



**Division of College Readiness  
ESOL / Intensive English Program**

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

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**ESOL 0370: English for Speakers of Other Languages  
Course for ENGL 1301 | Lecture | 13087**

Spring 2020 | 16 Weeks (1.21.2020-5.17.2020)  
In-Person | Spring Branch Room 305 | MW 2 – 3:20 PM  
3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

|             |                         |               |   |
|-------------|-------------------------|---------------|---|
| Instructor: | Cecilia Bonnor          | Office Phone: | 713-718-5022                            |
| Office:     | Spring Branch, PAC 401A | Office Hours: | MW 9:30 – 10:50 AM; 11 AM – 12:30 PM TR |
| HCC Email:  | cecilia.bonnor@hccs.edu |               |   |

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

**Instructor's Preferred Method of Contact**

E-mail is the best way to reach me. My preferred e-mail address is [cecilia.bonnor@hccs.edu](mailto:cecilia.bonnor@hccs.edu). During the workweek (beginning on Monday, at 8 AM and ending on Friday, at 5 PM), you can expect a response from me within twenty-four hours. On the weekends, please allow at least forty-eight hours for a response.

**What's Exciting About This Course**

The Intensive English Program provides effective learning communities for non-native English speakers to acquire language, critical thinking, and cross-cultural skills. We provide them with the necessary tools for academic, workplace, and personal success.

**Personal Welcome**

Welcome to ESOL 0370! The aim of this course is to support your work in English 1301, by teaching you to write effectively. As such, much of the class will be devoted to reviewing English grammatical structure, punctuation, word choice and logic. We will also analyze the

relationship between writing and thinking from reading published works by different authors, as well as writing, discussing, and revising your own essays.

### **Prerequisites and/or Co-Requisites**

For non-native English speakers only: must qualify to take ESOL 0370. (Note: ESOL 0370 is a corequisite course with ENGL 1301. When you enroll in ESOL 0370, you will also be co-enrolled in ENGL 1301. You must take both courses together). Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

### **Learning Management System**

This section of ESOL 0370 will use [Eagle Online Canvas](#) and / or the [Learning Web](#) to supplement in-class assignments, exams, and activities. In addition, you will use Canvas to keep abreast of changes to the calendar and/ or new announcements concerning the course. On the Learning Web, you will find links to useful resources on various aspects of the course. HCCS Open Lab locations may be used to access Eagle Online Canvas or the Learning Web. When accessing the Internet, it is recommended that you use [FIREFOX](#) or [CHROME](#).

### **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.

<https://hccs.instructure.com/courses/111804>

## **Instructional Materials**

### **Course Reader Information**

Kathryn Crowther, et al. *Successful College Composition*. English Open Textbooks. Book 8. 2016.

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1007&context=english-textbooks>

### **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](#) 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 for ESOL 0370

ESOL 0370 is a corequisite course in support of ENGL 1301, which 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 Courses

ESOL 0370 is a support course paired with ENGL 1301, which satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee and the ESOL Discipline Committee have specified that ENGL 1301 and ESOL 0370 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 ESOL 0370

Upon successful completion of ESOL 0370, 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 ESOL 0370

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, 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

## **Assignments**

### **Assignments**

The following assignment descriptions are copied from the syllabus for English 1301 CRN 13170.

Visual Analysis: You will select a professional website related to your field of study, in order to analyze and write about its visual and rhetorical features. To do so, you will engage in small-group activities as well as an out-of-class brainstorming exercise and a more formal writing assignment where you discuss your writing process and provide an excerpt (a paragraph) from your paper. You will also practice using terms such as purpose and audience, as part of your website analysis. SLOs 1, 3 and 5

Response Essay: You will read, annotate and write about an article focusing on a current debate. Your essay will include a summary of the text and a thorough response that reading from your own critical thinking, personal experience, or values. This essay assignment will require incorporation of evidence from your source article and an extended response. SLOs 2, 4 and 5

