#  English 1302: Advanced Composition / CRN#14262

SPRING 2020 | Course length: 1/20 - 5/17

Traditional Course Structure: Tu/Th 9:30 - 10:50 in Room 221 (Learning Hub)

3 Credit Hours | 48 hours per semester

   

**Professor Information**

**Dr. Chris Carney**

***Email:*** christopher.carney@hccs.edu

I respond to email throughout the work week: M-F, between the hours of 8 and 5

***Learning Web:*** https://learning.hccs.edu/faculty/christopher.carney

***Office:*** Stafford Campus, Learning Hub, Third Floor Faculty Offices

**Office Hours:** TU: 8:20 - 9:20 AM / TH: 1:55 - 2:55 PM *by appointment (set via email)*

 Please feel free to contact me concerning any problems that you are experiencing in this course, as your performance in my class is very important to me. I am available to hear your concerns and to discuss course topics. However, as a college student (whom I consider a professional and a stark contrast to a high school student), I expect such expressions of concern to be professional, thoughtful, and mature. Thus, email messages should be written as college students are expected to write them regarding word choices, tone, grammar/clarity, and salutation (i.e. the word "hey" is a poor word choice for a salutation!).

**Course Description:** Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Core curriculum course. Prerequisite: ENGL 1301 Composition I or its equivalent.

**Student Learning Outcomes:** Upon successful completion of this course, students will:

* Demonstrate knowledge of individual and collaborative research processes.
* Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
* Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
* Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
* Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

**English Program Learning Outcomes**

* Write in appropriate genres using varied rhetorical strategies.
* Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
* Analyze various genres of writing for form, method, meaning, and interpretation.
* Employ research in academic writing styles and use appropriate documentation style.
* Communicate ideas effectively through discussion.

**Core Objectives:** Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

* **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.
* **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**REQUIRED Course Materials: *Current Issues, Enduring Questions (11th Edition)***

**Course Requirements:**

In this class, you can plan to: 1. WRITE three formal essays in strict compliance with MLA format guidelines that fully utilize all stages of the "Writing Process" (detailed essay prompts for these assignments will be posted in both Canvas and on my Learning web page); 2. WRITE two exams; 3. WRITE eight highly informal journal entries (not evaluated for "correctness" of form nor content; only following directions and developing your ideas at 1302 level); 4. Take two quizzes based on assigned reading from the book. I cannot stress enough how important it is for you to embrace the fact that this is an ADVANCED COMPOSITION CLASS and ALL OF YOUR WORK WILL BE EVALUATED ACCORDINGLY. In recent semesters, I have seen a sharp increase in the number of students who, in my opinion, are nowhere near qualified to be in English 1301--let alone English 1302! *If you believe you may fall into this category (perhaps you have taken an accelerated English 1301 course with a co-requisite INRW course), then I strongly suggest reevaluating your performance in English 1301, which is of course a prerequisite for taking this ADVANCED class.*

**Instructor Requirements:**

**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 making up assignments
* Provide the course outline and class calendar that 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
* Attain a raw score of at least 50% on the departmental final exam
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://www.hccs.edu/resources-for/current-students/student-handbook/)

## Online Class Activities

Students in English 1302-DE can expect to participate in online discussion threads (in Canvas) and take quizzes based upon readings and multimedia on their TWO designated days. Students are also expected to designate time in the semester schedule to take the designated Midterm and Final exams, along with visiting the Holocaust Museum in downtown Houston prior (days or even up to a couple of weeks prior) to taking the final exam.

## Incomplete Policy

As a rule, I do not designate work as complete or incomplete. I naturally assume students submit complete work upon due dates (assuming it is complete in their eyes). For example, if an assignment is only half of the expected length and/or contains only half of the expected elements, I will not call it an "incomplete" assignment; rather, such an assignment will likely receive an F.

