # 3</b> <b>U.S. President Quiz # 1</b> Abolitionist Movement Women's Movement Popular Sovereignty: Bleeding Kansas 1 Bleeding Kansas 2 Dred Scott
May 4	<b>Map Quiz # 4</b> <b>U.S. President Quiz # 2</b> Abolitionism and Violence: John Brown Video Election of 1860 Pre-Civil War
May 6	<b>History Book Analytical Assignment Due May 8, 2020</b> <b>U.S. Constitution Quiz # 1</b> Civil War
May 13	<b>Final Exams</b>

## 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 Practices and Procedures

### Missed Assignments

### Missed Assignments

### Make-up Exams:

All make-up exams will be given on the day of the final exam. You will take the make up exam after taking the final exam during the scheduled final exam period.

**Make-up quizzes:**

**Any quiz not taken on the assigned date in class can be made up within 1 week of it being given, or it becomes a 0.**

**Academic Dishonesty, Plagiarism, Cheating**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited by HCCS policy. Plagiarism is the use of the ideas or words of another person (either in whole or in part) without crediting the source. Plagiarism amounts to the theft of another person's work and its appropriation as one's own. Students are also prohibited from self-plagiarism or turning in work for one class in another class. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Cheating includes but is not limited to: copying from another student's test paper, using materials not authorized by the instructor during an exam; collaborating with another student during an exam; knowingly using, buying, selling, etc. whole or part of an un-administered test. Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. Students caught violating standards of academic honesty will be given an F for the assignment and may be given an F for the course.

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/>

**Attendance Procedures****Attendance and Withdrawal Policies:**

It is recommended and important for you to attend class. If you miss class on a consistent basis, please keep in mind that you are responsible for getting any and all notes that you have missed. In addition, keep in mind certain assignments have a 1 week grace period to make up and some have no grace period. Quizzes can be made up within a week of a missed class and you must arrange a time with the Professor to make it up. On the other hand, a book report, or a Group Presentation or Extra Credit Assignment can't be made up. Any assignments not made up in the allotted time frame will be recorded as a 0 and the others that can't be made up will be a 0 as well.

**If you stop attending class, I will not automatically drop you. I will only drop you after you have requested to be dropped. Furthermore, I am not able to drop you after the official drop date.**

**The last date to officially withdraw from a class is Monday April 6, 2020. PLEASE BE AWARE, THAT YOU, THE STUDENT ARE NOW ABLE TO DROP YOURSELF.**

*If you stop attending classes after the "Last day to withdraw":*

- Academic consequence – grade of **"FX"** (same impact on your GPA as an "F")
  - Financial consequence – required to repay all or a portion of your financial aid
- \*\*Future financial aid eligibility may be affected no matter when you withdraw.**

## **Student Conduct**

### **Civility policy:**

**Class attendance requires civility and courtesy towards students as well as the professor.**

**As such, the following behaviors are prohibited: talking, cell phones, pagers, studying for other classes, chronic tardiness or any other action deemed disruptive or inappropriate by the instructor.**

**The professor reserves the right to remove anyone from the class for violating these policies.**

- 1. A verbal warning will be issued at the first occurrence of problematic behavior, where the student is told that the conduct will not be tolerated or allowed.**
- 2. A second occurrence will result in another verbal warning and written notification being sent to the dean of the college, explaining the circumstances of the offense.**
- 3. A third occurrence of the activity will result in the student being sent to the appropriate academic dean and potentially dropped from the class.**

## **Instructor's Course-Specific Information (As Needed)**

**For Hist1301: Prerequisite for all history classes: Must have passed ENGL 1301 (Composition I) or be co-enrolled in ENGL 1301**

**For History 1301:**

**Program Learning Outcomes (PLO):**

**Here are the PLOs for the fall syllabus:**

- **Will be able to create an argument through the use of historical evidence**
- **Will be able to analyze and interpret primary and secondary sources**

- Will be able to analyze the effects of historical, social, political, economic, cultural and global forces on this period of United States history
- Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

#### **Course (Student) Learning Outcomes for History 1301:**

1. Discuss the Age of Exploration
2. Explain Colonization
3. Identify the Causes and effects of the American Revolution
4. Explain the origins and impact of Slavery
5. Analyze the formation of the Republic
6. Summarize the effects of Expansion and Innovation
7. Explain Nationalism and Sectionalism
8. Discuss the Civil War
9. Evaluate the effects of Reconstruction

#### **Electronic Devices**

Cell phones and beepers:

*Turn off all cell phones, pagers and beepers prior to the beginning of class.*

If a cell phone goes off during the class, the student will be asked to leave.

#### **Tape Recorders:**

In addition, tape or audio recorders is not allowed in the classroom. If a student has a need to use one, they must provide documentation and further accommodations will be met and applied to the student and their needs.

#### **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  
Incomplete Grades  
Academic Support  
International Student Services  
Attendance, Repeating Courses, and  
Withdrawal  
Health Awareness  
Career Planning and Job Search  
Libraries/Bookstore  
Childcare  
Police Services & Campus Safety  
disAbility Support Services

Student Life at HCC  
Electronic Devices  
Student Rights and Responsibilities  
Equal Educational Opportunity  
Student Services  
Financial Aid TV (FATV)  
Testing  
General Student Complaints  
Transfer Planning  
Grade of FX  
Veteran Services

### **EGLS3**

The EGLS3 (Evaluation for Greater Learning Student Survey System) 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.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

### **Campus Carry Link**

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

### **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 and activate it now. You may also use Canvas Inbox to communicate.

### **Housing and Food Assistance for Students**

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 Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

### **Office of Institutional Equity**

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

### **disAbility Services**

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/>

### **Title IX**

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 [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

### **History Department Chair Contact Information**

Department Chair Gisela Ables, PhD  
[gisela.ables@hccs.edu](mailto:gisela.ables@hccs.edu)  
(713) 718-5779