Analysis/ Synthesis Essay: For this assignment, you will build on the response work you did in the second essay. In addition to the article you responded to in the previous assignment, you will add a second text to the conversation. In order to do this, you will attend a library orientation to the HCC Databases. After evaluating several articles, you will select one to

work with for this essay. Specifically, this assignment asks you to create connections between the two texts, and then synthesize them into a new perspective of your own. SLOs 1, 2, 3, 4 and 5

In-Class Presentations, Writing Assignments, Out-of-Class Journal Entries and Grammar Review Exercises: Throughout the semester, you will submit writing assignments such as journal entries and discussion posts as well as completing selected grammar exercises. Also, you will give oral reports at various times during the semester. This portion of your final grade consists of SLOs 3, 5

All of these assignments will be discussed at length in class during the semester. Although I will provide handouts that delineate the requirements and grading criteria for these tasks, I expect you to keep up with assigned readings and to take notes while paying attention in class. Work that is off-topic or fails to follow instructions will not be accepted.

### **In-Class Activities**

As in English 1301 CRN 13170, this is a writing-intensive class, which means that you can expect to write during every class. Because you cannot "make up" in-class writing that you miss due to absences, it is absolutely critical that you regularly attend class. Completion of in-class writing will be graded every day, and you will adapt, revise, and build on these pieces of writing for your four major writing assignments. Therefore, your grade will be based on your regular attendance.

Throughout the semester, you will read short non-fiction expository essays. You are expected to come to class having carefully read in an analytical manner the assigned texts. Your ability to participate thoughtfully in large and small group discussions will affect your participation grade. You should be prepared for quizzes on the days essay readings are due. Quizzes will be short (10-15 minutes) and may either be short answer or brief in-class writings. Frequently, you will respond to specific prompts or complete reading logs out of class. You will submit these assignments through HCC Eagle Online.

### **Grading Formula**

Grading Percentages (The following grades from our 1301 class will be used to calculate final grades for our ESOL 0370 class)

15% Essay #1: Visual Analysis

20% Essay #2: Response Paper

25% Essay #3: Synthesis Essay

The final grade for ESOL 0370 will be derived according to the following breakdown:

- 60% of the grade from ENGL 1301; and
- 40% of the grade will come from Discussion Posts, small in-class presentations, informal writing assignments and regular attendance.

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

## Course Calendar

| Description  | Deadline/Due Date |
|--|-------------------|
| <b>In Class:</b> Introduction to each other and to the course; Present proof of registration; Begin discussing syllabus; Develop strategies to approach a reading assignment   | January 22        |
| <b>In Class:</b> Continue developing strategies to approach a reading assignment; Use Carol Dweck's article as an example.   | January 27        |
| <b>In-Class:</b> Work with Anne Lamott's article (LW); Preview Module #1<br><br><b>At Home:</b> Finish the Start Here Unit by 11:59 PM, on Wednesday, January 29, 2020. Begin looking through Unit 1 on Eagle Online.  | January 29        |
| <b>Official Date of Record for Regular Sixteen-Week Classes</b>  | <b>February 3</b> |
| <b>Unit 1: Using Writing Processes to Compose a Visual Analysis Essay</b>  |                   |
| <b>In Class:</b> Discuss essay assignment #1; set aside time for in-class individual writing   | February 3        |
| <b>In Class:</b> Work with the writing process in relation to Essay Assignment #1; review grammar as needed  | February 5        |
| <b>In Class:</b> Continue working with thesis statements, paragraph development, and works cited entry in preparation for essay #1.<br><br><b>Online/ At Home: Work on outlining the main sections of the first essay, and submit it to Canvas by 11:59 PM. Note: This assignment is for your own benefit, and it is ungraded. By doing this assignment, you will have an opportunity to check your understanding and to receive feedback from me.</b> | February 10       |

