Speech 1315  
Southwest College  
CRN 91284– Spring 2016  
Tuesday/Thursday 12:30 p.m.-2:00 p.m.

Instructor: Danielle R. Stagg  
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Office: Stafford Learning Hub Room 208  
Email: danielle.stagg@hccs.edu  
Instructor’s Scheduled Office Hours: Mondays 12:30 p.m.-3:00 p.m.; Thursdays 2:00 p.m.-3:30 p.m.

Course Description  
Public speaking is designed to develop proficiency in public speaking situations; emphasis upon content, organization, and delivery of speeches for various occasions. Open to all students; required of majors in speech.

Speech 1315 is designed to enable students to examine the principles of speech making and to examine the importance of public speaking as communication so that they will be able to research, organize, and deliver material effectively.

Course Student Learning Outcomes (SLOs)  
1. Analyze speeches, statements, and behaviors orally and in writing.  
2. Prepare and present speeches and other presentations, using the appropriate verbal, oral, aural, and nonverbal communication skills.  
3. Compose and present a persuasive speech using logic and source materials to frame and support arguments. Other appeals and the use of appropriate verbal, oral, and aural communication skills should be used to effectuate audience influence.  
4. Listen actively, critically and empathetically.  
5. Identify various kinds of listeners.  
6. Distinguish types of speech delivery methods, and use them effectively.

Learning Objectives  
1. Analyze speeches, statements, and behaviors—orally and in writing.  
2. Conduct discussions to help students evaluate diverse issues and topics.  
3. Employ exercises and assignments that will train students to properly structure oral presentations for formal and informal settings.

SCANS and/or Core Curriculum Competencies: Core Curriculum Competencies: Intellectual, computer literacy, critical thinking listening, and speaking.

HCC Calendar: Spring 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Tuesday, January 19, 2016</td>
</tr>
<tr>
<td>Official Date of Record</td>
<td>Monday, February 1, 2016</td>
</tr>
<tr>
<td><strong>Holidays and Breaks</strong></td>
<td>02/15/16: President’s Day</td>
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<td></td>
<td>03/14/16-03/20/16: Spring Break</td>
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<td></td>
<td>03/25/16-03/27/16: Spring Holiday</td>
</tr>
<tr>
<td><strong>Last day to drop classes with a grade of W</strong></td>
<td>Tuesday, April 5, 2016</td>
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<tr>
<td><strong>Instruction ends</strong></td>
<td>May 8, 2016</td>
</tr>
<tr>
<td><strong>Final examination</strong></td>
<td>Thursday, May 12, 2016 at 12:00 p.m.</td>
</tr>
</tbody>
</table>

**Instructional Methods:** Methods of instruction may include: lectures, readings (from textbooks and academic journals), group presentations, peer-based activities, video/film presentations, classroom discussions and activities, and in-class critiques.

**Student Assignments:** Assignments/Activities may include: exams, platform speeches, classroom discussions/activities, and various assigned readings.

**Student Assessments:** Methods of Assessment/Evaluation may include: tests which may include: definitions, matching, multiple choice, and/or true/false; presentations; group and/or individual projects; other methods as may be determined by individual instructors.

**Instructional Materials:**
- A supply of 3 x 5 index cards, ruled or plain
- Two (2) Scantron test forms

**Assignments**

**Exams**
Exams are administered as scheduled. If you are absent on an exam date (excluding the final exam, which may not be made up), that exam may only be made up during the next scheduled office hour of the instructor; there will be 10 points subtracted from all make-up exams (See page one of syllabus for office hours). Each test has 50 multiple-choice or true/false questions. Scantrons are needed. **Students that are more than 15 minutes late for an exam, will not be able to take the exam and will automatically receive a zero.**

**Speeches**
There will be five graded speeches. **(1) Speech of Introduction** – 3 to 5 minutes – introduce yourself to the audience. **(2) Speech of Explanation**—3 to 5 minutes—explain a concept, idea, object, phenomena, event, person, or issue. **(3) Speech of Demonstration**– 3 to 5 minutes – demonstrate a process telling the audience how to do something, how to make something, or how something works. **(4) Speech of Persuasion** – 3 to 5 minutes – present information designed to affect audience beliefs, or move the audience to action. **(5) Special Occasion Speech** – 3 to 5 minutes – present a speech of introduction, acceptance, presentation, inspiration, a eulogy, roast, or toast. Speeches are graded on content, organization, language use, delivery, and visuals. *All speeches require a visual aid.*

**Speech of Introduction**
The Speech of Introduction is a speech in which you should introduce yourself to the class. Prior to the speech, you will be paired with a classmate. You will need to organize your main points (e.g.,
hobbies, goals, background) and compose a 3-5 minute speech. You will need a visual aid to support your main points.