##  Grade Formula

 I. Informal Assignments (IA’s) - 8 total assignments @ 50 points each: 400 pts. possible

II. Formal Essays - 3 total (100 pts., 150 pts., 150 pts.): 400 pts. possible

III. Midterm Exam 50 pts. possible

IV. Final Exam             50 pts. possible

V. Quizzes (2 @ 50 points each) 100 pts. possible

 **Total : 1,000 pts. possible**

Standard Grading Scale (based on 1,000 points): Passing: 900-1,000pts.=A, 800-899 pts.=B, 700-799 pts.=C. Not Passing: 600-699pts.=D, Below 600pts.=F

NOTE: I use a standard 1,000-point system for grades and NOT a percentage system. For reasons beyond my knowledge or expertise, the Canvas default mode is a percentage system (??). Anyhow, it is important to keep track of the POINTS you earn on assignments, since those points will determine your final grade in the class. I say this because, on a few occasions, students have thought there was an error in computing their final grade when they expected a different letter grade based upon a percentage score they found in Canvas.

Detailed, generic grading rubrics (grade formula) for the Informal Assignment (IA) are posted in Canvas; The grade formula for the formal essay assignments is attached to the prompts; the grade formula for the midterm and final exams is provided in the "exam prep" document (posted approximately two weeks before the exam dates). The grade formula for quizzes is self-explanatory (correct vs. incorrect answers), and the grade formula for discussion threads is largely based upon participation and/or students' level of engagement.

**Missed Assignments:**

Late assignments will NOT be accepted, so please don't ask or submit late assignments with the presumption that I will accept such assignments. Meeting deadlines is very important to your academic career in the present and your vocational/professional career in the future! However, in the rare event that you should encounter a legitimate emergency (of which I sincerely hope you do not), such emergencies typically fall into the easily verifiable categories of the medical or legal realms (verifiable in writing); therefore, if you have such an emergency in the next 16 weeks, then email me directly and we can discuss alternatives.

**Academic Integrity Policy (Plagiarism and other forms of Cheating):**

Generally (and quite frankly) speaking, I absolutely despise plagiarism and I have a zero-tolerance policy towards this grievous academic offense in my classes.

HCC Official Policy states:

“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”

Thus, if you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and their words at all times. Students who plagiarize, collude, or cheat may face disciplinary actions that include a zero for the assignment, an F for the course, and/or further administrative action.

NOTE: Even without plagiarizing, an essay can still receive a low/ failing grade for having a disproportionate amount of content from source material, since doing so provides so little of your writing for me to evaluate that I have no other choice than to fail the assignment for quantitative reasons alone! In case you are unaware of this feature of Turnitin.com, the site provides me with a specific percentage of words from outside sources on every essay. So, an essay requiring source material should have a source-usage percentage of approximately 20 percent-- which is what I consider a “healthy” percentage.By contrast, “unhealthy” numbers like 10 and 15 percent are too weak (under-usage of sources) and numbers like 50, 60, and 70+ percent are also unhealthy (over-usage of sources).

**DE Course Proactive Engagement (Like Attendance in a Traditional Class Structure):**

While our DE course does not physically "meet" in person, it becomes obvious to me, once the semester gets underway, who is and who is not actively participating in it. There will inevitably be those students who quickly engage-in or even initiate discussion threads (as a whole class or between specific students), display proactive participation, submit work on time, and/or email me with questions or concerns as they arise. On the other hand, there will likewise be other students who essentially ghost themselves and fail to do any or all of the aforementioned activities--thus receiving grades according to such engagement or lack thereof. To summarize, the operative word is "proactive" as it applies to your "being" in this class, since merely having your name appear on the roster is not the same as proactively being in a class. The first proactive move on your part pertains to attaining the book for our class before the start of week two*.*

*“That's what education should be," I said, "the art of orientation. Educators should devise the simplest and most effective methods of turning minds around. It shouldn't be the art of implanting sight in the organ, but should proceed on the understanding that the organ already has the capacity, but is improperly aligned and isn't facing the right way.”*