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|--|-------------|
| <p><b>In Class:</b> Begin drafting your essay; small-group and individual conferences with the instructor; review grammar as needed</p> <p><b>Online/ At Home: Compose a body paragraph of your visual analysis essay, and submit it for feedback, by 11:59 PM, on Wednesday, February 12, 2020.</b></p>   | February 12 |
| <p><b>HCC Closed in Observance of President's Day</b></p>  | February 17 |
| <p><b>In Class:</b> In Class: Work with Essay #1 Peer Review Draft comments; review grammar as needed</p>  | February 19 |
| <p><b>In Class:</b> Discuss handout on Reading Critically; begin reading one of the selected articles for essay #2</p> <p><b>The final draft of essay #1 is due by 11:59 PM to HCC Eagle Online. Begin looking through Module #2.</b></p>  | February 24 |
| <p><b>Unit 2: Using Writing Processes to Compose a Critical Response Essay</b></p>   |             |
| <p><b>In Class:</b> Continue discussing handout on Reading Critically; work with new vocabulary terms in the article you have selected for essay #2.</p>   | February 26 |
| <p><b>In Class:</b> Work with Narration and Description and Classification; set aside time for individual and group work.</p> <p><b>Online/ At Home: Compose a reading log based on the article you are working on for essay #2, and submit it to Canvas by 11:59 PM. Note: This assignment is for your own benefit, and it is ungraded. By doing this assignment, you will have an opportunity to check your understanding and to receive feedback from me.</b></p> | March 2     |
| <p><b>In Class:</b> Work with Classification and Process of Analysis; set aside time for review of grammar</p>   | March 4     |

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|---|---------------|
| <p><b>In Class:</b> Work with Definition and Comparison and Contrast; set aside time for in-class individual and group work</p> <p><b>Online/ At Home: By 11:59 PM, draft a working thesis and outline of your major points for essay #2. By doing this assignment, you will have an opportunity to check your understanding and to receive feedback from me.</b></p> | March 11      |
| <p><b>In Class:</b> Work with Cause and Effect and Persuasion; continue annotating the article you will work with for essay #2</p>  |               |
| <p><b>HCC Closed for Spring Break</b></p>   | March 16 - 22 |
| <p><b>In Class:</b> Continue working with Cause and Effect and Persuasion; continue annotating the article you will work with for essay #2</p> <p><b>Online/ At Home: Compose a body paragraph of your critical response essay, and submit it for feedback, by 11:59 PM, on Monday, March 23, 2020.</b></p>   | March 23      |
| <p><b>In Class:</b> Continue discussing strategies for integrating sources and types of plagiarism</p> <p><b>At Home:</b> Complete HCC Eagle Online assignment based on your essay; and submit this assignment by 11:59 PM.</p>   | March 25      |
| <p><b>In Class:</b> Work with Essay #2 Peer Review Draft comments; review grammar as needed</p>   | March 30      |
| <p><b>In Class:</b> Meet with fellow group members to work on Group Presentation Assignment; set aside time for individual meeting with the instructor</p> <p><b>NOTE: The final draft of essay #2 is due to HCC Eagle Online, by 11:59 PM.</b></p>   | April 1       |