**Speech of Explanation**
The Speech of Explanation is a speech in which you should explain a concept, idea, person, object, event, or issue. Speeches of explanation define through the use of plain and understandable language.
- Explanation of an object or phenomenon (Ex. Digital camera)
- Explanation of a person’s or group’s significance (Ex. Explanation of records broken by Tiger Woods)
- Explain the meaning of an event (ex. Battle of Gettysburg)
- Explanation of an issue (Ex. Alternative theories to evolution)
- Explanation of a concept (ex. Maslow’s Hierarchy of Needs)

**Speech of Demonstration**
The speech of Demonstration is a speech in which you should explain, while demonstrating a process telling the audience how to do something, how to make something, or how something works.
- How to bake chocolate chip cookies
- How to pray the rosary
- How to check your oil

**Speech of Persuasion**
The goal of the persuasive speech is to influence the attitudes, beliefs, values, and acts of others. As a persuasive speaker, you can attempt to modify the audience member’s attitudes and values or aim for an explicit response (action).

To motivate the audience, strive to do the following:
- Make your message personally relevant to the audience
- Demonstrate how the proposed change will benefit the audience
- Set modest goals
- Target issues that audience members feel strongly about
- Demonstrate how the attitude or behavior will satisfy listeners
- Establish your credibility

In this speech, you should have a claim (side of the position, argument), data (evidence), and a warrant (justification of the evidence that links it to the claim). In addition, aim to use at least one of Aristotle’s appeals: logos, ethos, and pathos.

**Special Occasion Speech**
You will prepare and present one of the following types of special occasion speeches:
Speeches may contain a mix of information and persuasion; speeches should be 3-5 minutes.

**Speech Rules**

(1) The **minimum times** listed for speeches above are **absolute** minimums. Points are forfeited for insufficient length as follows: 1 to 15 seconds short – minus 5 points. 16 to 30 seconds short – minus an **additional** 10 points (total 15). 31 to 45 seconds short – minus an **additional** 15 points (total 30). 46 to 60 seconds short – minus an **additional** 20 points (total 50). Speeches that are 61 or more seconds short will receive no credit (in other words, you get a grade of “0” for the speech), and it may not be made up.

(2) The maximum times listed for speeches above are absolute. The instructor will cut off your speech at the timed maximum, and if you have not finished a major portion of your speech, such as a main point and/or the conclusion, you will not receive credit for the portion not completed.

(3) If you are absent for a speech, that speech may only be made during the next scheduled office hour of the instructor (see page one of syllabus for office hours); there will be 10 points subtracted from all make-up speeches. **A student can not make up more than two speeches.**

(4) Speeches must be prepared for presentation on the day scheduled. If you are not ready for the speech on the day assigned, you will receive a grade of “0” for the speech and it may not be made up.

(5) **All speeches require the use of visual presentation aids.** Such aids include, but are not limited to, overhead transparencies, video segments (no more than 1/3rd of total speech time), and computer aids (such as Power Point); at least one speech must utilize a PowerPoint Presentation. **Power Point presentations will ONLY be given on the first scheduled speech day for each type of speech; the projector and computer will not be available for make-up speeches—you will need to consider a different presentation aid.** You are responsible for reading and observing visual presentation rules as given in chapter 21 & 22, and learning to use Power Point on your own. 20% of each speech grade depends upon your proper use of visuals.

(6) Considerable effort must be made by each student to eliminate “vocal interferences;” during the first two graded speeches vocal interferences will be noted. Beginning with the third graded speech, you will be allowed one vocal interference for each FULL MINUTE of your speech. After that, vocal interferences will each count one point off your speech grade.

(7) Each student is allowed to use **up to three 3 x 5 index cards for each speech**; the note cards should be used to write key words and phrases—complete sentences are not allowed. Students may be asked to turn-in the index cards used during a presentation, at the conclusion of the speech.
(8) Students will need to turn in a typed, working outline for all speeches. Outlines must be turned in on presentation days, prior to the speeches. The working outline will need to include a speech title, topic, specific purpose, thesis, introduction, body, and conclusion; a Works Cited Page will also need to be attached. The outline should be in Roman Numeral Outline Format. See chapter 14, page 113, for information on the working outline.

(9) Students will also turn-in an Informative or Persuasive Speech Critique on speech days, prior to their speech, along with the outline and Works Cited page; the critique forms are located on the learning web page. The critique form should be on top, followed by the outline, and then the Works Cited page; all documents should be stapled together. Failure to submit the outline prior to the speech will result in a deduction of ten points from the speech grade. Failure to staple all documents will result in a deduction of five points. Students will not be able to present without a critique form; if a student does not have a critique form the speech grade is a 0.

(10) Students must be sure to orally acknowledge all sources used for each speech. Oral source citations must be made when delivering the material. Oral citations should match the number of sources listed on the Works Cited page. See chapter 11.