― [Plato](http://www.goodreads.com/author/show/879.Plato), [*The Republic*](http://www.goodreads.com/work/quotes/1625515)

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***Current Issues and Enduring Questions – 12th Edition***

 ***ALL STUDENTS MUST HAVE THIS BOOK BY THE END OF WEEK 1 AT THE LATEST***

**SPRING 2020 Course Calendar:**

**IMPORTANT DATES: Jan. 20 - MLK Day; Feb. 17 - Presidents Day; March 16 - 22 - Spring Break; April 10-12 - Spring Holiday; May 25 - Memorial Day**

| **Week** | **Dates** | **Topic / Assignments Due** |  |
| --- | --- | --- | --- |
| 1 | Week beginning on 1/20MLK Holiday on 1/21BIG WEEK! | READ **Syllabus** thoroughly. READ my **CANVAS home page** thoroughly. **OBTAIN REQUIRED BOOK THIS WEEK! RESPOND to the "DAY ONE INTRODUCTIONS" ANNOUNCEMENT in CANVAS (one continuous thread--not separate responses) by midnight on FRIDAY. 1/25 !** **NOTE:** **THERE IS A PARTICIPATION QUIZ ON BOTH MY SYLLABUS AND MY INTRODUCTION PAGE IN CANVAS ON SATURDAY 1/26 (open from 9 AM to noon).** This particular quiz, combined with the week one introduction, will represent 20 of the overall 50 points in the "participation" category of the point scale.  |   |
| 2 | Week beginning on 1/27 | ***This week, read Chapter 1 before Monday night***  |  |
| 3 | Week beginning on 2/3  |  ***This week, read Chapter 2 before Monday night*** ***Tuesday 2/4 by 11:59 PM: Informal Assignments (IA's) #1 & #2 DUE in Canvas! (two separate assignments; DO NOT combine)***  |  |
| 4 |  Week beginning on 2/10 | ***This week, read Chapter 3 before Monday night*** **NOTE:** ***Current Issues*** **QUIZ 1 on SATURDAY 2/15 in Canvas (open from 9:00 AM to noon) and covers all reading assigned on weeks 2 and 3 (should not take you more than 20 to 30 minutes max).**  |  |
| 5 | Week beginning on 2/17 |  ***This week, read Chapter 4 before Monday night*** **Group** **Presentations # 1 \******Saturday 2/22 by 11:59 P.M. – Formal paper #1 due.***  |  |
| 6 |  Week beginning on 2/24 |  ***This week, read Chapter 5 before Monday night***  |  |
| 7 |  Week beginning on 3/2 | The "pre-midterm" announcement is posted on 3/2 ***This week, read Chapter 6 by MONDAY night******Tuesday 3/3 by 11:59 PM: Informal Assignments (IA's) #3 & #4 DUE in Canvas! (two separate assignments; DO NOT combine them!)*** |  |
| 8 |  Week beginning on 3/9 | ***This week, read Chapter 8 before Monday night*** **MIDTERM EXAM : Hosted in Canvas, BUT we will MEET IN THE LIBRARY COMPUTER ROOM on Thursday 3/12. Attendance is mandatory for credit on the exam, as it cannot be taken elsewhere. The exam will open in Canvas at 9:30 SHARP and close at 10:55 SHARP.** Be sure to read the detailed "pre-midterm" announcement thoroughly (posted 3/2) |  |
| 9 | Week beginning on 3/16 |  ***Spring Break Week***  |  |
| 10 | Week beginning on 3/23BUSY WEEK! |  ***This week, read Chapter 7 before Monday night*** **Group** **Presentations # 2 \*****NOTE: *Current Issues* QUIZ # 2 on Saturday 3/28 in Canvas (open from 9:00 AM to noon) and covers all reading assigned on weeks 5,6,7, 9 and 10 (should not take you more than 20 to 30 minutes max).** ***Saturday 3/28 by 11:59 P.M. – Formal paper #2 due.*** |  |
| 11 |  Week beginning on 3/30 |   ***This week, read Chapter 9 before Monday night***  |  |
| 12 |  Week beginning on 4/6 | ***This week, read Chapter 10 before Monday night*** ***Tuesday 4/7 by 11:59 PM: Informal Assignments (IA's) #5 & #6 DUE in Canvas! (two separate assignments; DO NOT combine them!)*** |  |
| 13 |  Week beginning on 4/13 |  ***This week, read Chapter 11 before Monday night***  |  |
| 14 |  Week beginning on 4/20 |  |  |
| 15 |  Week beginning on 4/27 | ***In Class This Week:* FINAL EXAM. Hosted in Canvas, but we are meeting in the Library Computer Room! Arrive a bit early, as the exam will be set to start promptly at 11:00. NOTE: The exam can only be taken in this room; nowhere else is an acceptable location.** Be sure you have visited the **Holocaust Museum** well before this date, and be sure to read the detailed "pre-final exam" announcement thoroughly (posted in week 12).***Tuesday by 11:59 PM: Informal Assignments (IA's) #7 & #8 DUE in Canvas! (two separate assignments; DO NOT combine them!)******Saturday by 11:59 PM: Formal essay # 3 due*** |  |
| 16 |  Week beginning on 5/4 | LAST DAY OF CLASS: **Group** **Presentations # 3 \*** |  |