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|---|----------------|
| <p><b>In Class:</b> Set aside time to review reading group projects; work on grammar review.</p> <p><b>Online/ At Home:</b> Take notes on one of your reading group's assigned texts, and upload it to HCC Eagle Online, by 11:59 PM, on Monday, April 6, 2020.</p>                       | April 6        |
| <p><b>Last Day to Withdraw from Regular Sixteen-Week Classes</b></p>  | <b>April 6</b> |
| <p><b>Unit 3: Using Writing Processes to Compose a Synthesis Essay</b></p>  |                |
| <p><b>In Class:</b> Begin discussing Essay Assignment #3; set aside time for small-group work.</p> <p><b>At Home:</b> Begin looking through Unit 3 on Eagle Online.</p>   | April 8        |
| <p><b>In Class: Reading Group Presentations Due. Have one group member submit the collective report to HCC Eagle Online. Also, each group member is responsible for submitting an Individual and Group Evaluation Form (this form is located in Canvas)</b></p>                           | April 13       |
| <p><b>In Class:</b> Continue discussing essay assignment #3; discuss SCC 4.1 - 4.2; develop research topics and potential synthesis questions.</p> <p><b>Online/ At Home: Complete "Reading for the Main Elements in the Second Text," by 11:59 PM, on Wednesday, April 15, 2020.</b></p> | April 15       |
| <p><b>In Class:</b> Work on library orientation activity; review grammar; and set aside time for individual reflection</p>  | April 20       |
| <p><b>In Class:</b> Continue analyzing and evaluating your sources; set aside time for small-group work on evaluating sources.</p> <p><b>Online/ At Home: Complete "Reflecting on Your Reading of the Second Text," by 11:59 PM, on Wednesday, April 22, 2020.</b></p>                    | April 22       |

|   |                     |
|---|---------------------|
| <b>In Class:</b> Review strategies for integrating sources and ways to avoid plagiarism (SCC 4.8); continue working on developing a thesis and an outline of your essay   | April 27            |
| <b>In Class:</b> Discuss sample essays; and set aside time to begin drafting essay #3; discuss SCC 4.9.<br><b>Online/ At Home: Draft one of your synthesis paragraphs, and upload it to Canvas by 11:59 PM, on Wednesday, April 29, 2020.</b> | April 29            |
| <b>In Class:</b> Work with Essay #3 Peer Review Draft comments; review grammar as needed  | May 2               |
| <b>In Class:</b> Last day of Instruction and final exam prep. Submit Final Draft of Essay #3  | May 4               |
| <b>In Class, from 2 - 4 PM:</b> Take the comprehensive final exam over all the information covered this semester.   | May 13              |
| <b>Regular Sixteen-Week Semester Ends</b>   | <b>May 17, 2020</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 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/>

Academic dishonesty includes cheating on a test, plagiarism, and collusion and is punishable by a grade of 0 or F on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College. A recommendation for suspension or expulsion will be referred to the Dean of Students.

For the purposes of this course, plagiarism includes using another person's words or ideas as your own and/or incorporating them into your own work without quotation marks (if using exact phrasing) or appropriate acknowledgment.

Collusion includes any "unauthorized collaboration with your classmates or any other students—present or past—in the completion of work that you claim as your own. Plagiarism and collusion will result, at a minimum, in a grade of zero for the assignment. I reserve the right not to allow revisions or rewrites of plagiarized work or work that demonstrates collusion.

Plagiarism can also include the use of a student's prior work in another course and/or school to qualify as an assignment in part for this course. In order to use any pre-existing work, a student **MUST** receive permission from the instructor in order to resubmit the assignment for this course. Failure to do so will be the equivalent of plagiarism. In other words, all assignments should be original; do not use a paper written in another class for this one.

### **Attendance Procedure**

Regular attendance is required at Houston Community College. If you arrive up to fifteen minutes late to class, you are considered tardy. After that, you are considered absent. Leaving early from class counts as a tardy as well. HCCS class policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped. If you have missed more than 12.5% of the class, by Monday, February 3, 2020, you may be automatically withdrawn from the course.

After five (5) unexcused absences, your Professionalism grade drops to a zero.

When you miss class, you are still responsible for what happens in class.

- ❖ Any work due the day you miss class is still due if you are not there.
- ❖ Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there. You will be expected to know anything announced or done in class whether you are there or not.
- ❖ You should contact another student in your section to find out what you missed, and copy his or her notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.

NOTE: Absences are excused for religious holidays and documented, unavoidable emergencies. These are also the only circumstances in which classwork and homework can be made up after an absence. To be eligible for a make-up of classwork/homework due to a religious holiday absence, you must tell me in writing two weeks in advance that you will be missing class for the religious holiday.