*If we do not finish all speeches on the day assigned, students that did not present will present their speeches the following class period.

**Participation**

Attendance and participation is worth a significant amount of points in this course. In regards to in-class meetings, students are expected to participate in classroom discussions and activities. Students will receive penalties from their participation grades for the following:

- Arriving late to class, deduction of five points for each tardy
- Unexcused absences, deduction of ten points (Be sure to review the attendance policy noted in the syllabus)
- Leaving class early, deduction of five points
- Disruptive behavior during class, deduction of ten points
- Failure to participate in class discussions and activities, deduction of ten points
- Disrespectful behavior towards the instructor or other students, deduction of twenty-five points

**Quizzes**

There will be 7 quizzes given throughout the semester. Quizzes will be given at the start of class (lecture) and will cover assigned reading materials. Students are expected to read each chapter/unit. Quizzes will cover information discussed in the chapter, as well as in lectures. If a student is absent or tardy on a quiz day, the student will receive a 0 for that quiz. Quizzes cannot be made up. Quiz dates are noted in the course calendar.

**Individual Instructor’s Requirements Statement**

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 class activities, discussions, and critiques
- Provide a clear 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

To be successful in this class, it is the student’s responsibility to:
• Arrive to class promptly
• Attend class and participate in class discussions and activities
• Read and comprehend the textbook
• Complete the required assignments and exams
• Treat all students and the instructor with respect
• Ask for help when there is a question or problem
• Keep copies of all paperwork, including this syllabus, handouts and all assignments

Grading Criteria
The grading criterion is based on points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Explanation Speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Demonstration Speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Special Occasion Speech</td>
<td>100 points</td>
</tr>
<tr>
<td>Participation</td>
<td>160 points</td>
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<tr>
<td>Quizzes 7 quizzes (20 points per quiz)</td>
<td>140 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

*If there is a discrepancy with a grade, it is the student’s responsibility to discuss in-person (not through the e-mail) the matter with the instructor. The instructor is available during the posted office hours.

Classroom Expectations
1) Be on time. On presentation days, wait until we are between speeches to open the door or come into the classroom. **In addition, if you are tardy on a presentation day, five points will automatically be deducted from your grade. Additionally, if you are tardy and walk-in on someone’s speech, an additional ten points will be deducted from your grade—total 15. Students that are more than 15 minutes late on a presentation day, will not be able to present and will automatically earn a zero.**

2) Cell phones, tablets, and computers. Do not use cell phones, tablets, or computers during class. Please place your cell phone on silent during class and speeches. If an emergency
arises, please exit the classroom to handle telephone calls. If your cell phone rings or receives an alert during a speech, **ten points will be deducted from your grade.**

3) Stay for the entire class. Unless I am previously notified, please do not leave before class is dismissed. **If you leave class early on a presentation day, ten points will be subtracted from your grade.** In addition, stay awake and alert during class. If you fall asleep, work on your own speech, or use a phone/computer during speeches, ten points will be deducted from your grade.