\* Classes meeting twice weekly will have two groups present on day one of presentation weeks and the third presentation on day two; with these classes, each group should anticipate a 30-40 minute time frame. However, classes meeting once weekly will have all three presentations on one day of each presentation week, which means time is more vital. Therefore, all groups in classes meeting once weekly will be held to a strict 20-25 minute time frame. NOTE: On presentation days, being late to class may result in a forfeiture of all presentation points if I deem it necessary to bar you from presenting as a result of your lateness.

General Grading Scale:

**A**  Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

**B**  Above average work that shows understanding of the writing topic,

has few serious errors, and provides good communication with a specific audience.

**C**  Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

**D** Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

**F** Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

Student Support Services:

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

*Ability Services*:

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor’s receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

*Ability Service Contact Information*:

**Central College**

713.718.6164

**Coleman College**

713-718-7376

**Northeast College**

713-718-8322

**Northwest College**

713-718-5422

713-718-5408

**Southeast College**

713-718-7144

**Southwest College**

713-718-5910

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

*Accommodations due to a Qualified Disability*: 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/>

*Libraries*: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: <http://library.hccs.edu/about_us/locations_hours>

*Online Tutoring:*

The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to <https://hccs.upswing.io/>. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

*Open Computer Labs*: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

*Tutoring Centers:*

The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC.  Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment.  Our emphasis is on maximizing academic potential while promoting student success and retention.  We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses.  There is no need to make an appointment.  If you need a tutor, please refer to our website:  <http://ctle3.hccs.edu/alltutoring/> for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

**Important HCCS and Course Policies:**

Please see <http://www.hccs.edu/resources-for/current-students/student-handbook/> for any changes to HCC policies that might happen during the semester.

*Academic Honesty*: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC’s policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

*Attendance*: Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before** **class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record (01/28), you may be automatically withdrawn from the course.

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

*Campus Safety*: If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

*EGLS3 (Evaluation for Greater Learning Student Survey System)*: At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to <http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> for directions.

*Final Grade of FX*: Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website. The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's

responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online

Student Handbook by visiting this link: <http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

*International Students*: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int\_student\_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

*Repeating Courses*: Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

*Sexual Misconduct*: 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. 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 and Diversity, 3100 Main, Houston, TX 77266-7517, or institutional.equity@hccs.edu.

*Title IX Discrimination*: Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence.  Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity.  Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities.  If you require an accommodation due to pregnancy please contact an Abilities Services Counselor.  The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.

All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

*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 \_\_\_. Please remember that it is the student’s 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.

**Dr. C's Credentials:**



**This syllabus is tentative and may be adjusted at Dr. Carney's discretion**