Withdrawal Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is Monday, April 6, 2020. Please remember that it is your responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

## Student Conduct

In many ways, this class will mimic a “real-world” working environment, and you will be expected to participate professionally—be on time, stay the entire class period, be prepared to discuss assigned material, meet deadlines, collaborate, and work fairly and honestly. For strong professionalism grades, you will regularly attend class, willingly participate in all facets of the classroom, and demonstrate a sincere effort to engage with the course materials as well as that of your fellow classmates.

Your attendance is absolutely necessary to complete the course successfully. NOTE: If you believe that regular attendance will be a problem for you, then you should enroll in another course that is more conducive to your schedule.

Not being present at the beginning of the class meeting time will count as being tardy. Missing more than 15 minutes of class equates to one absence. Three tardies equate to one absence. Coming in late and leaving early counts toward your allotted absences. Excessive tardies will not be tolerated. Excessive is defined as more than two tardies.

You are expected to do your own work. If you represent work that is not your own as if it were, that constitutes plagiarism. (See above.)

Use constructive criticism: We will examine writing samples from people in this class during every class; please speak about others’ writing as you would hope others would speak about your own writing.

Do not keep earbuds on your body during class time. Earbuds and similar must be stored in backpacks or under desks.

Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund. This includes not obeying the posted electronics policy in the classroom.

ESOL 0370 is a gateway course in an institution of higher learning. Among us will be the fact of difference, of geographical region, socioeconomic status, sexual orientation, physical ability, age, ethnicity and gender, among other forms. Given these conditions, I ask you not only to tolerate difference but also to seek out opportunities to understand members of our class who identify in diverse ways.

## Instructor’s Course-Specific Information

Email Policy: HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so here: <https://myeagle.hccs.edu/>

Note Concerning E-mail Etiquette: I will not reply to e-mail messages that do not contain the following elements: a salutation; a description of your request or concern; and signature.

Please note the following points regarding grades. 1) Grades will not be discussed in class. 2) Before you and I discuss any questions or comments you have regarding a grade on an assignment, you must read all of the comments and then schedule an appointment. 3) I look primarily at content, organization, and development. Style, grammar, and mechanics are

secondary. However, if style and grammar are such that the point is unintelligible, your grade will be affected. 4) Do not ask me at the end of the semester what your grade is. Wait for grade posting at semester's end.

Unless otherwise announced in class, two weeks is the standard length of turnover for grading major assignments.

You must demonstrate competence in your in-class writing assignments to potentially pass ESOL 0370. All segments of all assignments must be turned in and accepted in order to potentially pass ESOL 0370. All drafts of all out-of-class assignments MUST conform to MLA standards and MUST be typed or word-processed. There is no extra credit, nor is there a curve. You will receive the grade you have earned for the course.

### **Late and/ or Missing Assignments**

Late papers will be penalized ten points for each day they are late. Absences, technical difficulties, job challenges, and other responsibilities may be reasons for not completing major assignments on time, but they are not excuses. There are no makeups on daily assignments, except for religious holiday observance.

### **Electronic Devices**

As a student active in our learning community, it is your responsibility to be respectful of our learning atmosphere. To show respect to your fellow students and instructor, you will not keep earbuds on your body during class time. Earbuds and similar must be stored in backpacks or under desks. Also, you will turn off your phone and other electronic devices and will not use these devices in the classroom, unless you receive explicit permission. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and will be treated as such. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

"Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations" (Official HCCS statement).

### **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
- disAbility 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

### **EGLS<sup>3</sup>**

The EGLS<sup>3</sup> ([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. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. EGLS<sup>3</sup> 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](#) 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**

Professor Kevin Clement, [kevin.clement@hccs.edu](mailto:kevin.clement@hccs.edu), 713-718-7201