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**Course Calendar**

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Date</th>
<th>Activity/Assignment/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>January 19</td>
<td>Introduction to the Course and Syllabus Review</td>
</tr>
<tr>
<td>Session 2</td>
<td>January 21</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Session 3</td>
<td>January 26</td>
<td>Film Presentation</td>
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<tr>
<td>Session 4</td>
<td>January 28</td>
<td>Chapters 2-3</td>
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<tr>
<td>Session 5</td>
<td>February 2</td>
<td>Speech I: Introduction Speech (Group 1)</td>
</tr>
<tr>
<td>Session 6</td>
<td>February 4</td>
<td>Speech I: Introduction Speech (Group 2)</td>
</tr>
<tr>
<td>Session 7</td>
<td>February 9</td>
<td>Speech I: Introduction Speech (Group 3)</td>
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<tr>
<td>Session 8</td>
<td>February 11</td>
<td>Chapters 4-5</td>
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<tr>
<td>Session 9</td>
<td>February 16</td>
<td>Chapters 6-7</td>
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<tr>
<td>Session 10</td>
<td>February 18</td>
<td>Chapters 8-9</td>
</tr>
<tr>
<td>Session 11</td>
<td>February 23</td>
<td>Chapters 10-11</td>
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<tr>
<td>Session 12</td>
<td>February 25</td>
<td>Speech II: Explanation Speech (Group 2)</td>
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<tr>
<td>Session 13</td>
<td>March 1</td>
<td>Speech II: Explanation Speech (Group 3)</td>
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<tr>
<td>Session 14</td>
<td>March 3</td>
<td>Speech II: Explanation Speech (Group 1)</td>
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<tr>
<td>Session 15</td>
<td>March 8</td>
<td>Chapters 12-13</td>
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<tr>
<td>Session 16</td>
<td>March 10</td>
<td>Chapters 14-15</td>
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<tr>
<td>Holiday</td>
<td>March 15</td>
<td>Spring Break</td>
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<td>March 17</td>
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<tr>
<td>Session 17</td>
<td>March 22</td>
<td>Midterm Exam, Chapters 1-14</td>
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<tr>
<td>Session 18</td>
<td>March 24</td>
<td>Speech III: Demonstration Speech (Group 3)</td>
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<tr>
<td>Session 19</td>
<td>March 29</td>
<td>Speech III: Demonstration Speech (Group 1)</td>
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<tr>
<td>Session 20</td>
<td>March 31</td>
<td>Speech III: Demonstration Speech (Group 2)</td>
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<tr>
<td>Session 21</td>
<td>April 5</td>
<td>Chapters 23-24</td>
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<tr>
<td>Session 22</td>
<td>April 7</td>
<td>Chapters 16-17</td>
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<tr>
<td>Session 23</td>
<td>April 12</td>
<td>Speech IV: Persuasive Speech (Group 1)</td>
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<tr>
<td>Session 24</td>
<td>April 14</td>
<td>Speech IV: Persuasive Speech (Group 2)</td>
</tr>
<tr>
<td>Session 25</td>
<td>April 19</td>
<td>Speech IV: Persuasive Speech (Group 3)</td>
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<tr>
<td>Session 26</td>
<td>April 21</td>
<td>Chapters 25, 18-19</td>
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<tr>
<td>Session 27</td>
<td>April 26</td>
<td>Chapters 20-22</td>
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<tr>
<td>Session 28</td>
<td>April 28</td>
<td>Speech V: Special Occasion Speech (Group 2)</td>
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<tr>
<td>Session 29</td>
<td>May 3</td>
<td>Speech V: Special Occasion Speech (Group 3)</td>
</tr>
<tr>
<td>Session 30</td>
<td>May 5</td>
<td>Speech V: Special Occasion Speech (Group 1)</td>
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</tbody>
</table>
Please remember that this syllabus is subject to change. All changes will be documented by the instructor.

HCC Policy Statement: Americans With Disabilities Act (ADA)
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165 or the Southwest College Counselor: Dr. Becky Hauri at 713-718-7909.

To visit the ADA Web site, log on to www.hccs.edu, Click Future Students Scroll down the page and click on the words Disability Information. http://www.hccs.edu/hccs/future-students/disability-services

HCC Policy Statement: Academic Honesty
You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“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 test paper;
- Using materials during a test that are 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 part the contents of a test that has not been administered;
- 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 offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Violations: Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction
(Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

**Official HCC Attendance Policy:** Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time).

For example:
For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences.

**Administrative drops are at the discretion of the instructor.** If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course.

If you miss more than four classes, you will be dropped from the course. If the withdrawal date has passed, you will receive an F in the course, no exceptions. Students that attend all classes and are not tardy to more than three classes will receive twenty points toward the final exam.

**NOTE:** LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER: April 5, 2016

Students will also be penalized for tardiness. Once a student has been tardy three times, that will count as an absence.

**Course Withdrawals—First Time Freshmen Students—Fall 2007 and Later:**
Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

Based on this law, **HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career.**

**Course Withdrawals:**
Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor.
to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines.** *Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.* If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**Early Alert Program:**
To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

**Repeat Course Fee:**
The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**HCC Grading Information:**

Grading percentile: the official HCC grading rubric is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100 percent</td>
<td>A Exceptionally fine work; superior in presentation, visual observation, comprehension and participation</td>
</tr>
<tr>
<td>80–89 percent</td>
<td>B Above average work; superior in one or two areas</td>
</tr>
<tr>
<td>70–79 percent</td>
<td>C Average work; good, unexceptional participation</td>
</tr>
<tr>
<td>60–69 percent</td>
<td>D Below average work; noticeably weak with minimal participation</td>
</tr>
<tr>
<td>Below 60 percent</td>
<td>F Clearly deficient in presentation, style and content with a lack of participation</td>
</tr>
</tbody>
</table>

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete. Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").
The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

**EGLS² (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 department chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for more information.

**Title IX**
HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator, available at 713-718-8271 or email at oie@hccs.edu.

**Open Carry**
Since 1995, handgun license holders in Texas have been able to carry a handgun as long as the handgun is concealed. Effective January 1, 2016, handgun license holders may lawfully carry their handguns in an open manner throughout the state of Texas as long as the handgun is secured in a shoulder or belt holster. A license holder also has the option of carrying a handgun in a concealed manner; however, **the law does not permit concealed handgun carry on college campuses like HCC until August 2017**. Notwithstanding the ability to openly carry, the law on this subject remains relatively the same; specifically, **it is still prohibited under the law to openly carry a handgun on any college campus and on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college.**